

Common Quality Assessment (Exam Midterm Study Guide)- 8th Grade Louisiana History

- 1. Students will be required to read informational passages to determine the main idea, extract important information, and analyze/compare/infer plus their knowledge of what was covered in class this semester to answer higher level questions and extended response items**
- 2. Students will need to read and interpret information on maps plus their knowledge of what was covered in class this semester to answer questions**
- 3. Students will be required to read, interpret and extract information from graphs/tables plus their knowledge of what was covered in class this semester to answer questions**
- 4. Students will need to be able to identify which characteristics best fits each of the Spanish Governors**
- 5. Other General Information, Students Need to be able to answer the following essential questions in order to have proper background knowledge to support their answers for the artifact based questions.**
 - a. What caused the diffusion of Louisiana's major ethnic groups and how did their dispersion culturally affect Louisiana?
 - b. How do ethnic groups in Louisiana expand their culture? Why is expansion essential to the preservation of Louisiana culture?
 - c. How did the settlement of early historic Native American tribes contribute to the development of Louisiana?
 - d. Geographically, how were the settlements of Native Americans useful to the French and Spanish explorers?
 - e. What geographical features attracted the French and the Spanish to Louisiana settlements?
 - f. How did similarities and differences between ethnic groups cause cooperation or conflict between Native Americans and the French and Spanish colonies?
 - g. How did events during the colonial period influence the economic growth and development of Louisiana? Justify your answer.
 - h. Why was America motivated to purchase Louisiana from France?
 - i. Was America's decision to purchase Louisiana wise? Was the decision constitutional?
 - j. How did the Port of New Orleans affect the international economy as a result of the Louisiana Purchase?

6. Topics of Consideration:

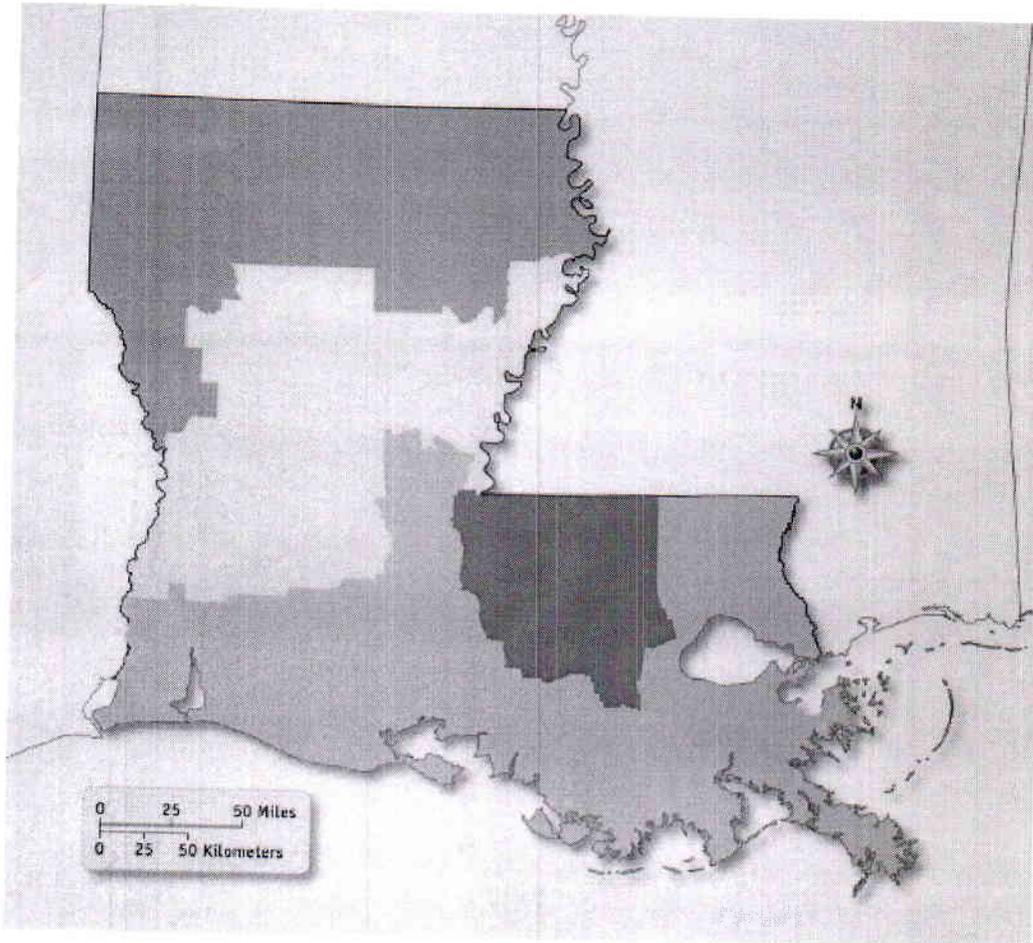
- Culture
- Diffusion
- Diversity
- Multiculturalism
- Gumbo
- Jambalaya
- Mardi Gras
- Jazz
- Blues
- Zydeco
- Fais-Do-Do
- Ethnic Groups: Germans, Acadians, African- American, French, Spanish, Isleños, Creoles, Anglos, Free People of Color, Native Americans
- Louisiana's Cultural Regions
- Archaeologist
- Temple Mounds
- agriculture
- Poverty Point
- Nomads
- Louisiana's Native American Tribes
- French and Indian War
- Bienville/Iberville
- Colonization
- Establishment of New Orleans
- John Law/Mississippi Bubble
- Code Noir
- Antoine Crozat
- Superior Council
- Cabildo
- Luis de Unzaga
- Bernardo de Gálvez
- Treaty of Paris
- French Revolution
- French settlers
- Louisiana Purchase
- Slave revolts (Haiti)
- Spanish Settlers
- René Robert Cavelier, Sieur de La Salle
- Lewis & Clark Expedition
- Louisiana Purchase
- Cote Des Allemandes
- Marquis de Vaudreuil
- Acadians
- Isle of Orleans
- Antonio de Ulloa
- Alejandro O'Reilly French Revolution
- Napoleon
- Toussaint L'Ouverture
- Treaty of Fountainebleu
- Treaty of San Ildefonso

