



GMAS Test Prep Essentials

Grade: 8

Subject: Georgia Studies

GRADE 8 SOCIAL STUDIES: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight
History	SS8H1	47%
	SS8H2	
	SS8H3	
	SS8H4	
	SS8H5	
	SS8H6	
	SS8H7	
	SS8H8	
	SS8H9	
	SS8H10	
	SS8H11	
	SS8H12	
Geography	SS8G1	12%
	SS8G2	
Government/Civics	SS8CG1	25%
	SS8CG2	
	SS8CG3	
	SS8CG4	
	SS8CG5	
	SS8CG6	
Economics	SS8E2	16%
	SS8E3	
	SS8E4	
	SS8E5	

8th Grade
Domain
Weights

THOUGHT PROCESS FOR PROBLEM SOLVING

Newman's 5 Prompts

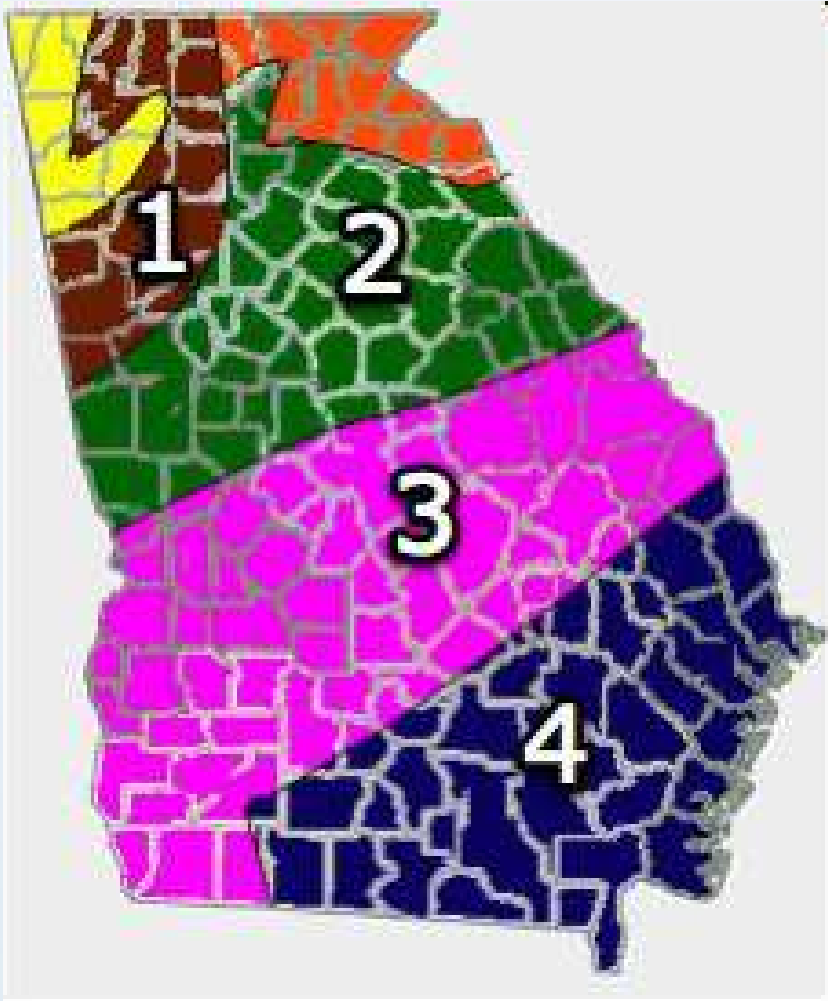
- * Please read the question to me. If you don't know a word, leave it out.
- * Tell me what the question is asking you.
- * Tell me how you are going to find the answer.
- * **Show me what to do to get the answer. "Talk aloud" as you do it, so I can understand how you are thinking.**
- * Now, write down your answer to the question

Geography



Standard: **SS8G1** The student will describe Georgia with regard to physical features and location.

b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.



Georgia has five different geographic regions. Each of these regions provide the state with different resources and economic opportunity. In the north, there are three small mountainous regions, each with a differing topography. In the middle of the state is the hilly Piedmont area which is home to many of Georgia's largest cities. Finally, the state is dominated by the Coastal Plain region, which takes up three-fifths of Georgia.

1. In which region would you be MOST likely to find peanut farms in Georgia?

- A. 1
- B. 2
- C. 3
- D. 4

Standard: **SS8G1** The student will describe Georgia with regard to **physical features and location**.

b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

Georgia has five different geographic regions. Each of these regions provide the state with different resources and economic opportunity.

