

Sample Item Release

Examples of Written
Response Items for
Social Studies
Grades 5–8

Guidance for Educators

The spring 2018 TNReady social studies assessment in grades 5–8 will be an operational assessment aligned to the current Tennessee Academic Standards for social studies ([here](#)). In October, the department released assessment blueprints for all social studies grades/courses ([here](#)). In response to feedback from educators regarding the inclusion of written response item types in grades 5–8, the department created samples of written response items and scoring guides for social studies.

Social Studies Written Response Items

Written response items are 2-point or 4-point items that are intended to assess a student's historical awareness and provide the opportunity for students to showcase their knowledge and ability to respond to historical questions in writing. Students are expected to provide a short written response to questions using information from a provided text in conjunction with background knowledge. Items will be hand-scored using a scoring guide that is unique to each question. Scoring guides are provided in this document for each question. All operational items and scoring guides are reviewed by Tennessee educators.

- **2-point written response items:** These are items that may or may not be paired with a stimulus, passage, or graphic and will require students to write a short response. Student responses will be scored according to item-specific scoring guides and on content only. There is no literacy component to the scoring of these items.
- **4-point written response items:** These are items that will be paired with one or more stimuli and a multiple-choice item intended to stimulate a student's background knowledge of a particular topic. Students will be requested to write a short response to the item using information provided from the source(s). Student responses will be scored using item-specific scoring guides and on content only. There is no literacy component to the scoring of these items.

For more information about social studies assessments in Tennessee, please see our blueprints ([here](#)).

TCAP ACH: Social Studies
Practice Test Items – Grade 5
October 2017

Item Code: _____ Passage Title: _____
Standard Code: 5.40 Passage Code: _____

Standard Text: Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use; Anti-Trust laws; 16th, 17th, 18th, and 19th Amendments; immigration reform.

Reporting Category: Industrial America and Westward Expansion

Correct Answer: _____ DOK level: 2

Identify two successes of the Progressive Era.

2-Point Scoring Guide	
Score	Social Studies Content
2	Addresses 2 of the following: <ul style="list-style-type: none"> • Passing of the 16th Amendment (income tax) • Passing of the 17th Amendment (direct election of senators) • Passing of the 18th Amendment (temperance) • Passing of the 19th Amendment (women’s rights) • Immigration reform • Anti-Trust laws • Labor reform (including child labor)
1	Addresses 1 of the following: <ul style="list-style-type: none"> • Passing of the 16th Amendment (income tax) • Passing of the 17th Amendment (direct election of senators) • Passing of the 18th Amendment (temperance) • Passing of the 19th Amendment (women’s rights) • Immigration reform • Anti-Trust laws • Labor reform (including child labor)
0	Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.

TCAP ACH: Social Studies
Practice Test Items – Grade 5
October 2017

Item Code:		Passage Title:	
Standard Code:	5.14	Passage Code:	
Standard Text:	Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front.		
Reporting Category:	Prior to the Civil War, The Civil War, and Reconstruction		
Correct Answer:	C	DOK level:	2

Use the sources to answer the questions.

Source 1

September 30th, 1862
Camp near Bunker Hill

Dear Father, Mother and Sisters,

It has been some time since I wrote to you all. I have heard from you two or three times. I have been in Maryland since I wrote to you and have been in two very hard battles in Maryland and came out unhurt I see a great deal and could tell you more than I write if I could see you.

. . . That was a great victory at Harper’s Ferry. I would like to have been in that. . . .

Our regiment used everything we had. I have no blanket nor any clothes but what I have got. I have got the suit on that you sent me. They came in good time. I like them very well. If I had a good pair of shoes I would be the best clothed man in the regiment. . . .

— W. Adams

Source 2

Sunday Sept. 21, 1862

Dear Folks,

On the 8th we struck up the refrain of “Maryland, My Maryland!” and camped in an apple orchard. We went hungry, for six days not a morsel of bread or meat had gone in our stomachs — and our menu consisted of apples; and corn. We toasted, we burned, we stewed, we boiled, we roasted these two together, and singly, until there was not a man whose form had not caved in. . . .

— Alexander Hunter

Based on these sources, which statement best describes these Confederate soldiers?

- A. They were fearful and wished to go home.
- B. They were encouraged and wished to fight more battles.
- C. They were determined and supported continuing the war.
- D. They were angry about the lack of supplies and wanted to leave.