7. Extended Response

Using the LEAP Extended Response Checklist, Scoring Rubrics, the passage below and your knowledge of social studies, answer the posed question on the Exam

CQA Exam Study Guide

Essay



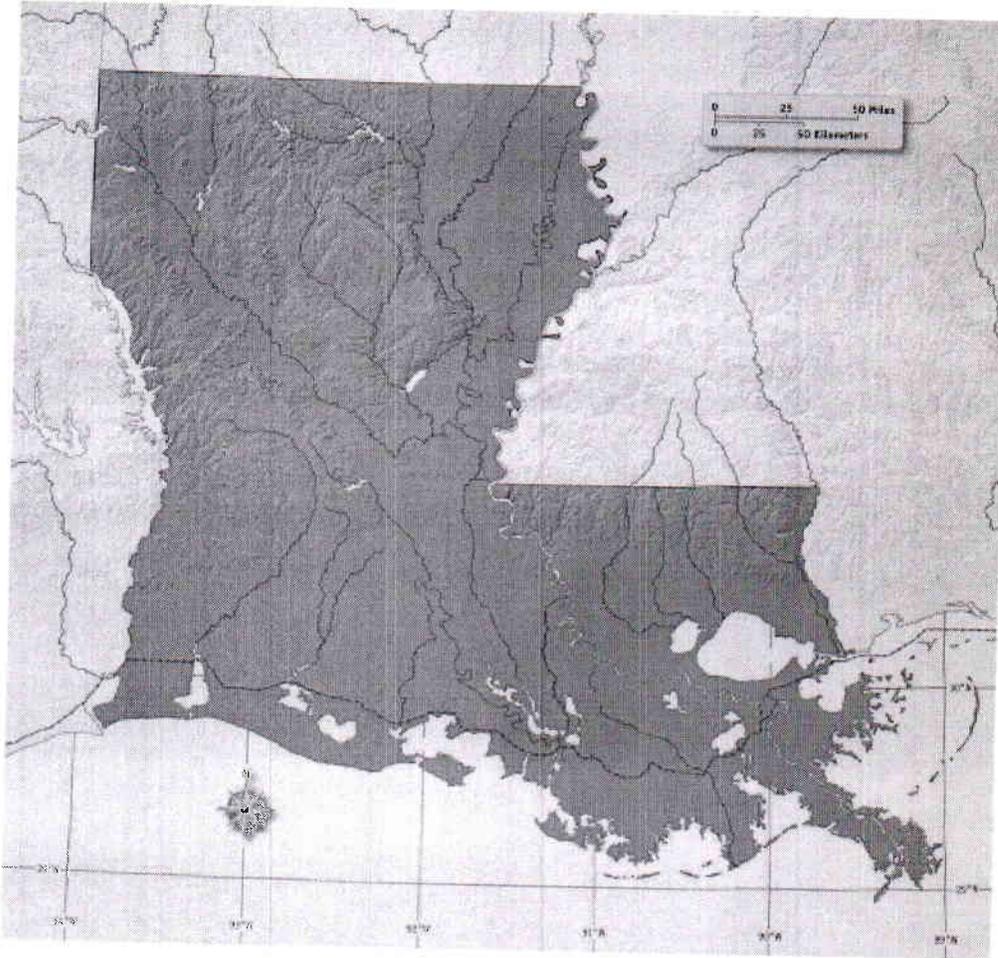
1. A. Label the five cultural regions of Louisiana on the map.
B. Choose one of the regions and write five characteristics of it.
2. On the following T-Chart, list two of the festivals found in Louisiana. Tell where each festival is located and describe its significance.