2. What is the significance of the Blue Ridge Mountain region to the state of Georgia?

- A. The region produces most of Georgia's agricultural crops.
- B. The region is the major textile manufacturer of the state.
- C. The region receives the most precipitation and is the start of most of Georgia's rivers.
- D. The region is the major population center of the state.

Standard: **SS8G1** The student will describe Georgia with regard to physical features and location.

d. Evaluate the impact of climate on Georgia's development.

Georgia has a humid, subtropical climate with hot summers and mild winters, though the mountainous areas tend to be cooler than that of the rest of the state.

3. During colonial times, Georgia's mild and humid climate was a strong contributing factor to which of the following the economic activities?

A agriculture

B glumber

C the railroad industry

D fresh and salt-water fishing

Standard: **SS8G1** The student will describe Georgia with regard to physical features and location.

d. Evaluate the impact of climate on Georgia's development.

Explanation of Correct Answer: The correct answer is (A) The region receives the most precipitation and is the start of most of Georgia's rivers. The location, elevation, and physical features of the region contribute to the increased level of precipitation of this region. Precipitation that falls in this region runs off into streams that widen into the rivers that run throughout the state.

3. During colonial times, Georgia's mild and humid climate was a strong contributing factor to which of the following the economic activities?

- A** agriculture
- B** lumber
- C** the railroad industry
- D** fresh and salt-water fishing

Standard: **SS8G1** The student will describe Georgia with regard to physical features and location.
c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

The Okefenokee Swamp covers 700 square miles. Located in southeastern Georgia, the swamp can be found in four Georgia counties. Native Americans lived in the swamp dating back to the Archaic period (Choctaw Indians gave the swamp its name which means “land of the trembling earth”). Now, protected by the federal government, over hundreds of animal species live in the area, the most well known being the American alligator

4. Which of the following statements identifies a characteristic of the Okefenokee Swamp?

- A. It is located in the Piedmont region.**
- B. It has the most precipitation in the state**
- C. It is famous for its hydroelectric potential.**
- D. It is the largest freshwater swamp in North America.**

Standard: **SS8G1** The student will describe Georgia with regard to physical features and location.
c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

The fall line is a natural boundary that separates the Piedmont and the Coastal Plain regions. Due to the drop-off of the hilly Piedmont region into the flat Coastal Plain, the waterfalls found on the fall line caused many rivers in the area to be difficult to navigate. Many mills were located on the fall line. In addition, many of Georgia's most important cities such as Columbus, Macon, and Augusta were located on the fall line due to their location as the last navigable upstream points in the state.

5. Why have many Georgia cities and industries developed along the fall line?

- A. Railroads were already built here
- B. The land along the fall line was fertile and perfect for farming
- C. Ships can travel northward here from there to the northeast,
- D. Rapidly flowing rivers were a source of energy

SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, Georgia's deepwater ports, and the railroads help drive the state's economy.

a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.

Georgia's four transportation systems have played a major role in the state's economic development. When the colony of Georgia was founded, its location on the Atlantic Ocean and its deepwater ports such as Savannah of England's international trading empire. Later, the development of the railroad created the city of Atlanta making it one of the first cities in America that was not built near a navigable water route. In the 1920s, Atlanta sought to and became a hub for the budding airline industry. During the 1950s, Atlanta continued to be a major player in transportation as it became the southeastern center for three major interstate highways.

6. Which transportation system has had the BIGGEST impact on making Georgia a center of international business?

- a. The Port of Brunswick
- b. the MARTA rail system
- c. Interstates 75, 85, & 20
- d. Hartsfield-Jackson Airport

SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, Georgia’s deepwater ports, and the railroads help drive the state’s economy.

a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.

Explanation of Correct Answer: The correct answer is (D) Hartsfield-Jackson Airport. Hartsfield Jackson Airport is the major source of transportation for moving passengers and freight domestically and internationally.

6. Which transportation system has had the BIGGEST impact on making Georgia a center of international business?

- a. The Port of Brunswick
- b. the MARTA rail system
- c. Interstates 75, 85, & 20
- d. Hartsfield-Jackson Airport**

Economics



SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

Though it began as the smallest and poorest colony, after the American Revolution, Georgia quickly expanded. This was due to several factors including the invention of the cotton gin and railroads and the land cessions and forced removal of Native American tribes. The cotton gin had an immense impact on Georgia's economic and population growth, but this growth came with a terrible cost, the expansion of slavery. Another important technological development that had a major impact on the state of Georgia was the invention of the railroad. Many of Georgia's cities and towns were created due to the railroad, including the city of Atlanta.