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Standard Code: 5.14	Passage Code:
Standard Text:	Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front.
Reporting Category:	Prior to the Civil War, The Civil War, and Reconstruction
Correct Answer:	DOK level: 3

Based on the sources and your background knowledge, identify two struggles of Confederate soldiers and explain how each struggle affected daily life. Use complete sentences and provide evidence to support your answer.

4-Point Scoring Guide	
Score	Social Studies Content
4	<p>The student response identifies two struggles of Confederate soldiers and explains how each struggle affected daily life using evidence from the sources.</p> <p>Possible struggles include:</p> <ul style="list-style-type: none"> • No supplies (blankets, clothes, shoes) • Little variation in food (no bread, use of apples and corn) • Nowhere to sleep • Loss of life (friends, commanders) • Low/no pay • Rough life in the camp • Being wounded and a lack of hygiene/medicine • Lack of shelter <p>Possible effects include:</p> <ul style="list-style-type: none"> • Loss of morale • Desertion of soldiers • Death (from starvation, cold, war) • Need to get clothes/food from family, friends, neighbors • Decreased spirit for the cause
3	<p>The student response identifies two struggles of Confederate soldiers and explains how one struggle affected daily life using evidence from the sources; or,</p> <p>Student response identifies two struggles of Confederate soldiers and explains how each struggle affected daily life without providing evidence.</p>

	<p>Possible struggles include:</p> <ul style="list-style-type: none"> • No supplies (blankets, clothes, shoes) • Little variation in food (no bread, use of apples and corn) • Nowhere to sleep • Loss of life (friends, commanders) • Low/no pay • Rough life in the camp • Being wounded and a lack of hygiene/medicine • Lack of shelter <p>Possible effects include:</p> <ul style="list-style-type: none"> • Loss of morale • Desertion of soldiers • Death (from starvation, cold, war) • Need to get clothes/food from family, friends, neighbors • Decreased spirit for the cause
2	<p>The student response identifies two struggles of Confederate soldiers but does not provide an adequate (or any) explanation of how each struggle affected daily life; or</p> <p>Student response identifies one struggle of Confederate soldiers and explains how that struggle affected daily life using evidence from the sources.</p> <p>Possible struggles include:</p> <ul style="list-style-type: none"> • No supplies (blankets, clothes, shoes) • Little variation in food (no bread, use of apples and corn) • Nowhere to sleep • Loss of life (friends, commanders) • Low/no pay • Rough life in the camp • Being wounded and a lack of hygiene/medicine • Lack of shelter <p>Possible effects include:</p> <ul style="list-style-type: none"> • Loss of morale • Desertion of soldiers • Death (from starvation, cold, war) • Need to get clothes/food from family, friends, neighbors • Decreased spirit for the cause
1	<p>The student response identifies one struggle of Confederate soldiers but does not provide an adequate (or any) explanation of how that struggle affected daily life.</p> <p>Possible struggles include:</p> <ul style="list-style-type: none"> • No supplies (blankets, clothes, shoes) • Little variation in food (no bread, use of apples and corn)

	<ul style="list-style-type: none">• Nowhere to sleep• Loss of life (friends, commanders)• Low/no pay• Rough life in the camp• Being wounded and a lack of hygiene/medicine• Lack of shelter
0	Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.

TCAP ACH: Social Studies
Practice Test Items – Grade 6
October 2017

Item Code: _____ Passage Title: _____
Standard Code: 6.19 Passage Code: _____

Standard Text: Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems; the invention of a calendar; main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza; evolution of writing-hieroglyphics; the invention of papyrus

Reporting Category: Ancient Civilizations: Egypt and Israel

Correct Answer: _____ DOK level: 1

List two significant achievements of the ancient Egyptians.

2-Point Scoring Guide	
Score	Social Studies Content
2	Addresses 2 of the following: <ul style="list-style-type: none"> • Agricultural systems • Irrigation systems • Invention of the calendar • Art and architecture • Pyramids at Giza • Sphinx at Giza • Evolution of writing and hieroglyphics • Invention of papyrus • Mummification
1	Addresses 1 of the following: <ul style="list-style-type: none"> • Agricultural systems • Irrigation systems • Invention of the calendar • Art and architecture • Pyramids at Giza • Sphinx at Giza • Evolution of writing and hieroglyphics • Invention of papyrus • Mummification
0	Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.

TCAP ACH: Social Studies
Practice Test Items – Grade 6
October 2017

Item Code:		Passage Title:	
Standard Code:	6.62	Passage Code:	
Standard Text:	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus.		
Reporting Category:	Ancient Rome to CE 500		
Correct Answer:	C	DOK level:	2

Use the sources to answer the questions.