Festival:	Festival:
Location:	Location:
Description:	Description:

Name: _____

ID: A

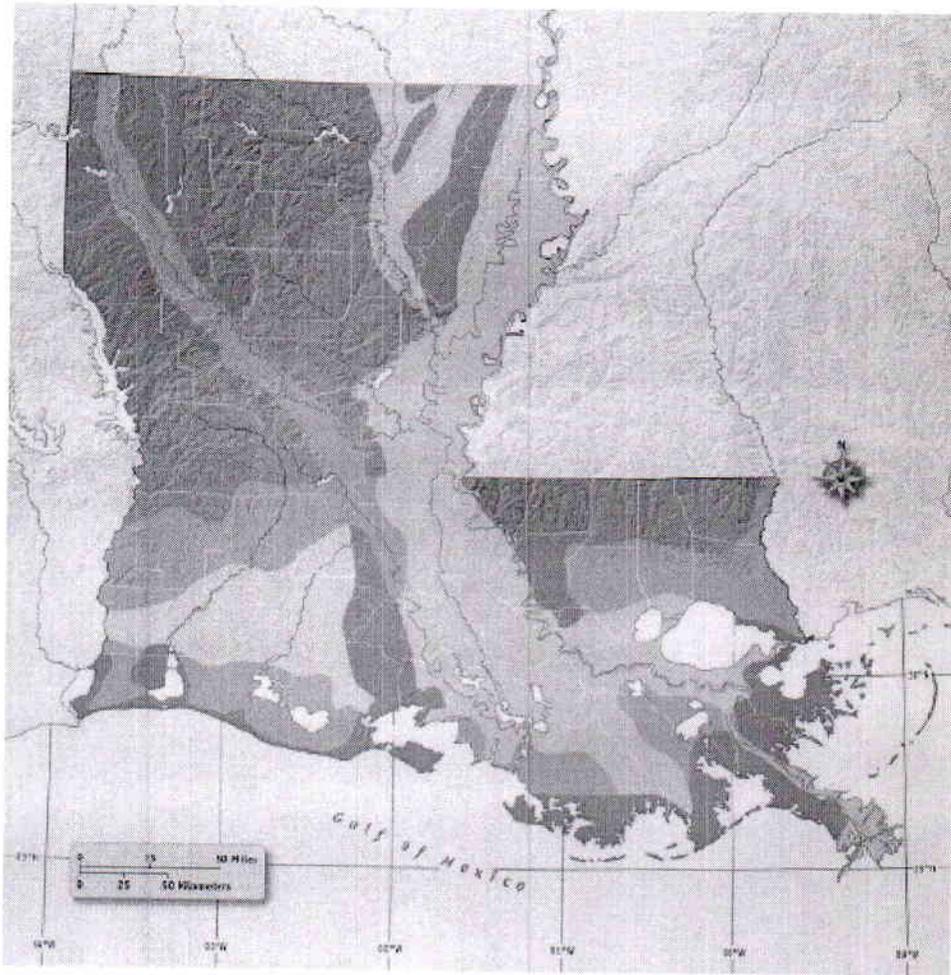
3. Think of all the different types of festivals that are held in Louisiana. Then, think of something, e.g., food product or historic event, and propose a new festival to honor your idea. Write a letter to the Louisiana Department of Culture, Recreation and Tourism explaining your idea and giving reasons to support its creation.
4. Louisiana is home to a variety of cultural groups. Identify four cultural groups found in the state and describe how each has influenced Louisiana.