7. How did technological developments like the cotton gin and railroads impact Georgia's growth?

- A** Railroads eventually led to many people leaving Georgia, which had a negative effect on Georgia's growth.
- B** The cotton gin require more slaves to harvest the additional cotton and this slowed the overall growth of Georgia.
- C** Because of the new technologies, more cotton could be produced and shipped quicker, which greatly increased Georgia growth rate.
- D** Neither the cotton gin, nor the development of railroads had any significant impact on Georgia's growth since Georgia remained the same size

Standard: **SS8E4** The student will identify revenue sources for and services provided by state and local governments.

a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes

Though there are several sources of state and local revenue, four of these include sales taxes, federal grants, personal income taxes, and property taxes. Typically, taxes are deposited into a general fund and are distributed to many different government services such as education, public safety, transportation, economic development, and natural resources.

8. What is Georgia's largest source of state income?

A poll tax

B sales tax

C income tax

D inheritance tax

SS8E4 The student will identify revenue sources for and services provided by state and local governments.

a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes

In order to provide services to the citizens of the state, Georgia's governments must have sources of revenue. These revenue sources include sales taxes, federal grants, personal income taxes, and property taxes.

9. One of the major responsibilities of citizens is to pay taxes (e.g., sales, income, property taxes). Which of the following **AREN'T reasons citizens pay taxes?**

- A** to acquire employment
- B** to get an allowance from the government
- C** to maintain roads, schools, and the military
- D** to pay for food

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10. In bad economic times, people buy fewer goods and services, so Georgia loses revenue because of a decline in

A personal income taxes.

B property taxes.

C sales taxes.

D SPLOST taxes

SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

In order to help students make better financial choices as adults, they should learn about the terms involved in helping them make personal money management choices.

10. When is the BEST time to borrow money?

- A** when interest rates are low.
- B** when a person has a poor credit rating.
- C** when a person has no job or steady income
- D** when a person wants to purchase an expensive item

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10. Which form of payment is the most expensive for the buyer

- A** cash.
- B** check.
- C** debit card.
- D** credit card..

SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.

b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

How was Marietta able to sustain such a large population increase in the 1940s?

A The physical size of the city more than doubled during this time.

B Construction of military aircraft, like the Bell Bomber, provided jobs.

C The Great Depression did not affect some parts of Georgia, like Marietta

D Marietta became the new capital city of Georgia when Atlanta was burned.

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

a. Define profit and describe how profit is an incentive for entrepreneurs

For those who are able to create a successful business there are many benefits. Some of these benefits include being your own boss, working long hours for yourself as opposed to someone else, and receiving the majority of the profit. In some cases an extremely successful business is bought by someone else, providing the entrepreneur with a huge profit.

11. Which of these describes the MAIN role of entrepreneurs?

- A** They run for political office to represent citizens.
- B** They work as employees for large corporations.
- C** They serve as volunteers at polling places on election day.
- D** They create businesses that produce goods and services.

SS8E4 The student will identify revenue sources for and services provided by state and local governments.

a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes

In addition to taxes, state and local governments receive money in other ways. For example, both state and local governments receive money from the federal government through revenue sharing. This helps these governments provide services they might not otherwise be able to support and also helps keep taxes from being increased. Which of the following is another way state and local governments raise revenue from citizens?

- A. state and local license fees
- B. government grant programs
- C. federal unemployment taxes
- D. federal corporation taxes

Government/Civics



SS8CG5 The student will analyze the role of local governments in the state of Georgia.

b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.

	Strong Mayor-Council	Weak Mayor-Council	Council-Manager
Executive Role and Responsibility	Most power rests with the mayor	Most power rests with the council	City Manager
Policymaking Responsibility	Power rests with the council, but the mayor may have the ability to veto	Power rests with the council	Council
Who Has the Most Power	Mayor	Council	Council

14. Based on the information in the chart, which of these describes an advantage of a weak mayor-council form of government?
- A. Executive duties are subjected to a system of checks and balances.
 - B. Executive power is shared among others rather than reserved for one person.
 - C. Executive functions are centralized so that they can be handled by only one person.
 - D. Executive responsibility and policymaking are split between two branches of government.

SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.

b. Describe the rights of juveniles when taken into custody.

The juvenile justice system was created to both protect and bring justice to child offenders who are under the age of 17. When a juvenile is taken into custody, he or she has several rights.

