

2014 TEXAS STAAR TEST – GRADE 8 – SOCIAL STUDIES

Total Possible Score: 52
Needed Correct to Pass: 26
Advanced Performance: 43

Time Limit: 4 Hours

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The number of correct answers required to "pass" this test is shown above. Because of where the "passing" score is set, it may be possible to pass the test without learning some important areas of study. Because of this, I believe that making the passing grade should not be considered "good enough." A student's goal should be to master each of the objectives covered by the test. The "Advanced Performance" score is a good goal for mastery of all the objectives.

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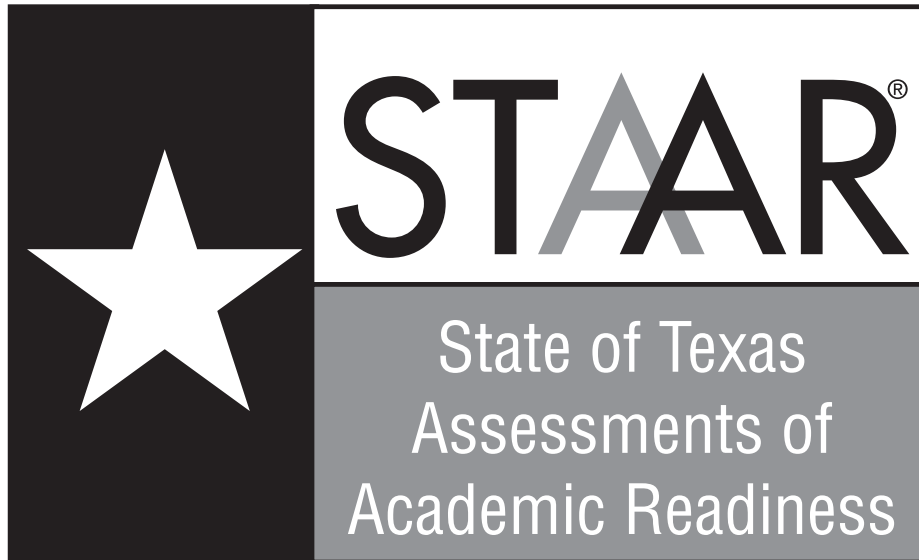
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GRADE 8

Social Studies

Administered April 2014

RELEASED

SOCIAL STUDIES

DIRECTIONS

Read each question carefully. Determine the best answer to the question from the four answer choices provided. Then fill in the answer on your answer document.

- 1** The Thirteenth Amendment to the U.S. Constitution affected the lives of millions of African Americans by —
- A** providing them with voting rights
 - B** guaranteeing their freedom of speech
 - C** providing them with access to the court system
 - D** guaranteeing their permanent freedom from slavery

-
- 2** As a result of the Oregon Treaty, the United States achieved its goal of —
- F** expanding westward to the Pacific Ocean
 - G** acquiring land for a southwestern railroad
 - H** reserving western territory for American Indians
 - J** securing the southern border of the country