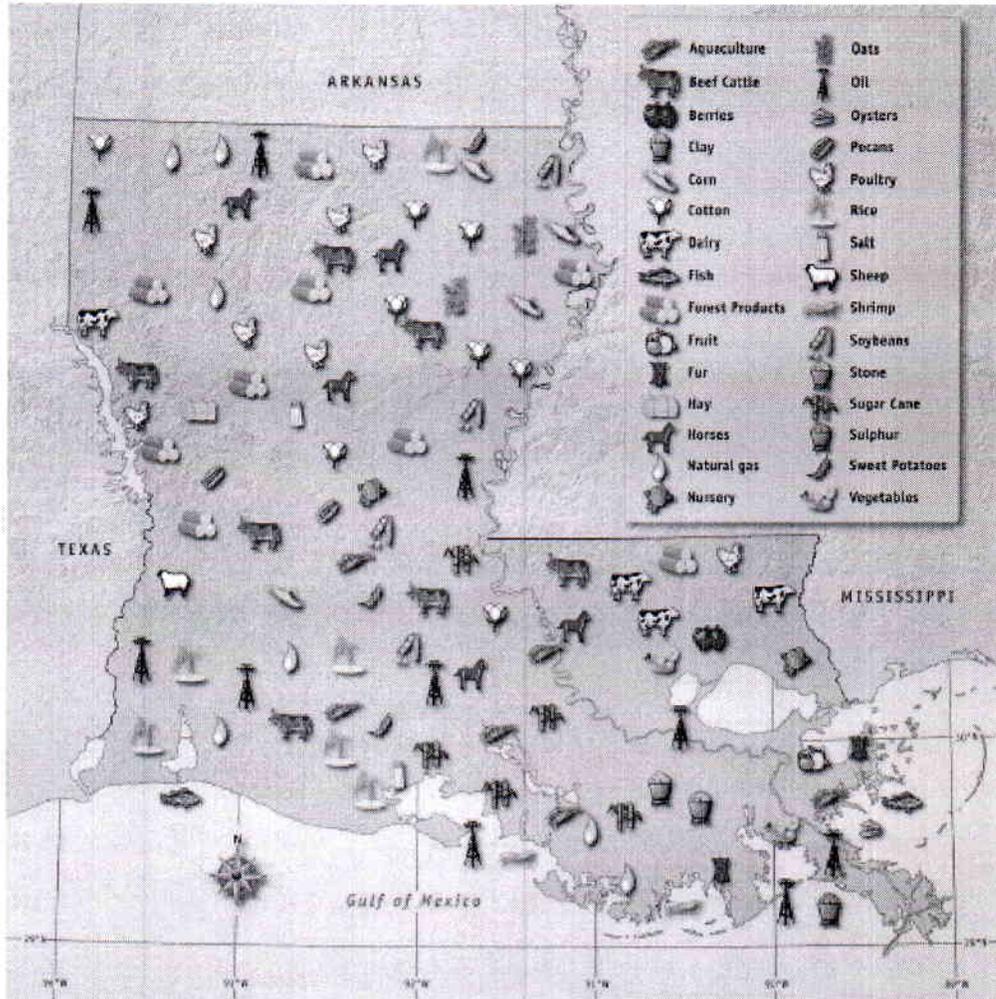
5. A. Locate and label one of the following rivers on the map: Red, Ouachita, Pearl, Calcasieu, Sabine.
B. Tell where the river you selected begins and ends.

Name: _____

ID: A



6. A. Label the five land regions of Louisiana.
B. Choose one of the land regions and identify five interesting characteristics of it.
7. Choose one environmental problem that affects Louisiana. Write an essay identifying the problem and proposing possible solutions.
8. Explain how people have affected the natural environment of Louisiana. List at least three examples and describe each.
9. How did Hurricanes Katrina and Rita affect Louisiana's agriculture?
10. A. List the three types of economic systems and define each.
B. Tell who would make the decisions to have a school fundraising activity in each type of economy.



11. Look at the map and make a list of the renewable resources and the nonrenewable resources.
12. A. Look at the map and make a list of the renewable resources and the nonrenewable resources.
 B. Then, choose one of Louisiana's nonrenewable resources. Describe how the state, nation, and world might change if that resource was no longer available.
13. A. Pretend that you are in charge of planning a fund-raising campaign for your school. Identify the four questions that producers should ask before they decide on a product to make or sell.
 B. How would you answer these questions as you plan for your fund-raiser?
14. Identify a problem in your community or state. Using an acceptable letter-writing format, write a letter to your parish or state legislator identifying the problem, giving reasons why it is a problem, suggesting ways to resolve the problem, and making a recommendation for a specific solution.
15. Identify three responsibilities of citizenship and tell why each is important.
16. A. What is Poverty Point?
 B. List at least three artifacts that have been found at Poverty Point.
 C. Explain how these artifacts illustrate the economic concept of interdependence.