Source 1

Good means of communication are indispensable. It was one of the first tasks of the Romans to establish such means. They were the great . . . road builders of antiquity. They began . . . before they had completed the conquest of Italy; and it was one of the devices which assured their supremacy throughout that peninsula. They followed it out in Gaul, Spain, Africa, Britain, and the East.

— James Bryce, *The Ancient Roman Empire and the British Empire in India*, 1914

Source 2

Augustus . . . repaired the great . . . roads, which had been allowed to lapse into a bad condition. The public roads were among the most valuable, no less than the most durable, monuments of the power and greatness of the Roman nation.

— Israel Smith Clare, *Alexander's Empire and Roman Empire*, 1897

Which phrase explains why Augustus took the action described in the second source?

- A. to create a republic that protected the liberties of citizens
- B. to stop the collapse of the empire by defeating barbarians
- C. to bring about peace and prosperity across the empire
- D. to spread a new religion to unify the republic

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Practice Test Items – Grade 6
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Standard Text:	Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus.
Reporting Category:	Ancient Rome to CE 500
Correct Answer:	DOK level: 3

Based on the sources and your knowledge of history, identify two contributions of Augustus and explain how each contribution affected Rome. Use complete sentences and evidence from the sources to support your answer.

4-Point Scoring Guide	
Score	Social Studies Content
4	<p>The student response identifies two contributions of Augustus and explains the effects of each contribution on Rome using evidence from the sources.</p> <p>Possible contributions include:</p> <ul style="list-style-type: none"> • Became Rome’s first Emperor • Repaired roads • Built public buildings (the forum) • Brought peace to Rome • Brought in public officials to make the city safer • Created a civil service system • Had a vast trading network • Created a strong central government • Raised taxes • Established a common currency • Developed a more efficient postal system • Changed the legal system <p>Possible effects include:</p> <ul style="list-style-type: none"> • Declared Rome a republic • Began the Pax Romana • Stabilized social classes and increased an emphasis on family • Stabilized the economy • Stabilized government (civil service) • Secured travel and trade through the empire
3	<p>The student response identifies two contributions of Augustus and explains the effect of one of those contributions on Rome using evidence from the sources; or,</p>

	<p>The student response identifies two contributions of Augustus and explains the effect of each contribution without providing evidence.</p> <p>Possible contributions include:</p> <ul style="list-style-type: none"> • Became Rome’s first Emperor • Repaired roads • Built public buildings (the forum) • Brought peace to Rome • Brought in public officials to make the city safer • Created a civil service system • Had a vast trading network • Created a strong central government • Raised taxes • Established a common currency • Developed a more efficient postal system • Changed the legal system <p>Possible effects include:</p> <ul style="list-style-type: none"> • Declared Rome a republic • Began the Pax Romana • Stabilized social classes and increased an emphasis on family • Stabilized the economy • Stabilized government (civil service) • Secured travel and trade through the empire
2	<p>The student response identifies two contributions of Augustus but does not provide an adequate (or any) explanation of the effects on Rome; or</p> <p>The student response identifies one contribution of Augustus and explains the effect of that contribution on Rome using evidence from the sources.</p> <p>Possible contributions include:</p> <ul style="list-style-type: none"> • Became Rome’s first Emperor • Repaired roads • Built public buildings (the forum) • Brought peace to Rome • Brought in public officials to make the city safer • Created a civil service system • Had a vast trading network • Created a strong central government • Raised taxes • Established a common currency • Developed a more efficient postal system • Changed the legal system <p>Possible effects include:</p> <ul style="list-style-type: none"> • Declared Rome a republic • Began the Pax Romana • Stabilized social classes and increased an emphasis on family

	<ul style="list-style-type: none"> • Stabilized the economy • Stabilized government (civil service) • Secured travel and trade through the empire
1	<p>The student response identifies one contribution of Augustus but does not provide an adequate (or any) explanation of the effect on Rome.</p> <p>Possible contributions include:</p> <ul style="list-style-type: none"> • Became Rome's first Emperor • Repaired roads • Built public buildings (the forum) • Brought peace to Rome • Brought in public officials to make the city safer • Created a civil service system • Had a vast trading network • Created a strong central government • Raised taxes • Established a common currency • Developed a more efficient postal system • Changed the legal system
0	<p>Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.</p>

TCAP ACH: Social Studies
Practice Test Items – Grade 7
October 2017

Item Code:		Passage Title:	
Standard Code:	7.19	Passage Code:	
Standard Text:	Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert.		
Reporting Category:	Early Modern Civilizations		
Correct Answer:		DOK level:	1

Name two physical features that contributed to Chinese isolation.

