

LEAP Practice Questions

Social Studies Grade 8

Purpose and Use

The LEAP Practice Questions are intended for use in classroom instruction and assessment, meaning that educators may choose to incorporate the sources and items into daily lessons or classroom tests to complement their instructional and assessment materials. The practice questions offer examples of how social studies knowledge and skills may be assessed in alignment with the 2022 Louisiana Student Standards for Social Studies (LS4) and provide students and teachers an opportunity to engage with the different source and item types on the LEAP Social Studies Grade 8 Assessment.

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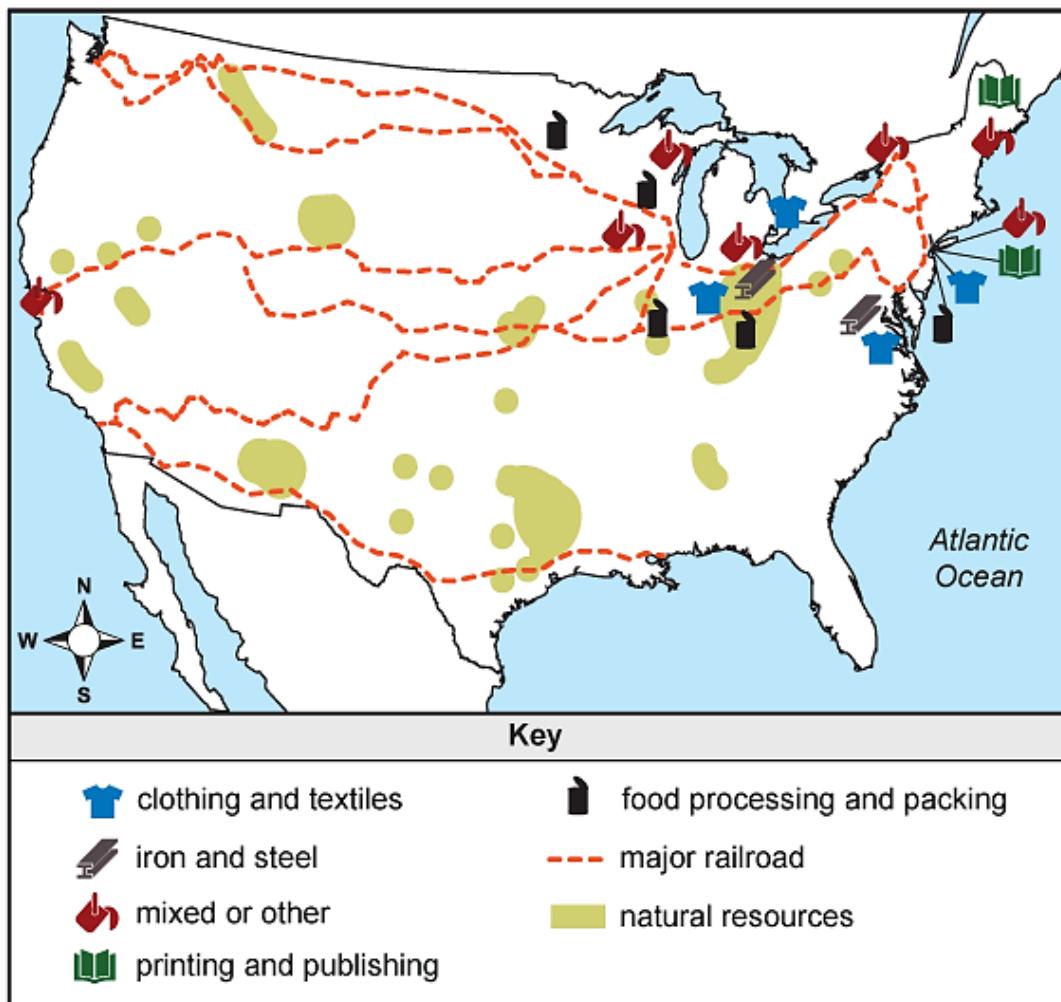
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Item Set: Industrialization, Immigration, and Urbanization

Read and study the sources about industrialization, immigration, and urbanization. Then use the sources to answer the questions.