Name: _____

ID: A

17. Many of the Indian tribes that lived in Louisiana when the French came to the area still live in the state today. These tribes include the Caddo, Choctaw, Houma, Chitmacha, and Tunica. Choose one of these tribes and write a brief description, including
 - where it was located and where its people are found today,
 - ways the people made a living,
 - examples of crafts, dress, or special occasions, and
 - how its lifestyle changed after interaction with Europeans.
18. Choose four components, such as clothing or food, of the lifestyle of early historic cultures in Louisiana. Describe each component that you identify.
19. Name three groups of people who settled in Louisiana and describe how they helped or hurt the colony's chances to succeed.
20. Identify and explain three problems the early settlers of Louisiana faced.
21. Select one of the French governors of Louisiana mentioned in the chapter. Write a letter advising him on how to handle a situation he faced.
22. Compare the first two Spanish governors of Louisiana--Antonio de Ulloa and Alejandro O'Reilly.
23. Choose one of the Spanish governors of Louisiana and describe the following:
 - A. Name the governor you have selected.
 - B. List issues the governor faced.
 - C. List important contributions of the governor.
 - D. Tell how you would rate the effectiveness of the governor you selected.
24. Explain how the French Revolution affected the following groups of people in Louisiana:
 - Upper class
 - Middle class
 - Slaves
 - Indians
25. List and describe the problems that the new state of Louisiana faced.
26. Describe the War of 1812. In the description, include the following:
 - Causes of the war
 - Major leaders
 - Battle of New Orleans
 - Results/Significance of the war
27. Did the United States make a good decision when it purchased Louisiana from France? Cite reasons to support your answer.

SOCIAL STUDIES

EXTENDED RESPONSE CHECKLIST

Grades 6, 7, 8

As you write your response, be sure to complete the following:

- Show an in-depth understanding of the topic.
- Answer all parts of the question.
- Include ample, well-chosen evidence from the sources to support and develop your response.
- Include accurate and relevant factual information from your own knowledge, beyond the information that is given in the sources, to support your response.
- Communicate your ideas well and use logical reasoning.
- Write enough to fully answer the question. This will usually require more than one paragraph.

Following the steps below will help you write a successful extended response.

Step 1: Planning and Writing

- Read the question carefully.
- Think about what you will write before you begin.
- Answer all parts of the question.
- Include ample, well-chosen evidence from the sources to support your response.
- Include accurate and relevant factual information from your own knowledge to support your response.
- Communicate your ideas clearly.
- Organize your ideas in a logical order.
- Use paragraphs to separate different main ideas.

Step 2: Proofreading

- Review the checklist to make sure you have covered all the expectations.
- Reread your response.
- Revise if needed.
- Correct any errors you find.

Scoring

The response should be scored holistically on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that best describes the response.

Dimension: Content

Score Description

4

- The student's response:
- Reflects thorough knowledge, by incorporating ample, focused factual information from prior knowledge and the sources;
- Contains accurate understandings with no errors significant enough to detract from the overall content of the response;
- Fully addresses all parts of the prompt.

3

- The student's response:
- Reflects general knowledge by incorporating adequate factual information from prior knowledge and the sources;
- Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;
- Addresses all parts of the prompt.

2

- The student's response:
- Reflects limited knowledge by incorporating some factual information from prior knowledge and the sources;

overall content of the response;

- Addresses part of the prompt.

1

- The student's response:
- Reflects minimal knowledge, by incorporating little or no factual information from prior knowledge and the sources;
- Contains few accurate understandings with several errors that detract from the overall content of the response;
- Minimally addresses part of the prompt.

0

- The student's response:
- is blank, incorrect, or does not address the prompt.

Grade 8 Social Studies

Dimension: Claims

Score Description

4

- The student's response:
- Develops a valid claim that effectively expresses a solid understanding of the topic;
- Thoroughly supports the claim with well-chosen evidence from the sources;
- Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.

3

- The student's response:
- Develops a relevant claim that expresses a general understanding of the topic;
- Supports the claim with sufficient evidence from the sources;
- Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.

2

- The student's response:
- Presents an inadequate claim which expresses a limited understanding of the topic.
- Includes insufficient support for the claim but does use some evidence from the sources;
- Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.

1

- The student's response:
- Does not develop a claim but provides evidence that relates to the topic, OR Develops a substantially flawed claim with little or no evidence from the sources;
- Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.

0

- The student's response:
- is blank, incorrect, or does not address the prompt.