2-Point Scoring Guide	
Score	Social Studies Content
2	Addresses 2 of the following: <ul style="list-style-type: none">• Yangtze River• Yellow River• Himalayas• Plateau of Tibet• Gobi desert• Taklamakan desert
1	Addresses 1 of the following: <ul style="list-style-type: none">• Yangtze River• Yellow River• Himalayas• Plateau of Tibet• Gobi desert• Taklamakan desert
0	Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.

TCAP ACH: Social Studies
Practice Test Items – Grade 7
October 2017

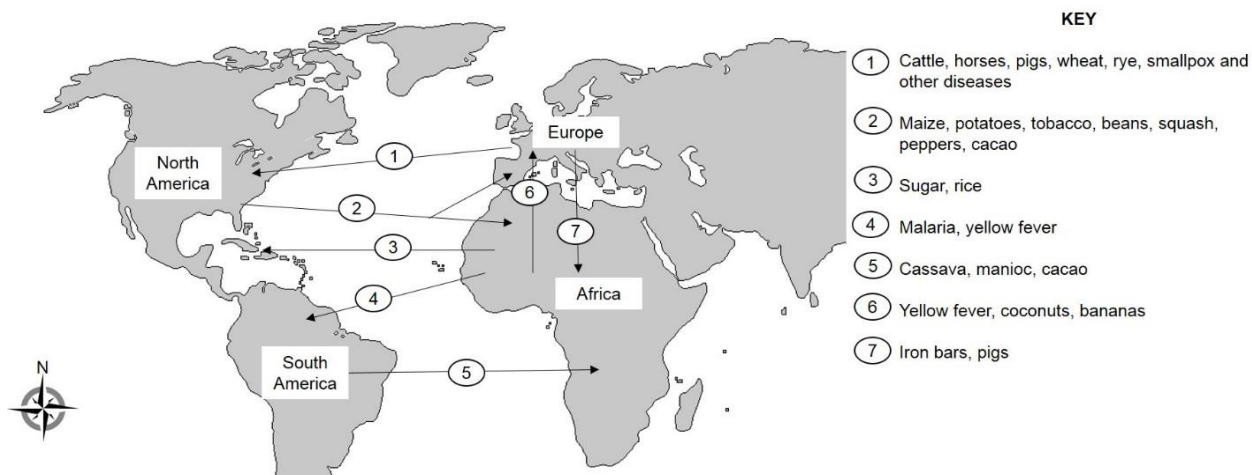
Item Code: Passage Title:
Standard Code: 7.74 Passage Code:

Standard Text: Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.

Reporting Category: Early Modern Europe: Enlightenment Through the Age of Exploration

Correct Answer: B DOK level: 2

Use the source to answer the questions.



Which statement describes a change caused by the movement of horses shown on the map?

- A. It reduced warfare among American Indians.
- B. It made American Indians more mobile.
- C. It increased the American Indian population.
- D. It caused a decline in hunting by American Indians.

TCAP ACH: Social Studies
Practice Test Items – Grade 7
October 2017

Item Code:	Passage Title:
Standard Code: 7.74	Passage Code:
Standard Text:	Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15 th and 16 th centuries and the major economic and social effects on each continent.
Reporting Category:	Early Modern Europe: Enlightenment Through the Age of Exploration
Correct Answer:	DOK level: 2

Based on the source and your knowledge of history, describe two consequences and two successes of the Columbian Exchange for American Indians. Use complete sentences and evidence from the source to support your answer.

4-Point Scoring Guide	
Score	Social Studies Content
4	<p>The student response describes two consequences and two successes of the Columbian Exchange for American Indians using evidence from the source.</p> <p>Possible consequences include:</p> <ul style="list-style-type: none"> • The spread of disease • Loss of land by the indigenous population • Decrease in the indigenous population • European rivalry to “conquer” the New World • Enslavement of American Indians and then Africans • Loss of culture • Destruction of American Indian civilizations • Forced conversion to religions <p>Possible successes include:</p> <ul style="list-style-type: none"> • New crops (sugar, rice, wheat, rye) • New livestock (cattle, horses, pigs) • New modes of transportation (animals and ships) • Adoption of European goods • Establishment of European colonization • Introduction of wool cloth • Introduction of iron weapons
3	<p>The student response describes two consequences and two successes of the Columbian Exchange for American Indians without using evidence from the source; or,</p> <p>The student response describes two consequences and one success of the Columbian exchange for American Indians using evidence from the source; or,</p>