Item 20

Which right do all juveniles have when taken into custody?

- A. the right to a fair trial
- B. the right to be judged as an adult
- C. the right to have a jury of juvenile peers
- D. the right to a lesser sentence than an adult

SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.

d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.

There are seven specific offenses that, if a child between the ages of 13-17 commits, will not be under the protection of the juvenile court. These offenses are under the jurisdiction of the state Superior Court, and the juvenile will be charged as an adult. If sentenced the child may go to a juvenile detention center until they are old enough to be placed in an adult prison.

Which behavior might cause a juvenile to be treated as an adult during the criminal process?

- A.** committing armed robbery
- B. painting graffiti on a building
- C. getting into a fight with someone
- D. driving faster than the speed limit

SS8CG5 The student will analyze the role of local governments in the state of Georgia.

b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government

There are over 500 cities and towns in Georgia. Unlike other states, there is no legal difference between a city, town, or village. This is because cities and towns are approved and incorporated by the General Assembly.

There are three types of government a municipality may have. These are weak-mayor-council, strong mayor-council, and council-manager

A newly forming city that wanted power to be spread over multiple people, instead of just one person, should choose which type of city government?

A council-manager

B weak mayor-council

C strong mayor-council

D special purpose government

SS8CG1 The student will describe the role of citizens under Georgia's constitution.

b. Explain the concepts of separation of powers and checks and balances.

Similarly to the federal government, the government of Georgia has separation of powers between the three branches of government, along with the powers to check and balance the actions of the other branches.

A simple way to describe these powers is that the legislative branch (The Georgia General Assembly) makes the laws, the executive branch (headed by the Governor) carries out and enforces the laws, and the judicial branch (headed by the Georgia Supreme Court) determines the constitutionality of the laws. |

Which is the BEST example of checks and balances?

- A. The governor can veto bills.
- B. The governor can propose policies.
- C. The governor can give an annual speech about the state's condition.
- D. The governor can call on the state's military forces to help in natural disasters.

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What explanation BEST justifies the inclusion of the checks and balances doctrine in the constitution?

- A. It keeps one branch of government from becoming too powerful.
- B. It makes a distinction among the branches of government.
- C. It makes government run more smoothly.
- D. It streamlines government.

SS8CG1 The student will describe the role of citizens under Georgia's constitution.

e. Explain the role of political parties in government.

America's political system is often called a "two party" system. As the name implies, the political landscape is dominated by two parties. Since the 1860s the two major parties have been the Republican and the Democratic. However, in Georgia it was not until the latter half of the 20th century that Republicans became a political force in the state

Which of the following BEST describes a role of a political party?

- A. A political party limits government interference.
- B. A political party votes for candidates in an election
- C. A political party safeguards the freedom of religion
- D. A political party helps voters see a candidate's viewpoint

S8CG2 The student will analyze the role of the legislative branch in Georgia state government.

c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

The legislative branch is the law making body of the state. In Georgia, laws are created in the General Assembly. Similarly to the U.S. Congress, the Georgia General Assembly is divided into two houses; the House of Representatives and the Senate

Which of these lists the correct order of the legislative process for a bill to become a law in Georgia?

- A. proposal, floor action, committee action, conference, passage, action by governor
- B. proposal, committee action, floor action, conference, passage, action by governor
- C. proposal, action by governor, floor action, committee action, conference, passage
- D. proposal, action by governor, committee action, floor action, conference, passage

SS8CG3 The student will analyze the role of the executive branch in Georgia state government.

d. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws

The executive branch is the largest branch of Georgia's government. The governor is the highest position of the executive branch and is primarily responsible for enforcing the law. However, the governor has many other formal and informal duties as well.

Which department of the executive branch is responsible for the Georgia Highway Patrol?

A. the Department of Education.

B. the Department of Public Safety.

C. the Department of Transportation.

D. the Department of Economic Development.

SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.

a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each

The juvenile justice system was created to both protect and bring justice to child offenders who are under the age of 17.

With juveniles, which of these distinguishes unruly behavior from delinquent behavior?

- A. An unruly act breaks a law that only applies to children.
- B. An unruly act creates a disturbance in a public area.
- C. An unruly act causes other people to behave illegally.
- D. An unruly act does not break any laws, but it is offensive.

SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

b. Explain the difference between criminal law and civil law.

The judicial branch in Georgia is responsible for interpreting the laws created and passed by Georgia's legislative branch, then approved by the governor. It also ensures that Georgia citizens' rights are protected by the legal system.