Source 1

U.S. Industry (Late 1800s – Early 1900s)



Source 2**Adapted from *Poverty* (1905)***by Robert Hunter*

This excerpt is from a book written by Robert Hunter, a researcher and social worker during the late 1800s and early 1900s. Hunter was part of the Settlement House movement, serving at Hull House in Chicago and University Settlement in New York.

Millions of foreigners established neighborhoods in the very hearts of our urban and industrial communities. Two groups have generally promoted immigration: large employers seeking the cheapest form of labor obtainable, and the owners of the transatlantic steamship companies. These agencies made the people believe fabulous stories of wealth to be had in America. . . . In one community where I lived, several thousand human beings were struggling fiercely against want. Fully fifty thousand men, women, and children were all the time either in poverty or on the verge of poverty. They worked and starved and ached to rise out of it. They broke their health down. The men acquired painful and disabling diseases. The girls and boys followed in the paths of their parents. The wages were so low that the men alone often could not support their families. Mothers with babies toiled in order to add to the income. They gave up all thought of joyful living.

Industrial Workers (early 1900s)

Woodward Coal Mines

by Lewis Hine

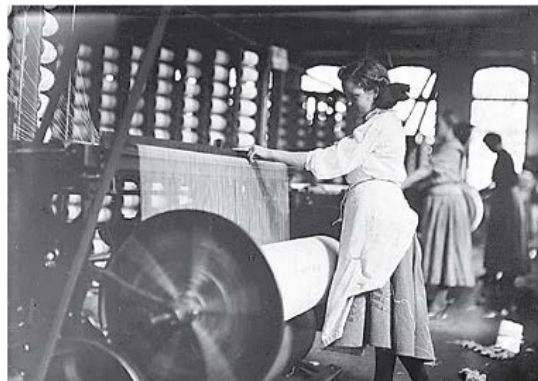
This photograph shows breaker boys who worked at the Woodward Coal Mines in Pennsylvania. The main job of breaker boys was to sort coal by hand, removing unusable pieces.



Lincoln Cotton Mill

by Lewis Hine

This photograph shows young girls working at weaving machines at the Lincoln Cotton Mill in Indiana.



Source 4**Adapted from the Report of the Tenement House Commission (1901)**

This excerpt is from a report to the Tenement House Commission of New York, which was created by then-Governor Theodore Roosevelt to study housing in the city. The Tenement House Act was passed a few months after the report was issued.

Nearly all the witnesses who testified before the commission held the opinion that the “air shaft”¹ was the most serious evil of the present tenement house. Many people testified that the air from these shafts was extremely foul. Moreover, the tenants often use the “air shaft” as a place for garbage and all sorts of waste and filth. This mass of filth is often allowed to remain, rotting at the bottom for weeks without being cleaned out. It transmits smells and noise and is one of the greatest elements in destroying privacy and wellbeing in the tenement house.

Tenement house labor is generally carried on in the main living room of the house. Old and young are crowded in with the workers. The danger of contagion when any member of the family is ill, therefore, is very great. The average tenement house family consists of five members. Renters taken by such families make the average size higher. Among the Italian garment workers, it has been frequently found that two and even three families, making a total of ten to fifteen individuals, occupy a single apartment.

¹**air shaft:** a tall, narrow space between tenement apartments that windows opened out to

1. Use **Source 1** to answer the question.

Which phrase **best** describes the Second Industrial Revolution of the late 1800s and early 1900s?

- A. a return to strict labor laws
- B. a time of major territorial expansion
- C. a return to land conservation policies
- D. a time of rapid technological advancement

2. Use **Source 2** to answer the question.

Which factor **most** motivated people to migrate to the United States during the late 1800s and the early 1900s?

- A. the freedom to live in a modern city
- B. the demand for luxury consumer goods
- C. the hope of better economic opportunities
- D. the desire to create new cultural traditions

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3. Use **Source 1** and **Source 2** to answer the question.