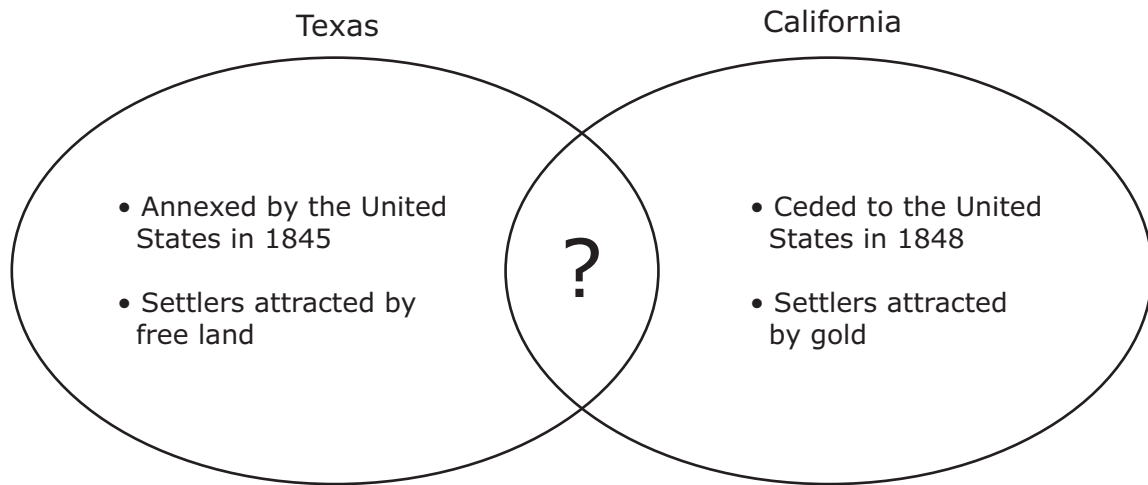
1860 Census Results for Selected States

State	Total Population	Total Number of Slaves	Slaves as a Percentage of Population
Alabama	964,201	435,080	45%
Georgia	1,057,286	462,198	44%
Kentucky	1,155,084	225,483	20%
Maryland	687,049	87,189	13%
Mississippi	791,305	436,631	55%
Virginia	1,596,318	490,865	31%

Source: U.S. Census Bureau

These data could be used to support which conclusion?

- A** Gulf Coast states had to rely on steamboats to transport goods.
- B** States in the lower South had more land devoted to plantations.
- C** Border states had to import needed raw materials.
- D** States in the upper South were heavily industrialized.



4 Which of the following best completes the diagram above?

- F** Slaveholding state
- G** Bordered by the Pacific
- H** Formerly part of Mexico
- J** Dependent on heavy industry

5 Why did the Anti-Federalists demand that a bill of rights be added to the U.S. Constitution?

- A** To strengthen the authority of the federal government
- B** To improve the organization of the judiciary
- C** To give each state an equal amount of power
- D** To protect individual freedoms from the federal government

U.S. Secretary of War Jefferson Davis had sent Gadsden to negotiate with Santa Anna for the land. Davis valued it, as others did, as the perfect tract for the construction of the southern transcontinental railroad. The railroad line would connect western territories to the east and north, greatly increasing the accessibility of these new lands.

—*"America's Story," Library of Congress, <http://www.loc.gov> (accessed November 12, 2009)*

- 6** According to the excerpt above, the Gadsden Purchase was intended to —
- F** support settlement of U.S. territory gained through the U.S.-Mexican War
 - G** encourage commerce among U.S. states formed from the Louisiana Purchase
 - H** allow the United States and Mexico to share railroad construction costs
 - J** encourage the sale of U.S. government land in Florida



The innovation shown in this photograph most affected the U.S. economy by —

- A** decreasing the need for canals
- B** allowing more efficient movement of goods
- C** reducing the costs of settling in western territories
- D** transporting workers from southern states to northern states

It is essential to the freedom and security of a free people, that no taxes be imposed upon them but by their own consent, or their representatives.

—*The Sons of Liberty, address to the public, New York, December 15, 1773*

- 8 The excerpt above reflects the dissatisfaction of American colonists with the —
- F political debates that took place at the Albany Convention
 - G interference of Great Britain in the slave trade
 - H economic consequences of the Great Awakening
 - J economic policies imposed by Great Britain following the French and Indian War

I consider, then, the power to annul a law of the United States, assumed by one state, incompatible with the existence of the Union, contradicted expressly by the letter of the Constitution . . .

—*Proclamation, President Andrew Jackson*

- 9 The proclamation excerpted above was issued during which of these historical events?
- A Shays's Rebellion
 - B The War of 1812
 - C The Nullification Crisis
 - D The Civil War

- 10** Why did the economies of western territories develop so differently from the economies of the Northeast and South?
- F** Western territories had limited land and a large immigrant population.
 - G** Western territories had natural harbors and many navigable rivers.
 - H** Western territories had rocky soil and a large supply of slave labor.
 - J** Western territories had inexpensive land and abundant natural resources.

11

America may boast that she has accomplished what no power before her ever did, contending with Britain—Captured two of their celebrated Generals and each an Army of thousands of veteran Troops to support them.

—Abigail Adams, letter to John Adams, December 9, 1781

To which of the following is Abigail Adams referring in this excerpt?