Under civil law, which of these is the ONLY punishment a defendant can receive?

- A. The defendant can be incarcerated.**
- B. The defendant must reimburse the plaintiff.**
- C. The defendant may be given the death penalty.**
- D. The defendant must pay a fine to the government.**

SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.

The judicial branch in Georgia is responsible for interpreting the laws created and passed by Georgia's legislative branch, then approved by the governor. It also ensures that Georgia citizens' rights are protected by the legal system.

In the judicial system, appellate jurisdiction is the authority of a court to hear a case appealed from a lower court. In the Georgia judicial system, the court MOST LIKELY to hear an appeal from the Juvenile Court is the

- A. Probate Court.**
- B. Superior Court.**
- C. Appeals Court.**
- D. Supreme Court.**

SS8CG3 The student will analyze the role of the executive branch in Georgia state government.

d. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws

The executive branch is the largest branch of Georgia's government. The governor is the highest position of the executive branch and is primarily responsible for enforcing the law. However, the governor has many other formal and informal duties as well.

State programs such as education, transportation, and public safety are implemented by which branch of government?

- A. judicial**
- B. executive**
- C. federal**
- D. legislative**

History



Standard: **SS8H10** The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

a. Analyze the impact of the transformation of agriculture on Georgia's growth..

Several factors caused Georgia's population to shift from rural to urban areas. However the another major factor occurred after World War II. A major technological change in agricultural equipment further lessened the need for large numbers of agricultural workers. Some of the more important technological changes were larger tractors, reapers, and other machinery, combined with better fertilizers that made it easier to grow and process crops with much less man power.

Changes in Georgia's Agriculture Industry Since World War II

- more diversity in types of crops
- improvements in seed technology
- increased use of harvesters and tractors on farms
- improvements in farming practices such as crop rotation and erosion control

7. Which conclusion can be drawn from the information in this box?

- A. Modernization has kept cotton as the most important crop in the state.
- B. Modernization has led to a decrease in the number of farms in the state.
- C. Changes in the state's agriculture industry have led to more people working on farms.
- D. Improvements in farming methods have led to more government involvement in the state's agriculture industry.

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

Today, many of Georgia's mid-sized cities, as well as rural areas have large populations from all over the world. These diverse populations provide many benefits for all societies in the state.

Look at the list.

?

- New business opened.
- Local tax revenue increased.
- The state became more multicultural.

Which of these is the **BEST** title for this list?

- A. Impact of the Great Depression in Georgia
- B. Benefits of Ending the County Unit System
- C. Effects of Immigrant Communities in Georgia**
- D. Accomplishments of the Civil Rights Movement

SS8H2 The student will analyze the colonial period of Georgia's history.

a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

James Edward Oglethorpe (1696-1785) is often given credit as the “founder” and “first governor” of Georgia.

Oglethorpe lobbied to create a new colony and eventually he, along with 20 other Trustees, was granted a charter to establish Georgia.

Use the following quote to answer the question:

*"...they might not only gain a comfortable subsistence for themselves and families, but also strengthen our colonies and increase the trade...
and wealth of these our realms."*
- The Georgia Charter, 1732

The quote above MOST DIRECTLY relates to which reason for settling Georgia?

- A. defense
- B. missions
- C. Exploration
- D. economics

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

a. Describe the impact of the boll weevil and drought on Georgia.

Due to the loss of cotton acreage, along with the recruitment of northern companies, millions of African-Americans moved to northern cities. In addition, many sharecroppers and tenant farmers, both black and white left the farms and moved to Georgia cities such as Atlanta and Macon.

Additionally, the destruction of the cotton crop forced Georgians to diversify their economy. Cotton ceased to be Georgia's primary agricultural product.

12. In 1911, Georgia produced 2.8 million cotton bales. In 1913, Georgia produced 600,000 bales. What factor **MOST** contributed to the decline in cotton production?

- A. eradication programs
- B. Japanese beetle
- C. boll weevil
- D. New Deal incentives

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact

People inhabited Georgia long before its official “founding” on February 12, 1733. The land that became our state was occupied by several different groups for over 12,000 years. Each group had distinct technological and cultural characteristics for each society.

- *Development of smaller, more pointed arrowheads
- *Greater use of agriculture
- *More elaborate burial sites

The list above MOST LIKELY describes the

- A. evolution of early Native American cultures in Georgia.
- B. effects of entrepreneurs on Georgia.
- C. impact of the Spanish Mission systems
- D. change in Georgia under the Royal Governors.