Part A

Where did the majority of immigrants **most likely** find jobs in the late 1800s and the early 1900s?

- A. the Northwest
- B. the Northeast and Midwest
- C. the Southeast
- D. the Southwest and West Coast

Part B

Which statement **best** explains a reason for the answer to Part A?

- A. The area had many factory jobs that required little skill.
- B. The area had many raw materials that were valuable.
- C. The area had many railroad lines for transporting goods.
- D. The area had many agricultural jobs on large farms.

4. Use **Source 3** to answer the question.

Which statements **best** explain why many business owners hired child laborers?

Select the **two** correct answers.

- A. Children worked harder than adults did.
- B. Children accepted lower wages than adults did.
- C. Children were less likely to get injured than adults were.
- D. Children were easier to train than adults were.
- E. Children were less likely to strike than adults were.

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5. Use **Source 2** and **Source 4** to answer the question.

Which statements **best** describe the experiences of many immigrants during the late 1800s and the early 1900s?

Select the **two** correct answers.

- A. They had to live and work in unhealthy conditions.
- B. They fought to reform building and fire codes.
- C. They had to rent homes far from their workplaces.
- D. They struggled to improve their standard of living.
- E. They had to go to the western states to find jobs.

6. Use **the sources** to answer the question.

Write in the flowchart **four** correct events in chronological order, from earliest to most recent, to **best** show how industrialization affected the United States.

Second Industrial Revolution begins.

**Answer Choices:**

U.S. businesses expand and need to recruit new workers.

Low-quality tenement housing is built and quickly becomes overcrowded with impoverished people.

Immigrants move to less-populated rural areas of the United States.

Millions of immigrants move to the United States and settle in cities for work.

Wealthy industrialists increase wages and fund improvements to tenement housing.

Populations in urban areas increase significantly.

Standalone Items

8. Use **the poster** to answer the question.



Which reasons **best** explain why the Exodusters migrated to Kansas during the late 1800s?

Select the **two** correct answers.

- A. to flee religious persecution
- B. to mine precious metals
- C. to acquire inexpensive land
- D. to work on federal projects
- E. to escape racial discrimination

9. Use **the excerpt** to answer the question.

Excerpt from the Smoot-Hawley Tariff Act (1930)

This is an act to provide revenue and to regulate commerce with foreign countries, to encourage industries of the United States, [and] to protect American labor. . . . [T]here shall be levied, collected, and paid upon all articles when imported from any foreign country into the United States . . . the rates of duty which are prescribed by the dutiable (taxable) list.

Which statement **best** explains how the Smoot-Hawley Tariff Act of 1930 contributed to the Great Depression?

- A. It caused the stock market to crash.
- B. It decreased the U.S. money supply.
- C. It decreased the demand for U.S. exports.
- D. It caused widespread unemployment.

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10. Use **the excerpt** to answer the questions.

Excerpt from an Address Accepting the Presidential Nomination (1932)

by Franklin D. Roosevelt

What do the people of America want more than anything else? To my mind, they want two things: work [and] . . . a reasonable measure of security — security for themselves and for their wives and children. . . .

On the farms, in the large metropolitan areas, in the smaller cities and in the villages, millions of our citizens cherish the hope that their old standards of living and of thought have not gone forever. Those millions cannot and shall not hope in vain. I pledge you, I pledge myself, to a new deal for the American people.

Part A

What was the New Deal?

- A. laws and court rulings decided during wartime
- B. programs and projects established during the Great Depression
- C. agreements and investments made during the Roaring Twenties
- D. buildings and transportation systems built in the nation's capital

Part B

Which phrase describes a goal of the New Deal?

- A. to improve the infrastructure in northeastern cities
- B. to supply loans to consumers for the purchase of new goods
- C. to provide relief for the unemployed and promote economic recovery
- D. to inspire patriotism and limit dangerous speech against the government

11. Use **the photograph** to answer the question.

Bus in Birmingham, Alabama (c. 1962)



Part A

Which concept is **most closely** related to the photograph?