	<p>The student response describes one consequence and two successes of the Columbian exchange for American Indians using evidence from the source.</p> <p>Possible consequences include:</p> <ul style="list-style-type: none">• The spread of disease• Loss of land by the indigenous population• Decrease in the indigenous population• European rivalry to “conquer” the New World• Enslavement of American Indians and then Africans• Loss of culture• Destruction of American Indian civilizations• Forced conversion to religions <p>Possible successes include:</p> <ul style="list-style-type: none">• New crops (sugar, rice, wheat, rye)• New livestock (cattle, horses, pigs)• New modes of transportation (animals and ships)• Adoption of European goods• Establishment of European colonization• Introduction of wool cloth• Introduction of iron weapons
2	<p>The student response describes one consequence and one success of the Columbian Exchange for American Indians using evidence from the source; or</p> <p>The student response describes two consequences of the Columbian Exchange for American Indians using evidence from the source; or</p> <p>The student response describes two successes of the Columbian Exchange for American Indians using evidence from the source.</p> <p>Possible consequences include:</p> <ul style="list-style-type: none">• The spread of disease• Loss of land by the indigenous population• Decrease in the indigenous population• European rivalry to “conquer” the New World• Enslavement of American Indians and then Africans• Loss of culture• Destruction of American Indian civilizations• Forced conversion to religions <p>Possible successes include:</p> <ul style="list-style-type: none">• New crops (sugar, rice, wheat, rye)• New livestock (cattle, horses, pigs)• New modes of transportation (animals and ships)• Adoption of European goods• Establishment of European colonization• Introduction of wool cloth• Introduction of iron weapons

1	<p>The student response describes one consequence or one success of the Columbian Exchange for American Indians.</p> <p>Possible consequences include:</p> <ul style="list-style-type: none"> • The spread of disease • Loss of land by the indigenous population • Decrease in the indigenous population • European rivalry to “conquer” the New World • Enslavement of American Indians and then Africans • Loss of culture • Destruction of American Indian civilizations • Forced conversion to religions <p>Possible successes include:</p> <ul style="list-style-type: none"> • New crops (sugar, rice, wheat, rye) • New livestock (cattle, horses, pigs) • New modes of transportation (animals and ships) • Adoption of European goods • Establishment of European colonization • Introduction of wool cloth • Introduction of iron weapons
0	<p>Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.</p>

TCAP ACH: Social Studies
Practice Test Items – Grade 8
October 2017

Item Code:	Passage Title:
Standard Code: 8.07	Passage Code:
Standard Text:	Explain the reasons behind the settlement of the Georgia Colony, including the role of James Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony.
Reporting Category:	Colonialism
Correct Answer:	DOK level: 2

Identify two economic reasons for the founding of Georgia.

2-Point Scoring Guide	
Score	Social Studies Content
2	Addresses 2 of the following: <ul style="list-style-type: none"> • Philanthropy (give the poor/debtors a new start) • Mercantilism • Homelessness and unemployment in England • Overpopulation in England • Charitable purposes (not for profit) • A colony with a self-supporting economy that gave raw materials to England • Primogeniture, or transfer of wealth and property to only the oldest son
1	Addresses 1 of the following: <ul style="list-style-type: none"> • Philanthropy (give the poor/debtors a new start) • Mercantilism • Homelessness and unemployment in England • Overpopulation in England • Charitable purposes (not for profit) • A colony with a self-supporting economy that gave raw materials to England • Primogeniture, or transfer of wealth and property to only the oldest son
0	Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.

TCAP ACH: Social Studies
Practice Test Items – Grade 8
October 2017

Item Code:		Passage Title:	
Standard Code:	8.29	Passage Code:	
Standard Text:	Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery.		
Reporting Category:	Development of an American Republic		
Correct Answer:	B	DOK level:	2

Use the source to answer the questions.

These republics . . . shall be formed . . . to provide . . . for the establishment of States, and permanent government therein, and for their admission to a share in the federal councils on an equal footing with the original States. . . .

The inhabitants of the said territory shall always be entitled to the benefits of the writ of habeas corpus, and of the trial by jury. . . . All fines shall be moderate; and no cruel or unusual punishments shall be inflicted. No man shall be deprived of his liberty or property, but by the judgment of his peers or the law of the land. . . .

Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wards authorized by Congress. . . .

There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed.

— Northwest Ordinance, 1787

Which statement describes an important provision of this law?

- A. It allowed military actions against American Indians.
- B. It included ideas that foreshadowed the Bill of Rights.
- C. It gave the citizens of territories more freedoms than the citizens of the original states.
- D. It allowed the territories to hold a vote on the lawfulness of slavery.

TCAP ACH: Social Studies
Practice Test Items – Grade 8
October 2017

Item Code:	Passage Title:
Standard Code: 8.29	Passage Code:
Standard Text:	Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery.
Reporting Category:	Development of an American Republic
Correct Answer:	DOK level: 3

Based on this source and your knowledge of history, identify two rights provided by the Northwest Ordinance and describe how each right affected the settlement of the territory. Use complete sentences and evidence from the source to support your answer.

4-Point Scoring Guide	
Score	Social Studies Content
4	<p>The student response identifies two rights provided by the Northwest Ordinance and describes how each right affected the settlement of the territory using evidence from the source.</p> <p>Possible rights include:</p> <ul style="list-style-type: none"> • Writ of habeas corpus • Right to a trial by jury • No cruel or unusual punishments • Cannot be deprived of liberty or property, but by the judgment of peers • Free public education • Land/property cannot be taken away from American Indians • No slavery or involuntary servitude • Guaranteed freedom of religion <p>Possible effects on the settlement include:</p> <ul style="list-style-type: none"> • Free public education drew people westward • Forbiddance of slavery drew African Americans • American settlers were given the same rights as those citizens residing in the original states • Better treatment of American Indians • Allowed for the formation of new states • Gave citizens the opportunity to start new lives • Set precedent for future settlements • Showed citizens that the U.S. government wanted to expand westward • Allowed territories to have equal status with the original states
3	<p>The student response identifies two rights provided by the Northwest Ordinance and describes how each right affected the settlement of the territory without using evidence from the source; or</p>

	<p>The student response identifies two rights provided by the Northwest Ordinance and describes how one of the rights affected the settlement of the territory using evidence from the source.</p> <p>Possible rights include:</p> <ul style="list-style-type: none">• Writ of habeas corpus• Right to a trial by jury• No cruel or unusual punishments• Cannot be deprived of liberty or property, but by the judgment of peers• Free public education• Land/property cannot be taken away from American Indians• No slavery or involuntary servitude• Guaranteed freedom of religion <p>Possible effects on the settlement include:</p> <ul style="list-style-type: none">• Free public education drew people westward• Forbiddance of slavery drew African Americans• American settlers were given the same rights as those citizens residing in the original states• Better treatment of American Indians• Allowed for the formation of new states• Gave citizens the opportunity to start new lives• Set precedent for future settlements• Showed citizens that the U.S. government wanted to expand westward• Allowed territories to have equal status with the original states
2	<p>The student response identifies two rights provided by the Northwest Ordinance but does not provide an adequate (or any) description of them; or</p> <p>The student response identifies one right provided by the Northwest Ordinance and that right's effect on the settlement of the territory using evidence from the source.</p> <p>Possible rights include:</p> <ul style="list-style-type: none">• Writ of habeas corpus• Right to a trial by jury• No cruel or unusual punishments• Cannot be deprived of liberty or property, but by the judgment of peers• Free public education• Land/property cannot be taken away from American Indians• No slavery or involuntary servitude• Guaranteed freedom of religion <p>Possible effects on the settlement include:</p> <ul style="list-style-type: none">• Free public education drew people westward• Forbiddance of slavery drew African Americans• American settlers were given the same rights as those citizens residing in the original states• Better treatment of American Indians• Allowed for the formation of new states• Gave citizens the opportunity to start new lives• Set precedent for future settlements

	<ul style="list-style-type: none"> • Showed citizens that the U.S. government wanted to expand westward • Allowed territories to have equal status with the original states
1	<p>The student response identifies one right provided by the Northwest Ordinance but does not provide an adequate (or any) description.</p> <p>Possible rights include:</p> <ul style="list-style-type: none"> • Writ of habeas corpus • Right to a trial by jury • No cruel or unusual punishments • Cannot be deprived of liberty or property, but by the judgment of peers • Free public education • Land/property cannot be taken away from American Indians • No slavery or involuntary servitude • Guaranteed freedom of religion
0	<p>Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.</p>