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

Which development resulted in increased population and permanent settlements among Georgia's prehistoric Native Americans?

A. Improved weapons meant that more animals could be killed efficiently.

B. The Native Americans began to trade throughout eastern North America.

C. Improvements in agriculture meant food could be grown and stored.

D. The tribes established more complicated social structures and ceremonies.

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

- a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
- b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.

Each of the three major European nations had different reasons for exploring North American and the Southeast. As discussed earlier, Spanish interest can be summed up with the three “G’s:” God, Glory, and Gold. Specifically, Spain wanted to convert Native Americans to Christianity, the conquistadors were looking for personal fortune and fame, and the Spanish Monarchy wanted to bring as much gold into their treasury as possible.

Which evidence BEST supports the conclusion that Spanish exploration and settlement had a devastating effect on the Mississippian chiefdoms of the Southeast?

- A. During the two centuries following the discovery of the New World, over 90% of the native population were killed by disease and warfare
- B. The Spanish captured Fort Caroline and executed the French settlers there in 1565.
- C. The food supply for Hernando de Soto's expedition was so scarce that his men reportedly ate the dogs in some Indian villages.
- D. The Spanish began importing African slaves to work in the fields and mines of the Caribbean Islands

SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.

America's first written constitution was not the Constitution that we have today but another document called the Articles of Confederation (AOC). The AOC, which was America's constitution from 1776-1789, provided Americans with an extremely weak central government. This was based on the Americans' experience with Britain's monarchy and their goal to give as much power as they could to the "people" through the autonomy of the states. Nevertheless, the AOC had too many limitations that hindered the smooth functioning of the government.

Which of these accurately reflects a **WEAKNESS** in the Articles of Confederation?

- A. Congress taxed citizens too much.
- B. The document was too easily amended by the states.
- C. The central government held too much power over the states.
- D. There was no separation of powers.

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag

The 1940s and 50s saw a major push by African-Americans to fight segregation and reclaim the civil rights that were taken from them during the Jim Crow era. In protest of pro-civil rights court rulings such as Brown v. Board of Education, Georgia's legislators changed the state flag to incorporate the Confederate battle flag in 1956. Due to this "massive resistance" by many white Georgians, African-Americans in the state would not gain full civil rights for almost another decade.

The case of Brown v. Board of Education (1954) resulted in

- A. the creation of the 'separate but equal' doctrine of segregation.
- B. a ruling that stated segregation in American public schools was inherently unequal.
- C. a ruling that stated that race-based education in Kansas was equal in opportunity.
- D. the Topeka school district spending more money on black schools.

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

d. Explain reasons for World War I and describe Georgia's contributions.

There were several reasons for World War I. Nationalism, colonization, militarism, and the alliance system were all contributing factors that led to the war. All of these factors came to a head with the assassination of Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary at the hands of Yugoslavian nationalist. The war lasted for four years (1914-1918) and resulted in the death of millions throughout Europe.

When World War I began, the official United States policy was

- A. to enter on the side of the Allied Powers.
- B. to remain militarily and politically neutral
- C. to enter on the side of the Central Powers.
- D. to assist in the fighting that only occurred in France

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

a. Analyze the impact of the transformation of agriculture on Georgia's growth.

How did changes in Georgia's agriculture during the second half of the 20th century affect the distribution of population in the state?

- A. New agricultural practices were developed, leading more people to move to rural areas.
- B. Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities.
- C. Government assistance in farming helped local growers, allowing them to continue living in rural areas.
- D. New cotton mills were built as a result of the increase in cotton production, forcing people to move near the mills.

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.

How did the development of Atlanta after World War II affect the growth of Georgia?

- A.** Atlanta's growth turned the city into the economic center of the state.
- B.** Atlanta's growth marked the end of the state being a leader in agriculture.
- C.** As Atlanta grew, the rest of the state saw a decrease in the economy and an increase in poverty.
- D.** As Atlanta grew, the rest of the state showed a decrease in population and an increase in the average age of the people.

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

Georgians overwhelmingly supported President Franklin Roosevelt and his New Deal programs throughout the Great Depression. The New Deal Programs provided aid and support to many poor Georgians. Though these programs did not end the Great Depression, they helped many poor Georgians cope during the difficult economic times.

Which of these was the basic idea of the New Deal?