- A. massive resistance
- B. de jure segregation
- C. civil disobedience
- D. de facto segregation

Part B

Which phrase **best** describes the answer to Part A?

- A. segregation that is established by law
- B. segregation that occurs by military force
- C. segregation that is established by custom
- D. segregation that occurs as a form of rebellion

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12. Use **the excerpt** to answer the question.

This excerpt has five underlined sentences. Select the **two** sentences that best show how the Supreme Court decision in *Bailey v. Patterson* advanced civil rights.

Adapted from the Majority Opinion in *Bailey v. Patterson* (1962)

African Americans living in Jackson, Mississippi, brought this civil rights action on behalf of themselves and others in similar situations. They are seeking temporary and permanent orders to enforce their constitutional rights to nonsegregated service in interstate and intrastate transportation. They allege that such rights had been denied them under state statutes, local laws, and state customs.

They lack standing for criminal prosecutions under Mississippi's breach-of peace statutes. This is because they do not allege that they have been prosecuted or threatened with prosecution under these statutes. They cannot represent a group of whom they are not a part. But as passengers using the segregated transportation facilities, they are wronged parties and have standing to enforce their rights to nonsegregated treatment.

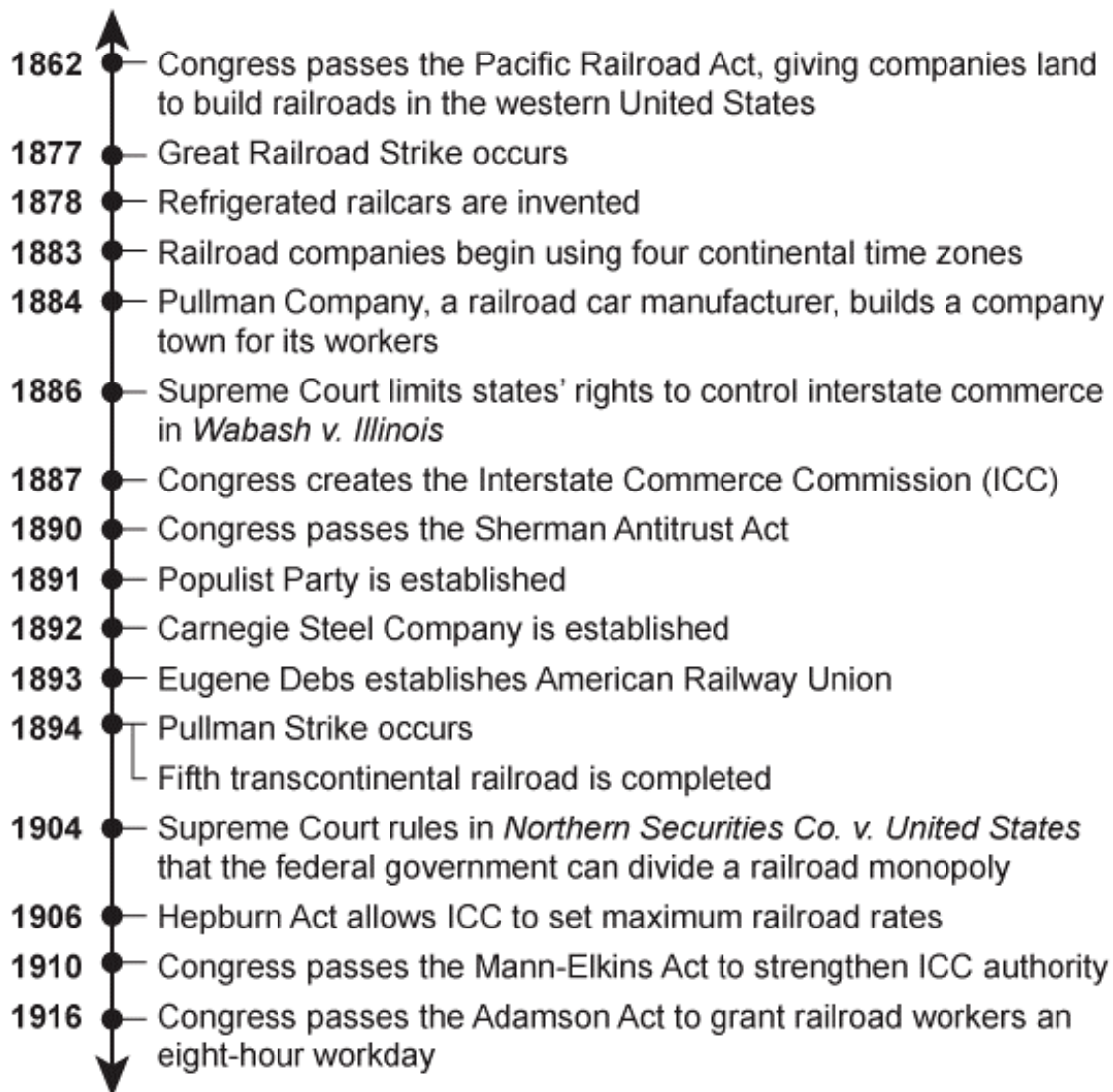
We have settled beyond question that no state may require racial segregation of interstate or intrastate transportation facilities.