- A** The American victory at the Battle of Yorktown
- B** The negotiation of the Treaty of Paris by American diplomats
- C** The bravery of American soldiers at Valley Forge
- D** The arrival of French aid after the Battle of Saratoga

12 Which of these best summarizes the Monroe Doctrine?

- F** The immigration of Europeans to the United States must be discouraged.
- G** International peace can be maintained without complicated alliances.
- H** The power to nullify federal laws is necessary to preserve sovereignty.
- J** Further colonization of the Americas by European countries is prohibited.

13

Finally, in the summer of 1842, after seven years of desperate warfare, an agreement was reached with the few hundred remaining Seminoles, allowing them to live in southwest Florida.

—*John and Mary Lou Missall, A Short History of the Seminole Wars, 2006*

What led to the conflict referred to in this excerpt?

- A** The passage of the Dawes Act
- B** The Louisiana Purchase
- C** The adoption of Indian removal policies
- D** The Battle of Tippecanoe

14 The Second Great Awakening was a movement that promoted —

- F** spiritual revival and the need for social reform
- G** the use of reason and scientific theory
- H** states' rights and governmental reform
- J** mercantilism and the development of global trade

15

John Marshall

- Promoted the public good
- Maintained a strong sense of duty
- Used clear language to discuss complex issues

Which action should be added to this list?

- A** Upheld the doctrine of states' rights
- B** Supported the popular election of Supreme Court justices
- C** Allowed slavery to extend into western territories
- D** Wrote the Supreme Court decision that established the principle of judicial review

- 16** With which of the following arguments would the authors of *The Federalist Papers* most likely have agreed?
- F** A bill of rights should be included in the Constitution before it is ratified.
 - G** Having a stronger central government will make the country more stable and prosperous.
 - H** The Three-Fifths Compromise will result in fair and equal representation.
 - J** Universal suffrage should be constitutionally guaranteed.
-

17

The County Election



Source: Art Resource, NY

This painting of a Missouri scene was completed in 1852. Such scenes would look dramatically different after the —

- A** ratification of the Fifteenth Amendment
- B** Second Great Awakening
- C** emergence of Manifest Destiny
- D** expansion of the factory system into the South

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

—*Declaration of Independence, 1776*

Which provision of the U.S. Constitution reflects this grievance?

- F** The president can appoint justices with the advice and consent of the Senate.
- G** Congress has the power to establish federal courts.
- H** The commerce clause allows Congress to regulate trade among the states.
- J** Congress can override a presidential veto with a two-thirds majority vote in both houses.

19 Which statement best describes a result of industrialization in the United States during the mid-nineteenth century?

- A** People moved to cities in search of economic opportunity.
- B** Farmers began to cultivate land west of the Appalachian Mountains.
- C** Native peoples were forcibly relocated to western territories.
- D** Government officials began to promote the idea of Manifest Destiny.

- 20** The election of Hiram Rhodes Revels in 1870 was significant because he was the first African American to —
- F** win an election as a member of the Democratic Party
 - G** win a majority of the popular vote in Mississippi
 - H** serve as a member of the U.S. Senate
 - J** run for public office in the South

- Bonds and currency with little to no value
- Bank failures and bankrupt businesses
- Destroyed railroads, farms, and homes
- High food prices and widespread crop failures

This list describes conditions found in —

- A** California following the Gold Rush
- B** Washington, D.C., during the War of 1812
- C** western territories after the U.S.-Mexican War
- D** southern states at the beginning of Reconstruction

Unalienable Rights

- Life
- Liberty
- Pursuit of happiness

22 The rights listed above were —

- F** established by a series of Supreme Court decisions
- G** defined by Thomas Jefferson in the Declaration of Independence
- H** established by the ratification of the U.S. Constitution
- J** defined by President George Washington in his Farewell Address

23 How did the War of 1812 affect the U.S. economy?

- A** The use of federal paper currency increased.
 - B** Agricultural imports increased.
 - C** Imports of raw materials increased.
 - D** Manufacturing increased.
-

24 What was one major effect of the Erie Canal on the United States in the early nineteenth century?

- F** The rapid growth of cities in the Northeast
 - G** A rise in cotton exports to the United Kingdom
 - H** An increase in the cost of shipping goods to Europe
 - J** A decrease in trade between settlers and American Indians
-

25 In 1832 the Supreme Court ruled that Georgia did not have legal authority over the Cherokees living in the state. President Andrew Jackson responded to this decision by —

- A** filing another petition against the Cherokee Nation
- B** ignoring the ruling and allowing Georgia to evict the Cherokee Nation
- C** ordering state officials in Georgia to negotiate with the Cherokee Nation
- D** asking Congress to pay reparations to the Cherokee Nation

All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest, was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it.