- A. the Supreme Court is responsible to the executive branch
- B. Energy production should be solely the concern of private enterprise
- C. States' rights have priority over rights of the federal government
- D. the federal government has a major responsibility for ensuring economic prosperity

SS8H3 The student will analyze the role of Georgia in the American Revolution.

b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

The Loyalists, as their name implies, were loyal to England and did not want the colonies to break away from the mother country. Many influential colonial Georgians remained loyal to England including Royal Governor James Wright and some, such as Brown, took up arms against their fellow Georgians who sided with the patriots. Most of the loyalist landowners forfeited their land to the patriots and left after the war. Loyalists were also called Tories.

Which of the following statements most accurately justifies Georgia's loyalty to the King at the beginning of the Revolution?

- A. The royal governor was very unpopular.
- B. Georgia relied heavily upon trade with England.
- C. A strong tradition of self-government had developed.
- D. Most Georgians strongly favored independence from England.

SS8H2 The student will analyze the colonial period of Georgia's history.

b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.

Soon after the first colonists arrived in Georgia, they began to voice displeasure with the rules established by James Oglethorpe and the Trustees. These dissenters became known as the "Malcontents." Most of the Malcontents were individuals who had paid their own way to the colony and were not financially obligated to the Trustees. The Malcontents complained about the limits the Trustees placed on them. After over 10 years of Malcontent complaints, in 1751, the Trustees ended restriction; thus forever changing Georgia's history.

In the early years of the colony, what was one reason the colonists were dissatisfied with the policies of the trustees who governed colonial Georgia?

- A. The colonists could not own slaves.
- B. The colonists were not allowed to practice their religion.
- C. The colonists were not allowed to read books.
- D. The colonists could not pay the high taxes required of them.

SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles

Due these weaknesses, many of the nation's most important leaders, knew that they had to change or even completely discard the AOC and create a new constitution. In 1787, representatives from all 13 states meet to do just that. While most went into the proceedings hoping to revamp the AOC, when they departed, they had created a new constitution that has been the law of the land for over 200 years. The most important compromises that occurred during the Constitutional Convention the were the Three-fifths Compromise,,” and the Great Compromise.

At the Constitutional Convention in 1787, the Great Compromise was introduced in order to

- A. end the debate over slavery.
- B. separate Virginia and West Virginia.
- C. maintain peace between England and America.
- D. give equal representation to both large and small states.

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

An important technological development that had a major impact on the state of Georgia was the invention of the railroad. Many of Georgia's cities and towns were created due to the railroad, including the city of Atlanta. The first Georgia railroad was chartered in 1832.

In the 1840s and 1850s, railroads had spread across so much of the state, that Georgia ranked in the top 10 for railroad track millage. Georgia had the most miles of track in the Deep South.

Why did Georgia invest heavily in railroads before the Civil War?

- A. to transport slaves
- B. as a preparation for war
- C. to attract Northern industry
- D. to transport agricultural products

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

- a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.

The years between 1877 and 1918 were a time of both great social and economic successes and failures in Georgia's history.

After the Civil War and Reconstruction period, Atlanta began its "rise from the ashes" and slowly became one of the more important cities in the South, proving it by hosting events such as the International Cotton Exposition. Henry Grady began to champion the cause of the "New South".

Which of the following would have been favored by such "New South" advocates as Henry Grady?

- A. enforcing increased agricultural development
- B. eliminating tariffs on imported goods
- C. electing more black people to public office
- D. increasing industrialization by using local resources

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

The New Deal Programs provided aid and support to many poor Georgians. Though these programs did not end the Great Depression, they helped many poor Georgians cope during the difficult economic times

Lina Belle McCommons, a North Carolina citizen who formerly lived in Georgia, said the following about her younger days there:

"We benefited in this area (Greene County, Georgia) because it was chosen for a number of the CCC camps — the army of young workers, who worked in forests and fields, stopping erosion. Some people said it was a waste of money. But it kept a lot of young fellows employed."

To which period in Georgia's history is she referring?

- A. World War I
- B. the New Deal
- C. Progressive Era
- D. the Square Deal

SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically

b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson

As American entered World War II, Georgia made several contributions to the effort.

Georgians contributed industrially with the construction of both airplanes in Marietta and ships in Brunswick and Savannah. Finally, before, during, and after the war, two Georgia political leaders, Richard Russell and Carl Vinson helped the country prepare and continue to fight a long and difficult war.

Which was a major contribution of Georgia during World War II?

- A. Radar technology was developed and tested at Georgia army bases.
- B. Hospitals trained large numbers of doctors and nurses for the Medical Corps.
- C. Military bases were established that trained large numbers of U.S. troops.
- D. Research sites developed the technology for a prototype of the atomic bomb.