Task: Railroads Transform the Nation

Read and study the sources about how railroads transformed the nation. Use the sources to answer the questions. As you study the sources and answer the questions, get ready to write about how the expansion of railroads changed the United States during the late 1800s and the early 1900s.

Source 1

Events Related to Railroad Expansion



Source 2

Railroad Industry Statistics

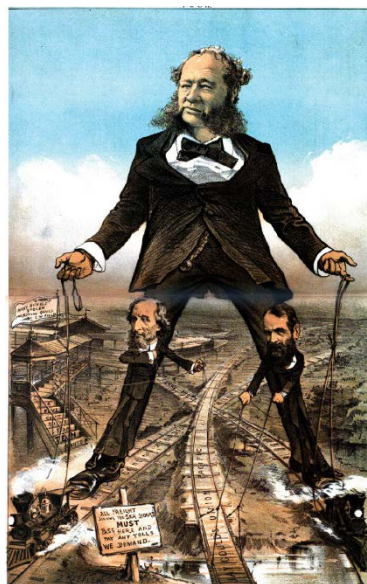
Year	Miles of Track	Number of Employees	Tons of Freight Carried (in millions)	Freight Revenue (in millions of \$)	Number of Passengers Carried (in millions)	Passenger Revenue (in millions of \$)
1875	74,096	n/a	<40,000	363	<300	139
1885	128,320	<749,000	49,152	509	351	201
1895	233,276	785,000	85,228	730	507	252
1905	306,797	1,382,000	186,463	1,451	739	473
1915	391,142	1,548,000	277,135	2,038	986	646

Source 3

The Modern Colossus of (Rail) Roads (1879)

by Joseph Keppler

This political cartoon shows railroad tycoon William Vanderbilt in the center, with two other powerful railroad industrialists standing on his feet. Cyrus Field is on the left side of the cartoon and Jay Gould is on the right side of the cartoon. The sign in the foreground reads, “All freight seeking the seaboard must pass here and pay any tolls we demand.” The flag over the railway station on the left reads, “L Road. Many nickels stolen are millions gained by C. W. Field.”



THE MODERN COLOSSUS OF (RAIL) ROADS.

Source 4**Adapted from *The Extermination of the American Bison (1889)****by William T. Homaday*

In these days of railroads and endless hunting parties, there is no possibility of there being anywhere in the United States a herd of a hundred, or even fifty, buffaloes. The buffalo provided the Indians with food, clothing, shelter, bedding, saddles, ropes, shields, and numerous smaller articles of use. The Indians of what was once the buffalo country are not starving and freezing now. That is because the United States government supplies them regularly with beef and blankets instead of buffalo.

**Source 5****Adapted from the Omaha Platform (1892)**

This excerpt is from the 1892 platform of the People's (Populist) Party.