—President Abraham Lincoln, second inaugural address, 1865

In the excerpt above, what does “this interest” refer to?

- F** The Confederate States of America
- G** Protective tariffs
- H** Slavery
- J** The U.S. Constitution

-
- 27** From 1690 to 1760, Parliament and the king of England allowed colonists in America to exercise a great deal of control over local and regional matters. Historians have described this practice as “salutary neglect.”

Which of the following happened as a direct result of this policy?

- A** The colonies developed a strong tradition of self-government.
- B** Many proprietary colonies were converted to royal colonies.
- C** The colonies refused to participate in a system of common defense.
- D** Many colonies sought economic aid from other countries.

- 28** The Northwest Ordinance is considered a historical milestone because it —
- F** more than doubled the size of the United States
 - G** established a method for admitting new states to the Union
 - H** encouraged state legislatures to ratify the Constitution
 - J** proposed treaties with American Indians to allow the peaceful settlement of new territories

29

The Emancipation Proclamation became effective January 1, 1863. Congress passed the Conscription Act of 1863 in March to randomly select men for service in the Union army. However, those chosen in the draft could hire a substitute or pay \$300 to escape service. African Americans were not citizens and therefore not eligible for the draft.

On July 13, 1863, a crowd gathered in New York City to protest the draft. Poor Irish workers turned out in the largest numbers. The protest turned into a riot, which first targeted military and government buildings. The homes of well-known Republicans, draft supporters, the wealthy, and African Americans were also attacked. After four days federal troops finally restored order to the city.

The New York City riots of 1863 were partly a result of —

- A** the economic uncertainty faced by the working class
- B** strong local opposition to federal taxes
- C** housing shortages affecting recent immigrants
- D** the meager wages paid to military recruits

- 30** One advantage the Confederacy had over the Union during the Civil War was that Confederate forces had —
- F** numerous factories for producing weapons and ammunition
 - G** a larger number of military troops in reserve
 - H** an extensive railroad system for moving troops and supplies
 - J** knowledge of the terrain where most battles were fought

31

In 1636, Thomas Hooker . . . established the first English settlement in Connecticut.

Convinced that government should rest on free consent, he _____.?

—Steven Mintz, "Colonization: Dimensions of Change in Colonial New England,"
Digital History, <http://www.digitalhistory.uh.edu> (accessed September 12, 2011)

Which of the following completes the sentence above?

- A** limited property ownership to church members
- B** extended voting rights beyond church members
- C** restricted trade with neighboring colonies
- D** asked the king to appoint a governor for the colony

- 32** The Compromise of 1850 allowed certain territories to use popular sovereignty to determine whether the territory would be free or slave. This decision applied to much of the land gained from the —
- F** Revolutionary War
 - G** War of 1812
 - H** U.S.-Mexican War
 - J** Civil War

33 Which headline provides the best example of a civic duty?

A



C

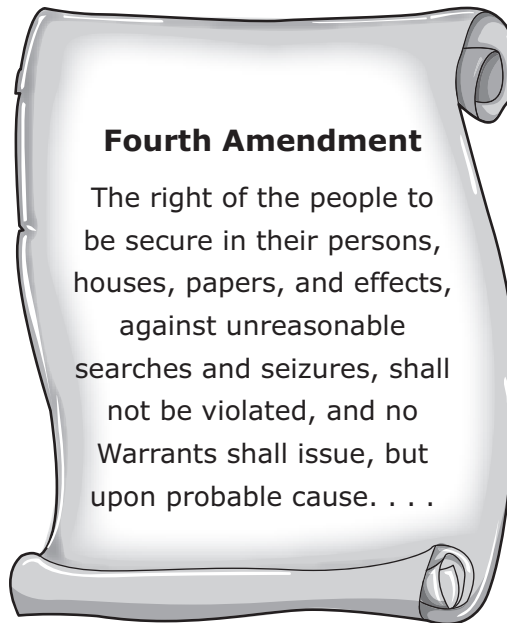


B



D





- 34** The constitutional amendment excerpted above protects people in the United States from —
- F** excessive fines for traffic violations
 - G** imprisonment for life without a jury trial
 - H** excessive surveillance by the government
 - J** conscription by the armed forces

We have only to look about us in this great city, to observe the traces of the deadly influence of intemperance. Everywhere, we face crime, disease and death, all testify to the necessity of the prosecution of the cause, of steadfast and unwavering effort and prompt action to lead to complete success.