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

After leaving the city of Atlanta utterly destroyed, Sherman set his sights on the rest of Georgia. Hoping to end the war as quickly as possible, while punishing the South for starting the war, Sherman began his infamous March to the Sea. The march began on November 15, 1864, and ended on December 21, 1864, with Sherman's capture of Savannah.

Which statement best describes the economic impact of the Civil War on Georgia?

- A** The battles ruined farmland and disrupted trade patterns.
- B** Building weapons for soldiers made Georgia's economy grow.
- C** The fighting over slavery made Georgia's economy one sided.
- D** During the war, Georgia traded more with northern states.

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

a. Analyze the impact of the transformation of agriculture on Georgia's growth.

Several factors caused Georgia's population to shift from rural to urban areas. However, another major factor occurred after World War II. A major technological change in agricultural equipment further lessened the need for large numbers of agricultural workers. Some of the more important technological changes were larger tractors, reapers, and other machinery, combined with better fertilizers that made it easier to grow and process crops with much less man power.

After World War II in the United States, which of these trends contributed to the growth of Georgia?

A. a loss of confidence in exploring new scientific methods

B. a rapid increase in technological and industrial development

C. a renewed focus on the importance of farming and agriculture

D. a turning away from cooperation between business and government

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

a. Evaluate the consequences of the end of the county unit system and reapportionment

In 1917, the state of Georgia enacted the county unit system which gave each county a certain number of votes during the primary based on a classification of type (rural, town, and urban). This system effectively strengthened the power and the influence of the rural counties while minimizing that of those counties that held urban centers. Since many of these counties were the homes to more black and progressive white voters and were allowed fewer votes, officials with discriminatory and white supremacy practices tended to get elected and retain power .

In 1962 a court ruled that the County Unit System violated which principal?

- A. Universal Suffrage
- B. Freedom of Speech
- C. Freedom of Religion
- D. "One man, one vote"**

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence

The social and political gains made by African-Americans during the 1870s and 1880s began to be chipped away by white politicians in the 1890s. Laws called Jim Crow Laws, named after a fictional black ministerial character, took away most of the citizenship rights of African-Americans. Under these laws most blacks could not vote or serve on juries, and were denied many of the other rights of US citizens

After Reconstruction, many state governments, including Georgia, passed laws that required citizens to pay a poll tax and take a literacy test before registering to vote. These laws were often not enforced for white people. Which statement best explains the impact of a poll tax on black voters in Georgia.

- A. The poll tax educated black voters.
- B. The poll tax meant more black people could vote.
- C. The poll tax helped to fund voting programs for blacks.
- D. The poll tax meant fewer black people could vote.

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence

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Homer Plessy, a black person, was arrested on a railroad train and his case was appealed all the way to the Supreme Court. The 1896 court decision in Plessy v Ferguson became the legal basis for the next 60 years. The court ruled against Plessy and provided a legal backing for

- A. poll taxes.
- B. segregation.
- C. literacy tests.
- D. slavery.

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

- They were against the Republican Party and the rights given to African Americans after the Civil War.
- They were a loosely organized political group who terrorized African Americans.
- Their goals included political defeat of the Republican Party and absolute white supremacy.

Which group of people is BEST described by the statements listed in box?

- A. The Urban League
- B. The Populist Party
- C. The Ku Klux Klan
- D. The NAACP

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.

A foreign visitor to the United States in the 1850s would most likely have made which of these observations about Georgia's economy?

A. Cotton mills and factories! Men, women, and children all working at machines.

B. Tightly knit villages of 15 to 20 families, some who work small farm plots while others spin and weave cloth bound for England.

C. The great planter, lord of acres and of slaves. More common, the small farmer, independent and self-sufficient. Both of them tied to the production of cotton.

D. Smoking cities teeming with immigrants and natives hungry for work.

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

b. Explain economic factors that resulted in the Great Depression.

d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

The New Deal Programs provided aid and support to many poor Georgians. Though these programs did not end the Great Depression, they helped many poor Georgians cope during the difficult economic times

Which of the following best summarizes changes in American attitudes and behavior resulting from experience with the depression and New Deal?

- A. Citizens generally expected government to provide more services to people in need and greater protection against economic hardship; and to take a more active role in improving social conditions.
- B. The people so resented the government's increased regulation of business, higher taxes, and interference in their daily lives that the majority switched their support from the Democrats to the Republicans.
- C. Americans became less involved in politics, preferring to leave matters to the government experts, and devoted more time to recreation and leisure.