We meet in the midst of a nation brought to the edge of moral, political, and material ruin. The fruits of the toil of millions are boldly stolen to build colossal fortunes for a few. . . . The possessors of those fortunes, in turn, despise the republic and endanger liberty. From the same source of injustice come two classes. . . .

We believe that the time has come when either the railroad corporations will own the people or the people will own the railroads. If the government enters upon the work of owning and managing railroads, we would favor that all people in government service be placed under civil-service rules. That would prevent the increase of federal government power through additional employees.

Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. . . .

The land, including all the natural sources of wealth, is the heritage of the people. It should not be monopolized for speculative purposes. . . . All land now held by railroads and other corporations in excess of their actual needs should be reclaimed by the government and held for actual settlers only.

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13. Use **Source 1** and **Source 2** to answer the questions.

Part A

Which factor **most** contributed to the growth of the railroads in the late 1800s and the early 1900s?

- A. court rulings that allowed monopolies
- B. state laws that protected unions
- C. federal policies that encouraged construction
- D. legislative actions that reduced taxes

Part B

Which result **most closely** relates to the growth of the railroad industry in the late 1800s and the early 1900s?

- A. better pay for workers
- B. increased movement of goods and people
- C. higher unemployment rate
- D. more competition and profits for businesses

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14. Use **Source 3** to answer the question.

Part A

Which statement **best** describes the message of the political cartoon in Source 3?

- A. Industrialists were gaining too much power and wealth.
- B. Industrialists were coming together to lower shipping fees.
- C. Industrialists were charging fair prices for goods and services.
- D. Industrialists were creating jobs for the benefit of the working class.

Part B

Which evidence from the political cartoon **best** supports the answer to Part A?

- A. the expensive suits worn by the men
- B. the intersecting railroad tracks
- C. the text on the flag over the railway station
- D. the blue sky above clouds gathering on the horizon

15. Use **Source 4** to answer the question.

Which statements **best** describe ways that railroad expansion changed the lives of Native Americans?

Select the **two** correct answers.

- A. They had to depend on the federal government for survival.
- B. They had to establish new ways to transport provisions.
- C. They had to take jobs in factories to replace lost income.
- D. They had to relocate to land with fewer resources.
- E. They had to buy daily necessities from the government.

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16. Use **Source 5** to answer the questions.

Select the **best** answer from each list to complete the sentences about how railroads transformed the nation.

During the late 1800s and early 1900s, people in the United States began to rely on railroads because of their many benefits. However, people also experienced challenges with the industry, such as

by railroad monopolies.

- few stations and poor service
- lack of workers
- high shipping rates and low wages
- theft of goods

One solution that the People's (Populist) Party proposed was to have the control the railroads.

-
- federal government
 - passengers
 - railroad workers
 - settlers

17. Use **Source 1** to answer the question.

Which statement **best** describes a result of the development of railroad monopolies?

- A. Labor unions gained government support.
- B. State governments banned company towns.
- C. The federal government passed antitrust laws.
- D. The industrialists consolidated their companies.

Answer Key and Rubrics

Group	Question	Type	Key	Points	Alignment
Item Set: Industrialization, Immigration, and Urbanization	1	MC	D	1	Content: 8.8a S&P: 8.4
	2	MC	C	1	Content: 8.9b S&P: 8.1
	3	TPD	Part A: B Part B: A See Scoring Guidance .	2	Content: 8.9b, 8.8a S&P: 8.4, 8.1
	4	MS	B, E	1	Content: 8.9c S&P: 8.6a
	5	MS	A, D	1	Content: 8.9b S&P: 8.6a
	6	TE	<ul style="list-style-type: none"> U.S. businesses expand and need to recruit new workers. Millions of immigrants move to the United States and settle in cities for work. Populations in urban areas increase significantly. Low-quality tenement housing is built and quickly becomes overcrowded with impoverished people. Scoring Rules Full (3pts): 4 of 4 correct responses Partial (2pts): 3 of 4 correct responses Partial (1pt): 2 of 4 correct responses None (0 pts): 0 or 1 of 4 correct responses	3	Content: 8.9a S&P: 8.1
	7	CR	See rubric .	4	Content: 8.8a, 8.9a S&P: 8.3
Standalone Items	8	MS	C, E	1	Content: 8.10a S&P: 8.1
	9	MC	C	1	Content: 8.13a S&P: 8.6a
	10	TPI	Part A: B Part B: C See Scoring Guidance .	2	Content: 8.13e S&P: 8.6a
	11	TPD	Part A: B Part B: A See Scoring Guidance .	2	Content: 8.15b S&P: 8.6a

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Group	Question	Type	Key	Points	Alignment
	12	TE	But as passengers using the segregated transportation facilities, they are wronged parties and have standing to enforce their rights to nonsegregated treatment. We have settled beyond question that no state may require racial segregation of interstate or intrastate transportation facilities. Scoring Rules Full (2 pts): 2 of 2 correct answers selected Partial (1 pt): 1 of 2 correct answers selected None (0 pts): 0 of 2 correct answers selected	2	Content: 8.15j S&P: 8.6b
Task: Railroads Transform the Nation	13	TPI	Part A: C Part B: B	2	Content: 8.8b, 8.8a S&P: 8.1
	14	TPD	Part A: A Part B: C	2	Content: 8.8c S&P: 8.6b
	15	MC	A, D	1	Content: 8.10c S&P: 8.2
	16	TE	Dropdown 1: high shipping rates and low wages Dropdown 2: federal government Scoring Rules Full (2 pts): 2 of 2 correct answers selected Partial (1 pt): 1 of 2 correct answers selected None (0 pts): 0 of 2 correct answers selected	2	Content: 8.9d, 8.8b S&P: 8.1
	17	MC	C	1	Content: 8.9f S&P: 8.1
	18	ER	See rubric .	4	Content: 8.8b S&P: 8.7a

Constructed Response Rubric

Score	Scoring Description
4	Student correctly explains one cause and one effect of industrialization in the United States during the late 1800s and early 1900s.
3	Student correctly identifies one cause of industrialization in the United States during the late 1800s and early 1900s without explaining it. Student correctly explains one effect of industrialization in the United States during the late 1800s and early 1900s. OR Student correctly explains one cause of industrialization in the United States during the late 1800s and early 1900s. Student correctly identifies one effect of industrialization in the United States during the late 1800s and early 1900s without explaining it.

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2	<p>Student correctly identifies one cause and one effect of industrialization in the United States during the late 1800s and early 1900s without explaining either.</p> <p>OR</p> <p>Student correctly explains one cause of industrialization in the United States during the late 1800s and early 1900s.</p> <p>OR</p> <p>Student correctly explains one effect of industrialization in the United States during the late 1800s and early 1900s.</p>
1	<p>Student correctly identifies one cause of industrialization in the United States during the late 1800s and early 1900s without explaining it.</p> <p>OR</p> <p>Student correctly identifies one effect of industrialization in the United States during the late 1800s and early 1900s without explaining it.</p> <p>OR</p> <p>The response includes correct information related to the prompt that demonstrates some student content knowledge about industrialization in the United States during the late 1800s and early 1900s.</p>
0	<p>The response contained only incorrect or irrelevant information or the item was left blank.</p>

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

Sample Response: One cause of industrialization in the United States was the advancements of railroads. Railroads made it faster and easier to ship goods and raw materials across the country. This increased demand for products, which led to an effect of industrialization. To keep up with the high demand, companies had their laborers work long hours for little pay and even employed children to work in factories.

Extended Response Rubric

Score	Scoring Description
4	Response includes a correct claim about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
3	Response includes a correct claim about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. Response includes a correct explanation that addresses the prompt and includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given sources, but not both. OR Response includes a correct claim about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. Response includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source, but does not explain the evidence. OR Response includes a correct explanation to address the effects of the expansion of the railroads on the United States during the late 1800s and early 1900s. The explanation includes at least one reference to a given source and relevant content knowledge that is not directly provided in the given source.
2	Response includes a correct claim about how the expansion of the railroads changed the United States during the late 1800s and early 1900s with at least one reference to a given source or relevant content knowledge that is not directly provided in the given source. OR Response includes a correct explanation to address the effects of the expansion of the railroads on the United States during the late 1800s and early 1900s. The explanation includes at least one reference to a given source or relevant content knowledge that is not directly provided in the given source.
1	Response includes a correct claim about how the expansion of the railroads changed the United States during the late 1800s and early 1900s. OR Response includes correct information that is not directly relevant to the prompt but that demonstrates some student content knowledge about the expansion of the railroads in the United States.
0	Response does not include any elements described above.

Note: Responses are not penalized for any errors in spelling, punctuation, grammar, or capitalization.

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Sample Response: As the railroads expanded, the United States had to fight against monopolies in the railroad industry. A monopoly happens when one person or company owns an entire industry. The political cartoon in Source 3 shows William Vanderbilt controlling all of the railroads, just like he did when he owned most of the railroad industry. Source 1 explains how the United States fought back against the railroad monopolies by passing the Sherman Antitrust Act to protect against people limiting competition in an industry and the Adamson Act to protect the railroad workers by giving them an 8 hour work day.

Scoring Guidance

Item Type	Scoring Rules
Two-Part Independent (TPI)	<ul style="list-style-type: none"> • Full credit (2 pts): Both Part A and Part B have correct answers • Partial credit (1 pt): Either Part A or Part B have correct answers • No credit (0 pts): Neither Part A nor Part B have correct answers
Two-Part Dependent (TPD)	<ul style="list-style-type: none"> • Full credit (2 pts): Both Part A and Part B have correct answers • Partial credit (1 pt): Part A has a correct answer, but Part B has an incorrect answer • No credit (0 pts): Part A has an incorrect answer, and Part B has a correct answer OR neither Part A nor Part B has a correct answer

Scoring Activity

The scoring activity is recommended for use by educators to develop scoring materials. This activity, when done with a group of teachers who teach the same grade level/course, can be invaluable. By analyzing the rubrics, choosing papers at each score point, and discussing the scoring of student papers collaboratively, teachers not only gain a better understanding of expectations for student writing, but they also discover strengths and weaknesses and how they might be addressed within their own classroom or within their schools or school systems. This activity can be used with students as well. By having students work through the scoring process, they learn about what is expected, and they see the rubric in action as they score and discuss different responses. School and school system leaders are also encouraged to incorporate the scoring activity into their professional development and/or to set aside time for teachers to engage in the kind of discussions about student work that are at the heart of the scoring activity.

Purpose: To establish common expectations for student writing in social studies

Outcomes:

- Learn to use the rubric and identify qualities of writing that meet the standards for social studies
- Reveal grade/course-specific expectations
- Learn about and discuss different approaches that can improve teaching and learning

Process:

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1. Have students respond in writing to a common prompt. Suggested items:
2. Collect students' responses to the common prompt.
3. Work collaboratively to understand the rubric.
 - a. Review the scoring criteria on the chosen rubric. Read each part carefully. Highlight key words on the rubric that show the expectations and differences between each score point.
 - b. Create or gather anchor papers for each score point. These are papers that all participants agree represent a solid score (e.g., 4 points in Constructed Response). Annotate the papers to identify which qualities match the rubric. They will serve as models of each score point on the rubric.
4. Score student responses collaboratively.
 - a. Individually score the responses using the rubric and anchor set.
 - b. Then come together as a group. Read each response aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
 - c. Try to reach consensus on the scores for each response. Discuss any scores that are not consistent.
5. After the responses are scored, discuss the responses in general — strengths, weaknesses, different approaches to the prompt, etc. Determine any patterns that exist in the responses overall (e.g., development of claims, use of content knowledge, relevance of evidence from sources, ability to make connections, ability to explain connections). Individual teachers should also consider their own students' papers to determine any patterns.
6. Finally, discuss the instructional implications: “How will we address the general weaknesses?” “How will I address my own students' weaknesses, etc.?” Develop a plan.