—Charles C. Burleigh, address to the Whole World's Temperance Convention, 1853

35 The speaker quoted above was a supporter of the movement to —

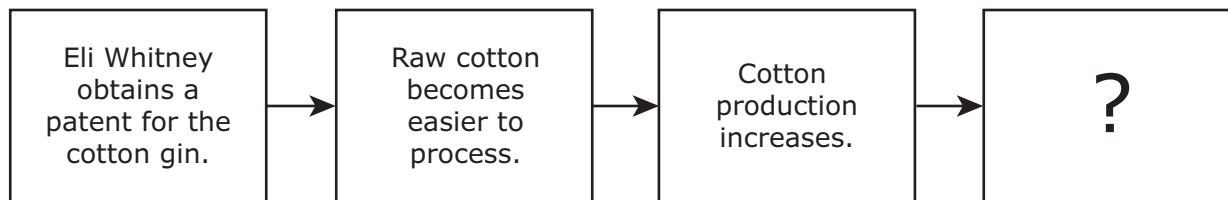
- A** end the international slave trade
- B** establish strict limits on immigration
- C** expose corruption in the federal government
- D** discourage the consumption of alcoholic beverages

36 Which headline provides the best example of a First Amendment guarantee in action?

- F** "Religious University Forced to Close by State"
- G** "Mormons Hold State Convention Downtown"
- H** "Congress Declares a National Day of Remembrance"
- J** "Protesters Arrested at Antiwar Rally"

37 Which pull factor accounted for much of Chinese immigration to the United States in the mid-1800s?

- A** An opportunity for free land in the Midwest
- B** The prospect of religious freedom
- C** An economic boom in the West
- D** The possibility of a free education



38 Which of these best completes the diagram above?

- F** The demand for slaves increases in the South.
- G** More textile factories are established in the South.
- H** The number of European immigrants arriving at southern port cities increases.
- J** More tobacco and food crops are cultivated on southern plantations.

39

Provisions of the Civil Rights Act of 1866

- Designated all people born in the United States (except American Indians) as citizens
- Granted all citizens certain rights under the law

What is the historical significance of this act?

- A** It was the first time Congress voted to overrule a presidential veto.
- B** It represented a shift in federal power after the impeachment of President Johnson.
- C** It was the first time Congress passed a law that protected racial minorities.
- D** It represented the failure of northern abolitionists to influence Reconstruction policies.

- Limited government interference in business
- Prices determined by supply and demand
- Private owners receive the profits

Which type of economy is best described by these characteristics?

- F** Subsistence farming
- G** Free enterprise
- H** Mercantilism
- J** Socialism

- 41** The Constitution describes two ways to propose an amendment. Which of the following gives an example of one way?
- A** The president officially requests that Congress propose the amendment.
 - B** Three-fourths of state governors sign a petition in favor of proposing the amendment.
 - C** A majority of citizens vote in favor of proposing the amendment.
 - D** Two-thirds of both congressional houses vote in favor of proposing the amendment.

-
- 42** The Federalists and the Democratic-Republicans emerged as separate political parties partly as a result of disagreement over —
- F** how the nation should develop economically
 - G** whether to enforce the Monroe Doctrine
 - H** how the nation should admit new states
 - J** whether to approve the Declaration of Independence

Bombardment of Fort Sumter



Source: Library of Congress, Prints and Photographs Division

How was the event depicted in this image significant to the Civil War?

- A** The Confederate defense of the besieged fort lengthened the war.
- B** The Union victory divided the Confederacy along the Mississippi River.
- C** The invasion of the Confederate capital resulted in the surrender of the Confederacy.
- D** The Confederate attack upon the Union fort initiated the war.

44 Which of the following was a primary reason France sought to colonize North America?

- F** To reduce overpopulation in Europe
- G** To create communities founded on religious tolerance
- H** To profit from trading in furs and other goods
- J** To create joint ventures with other European powers

In March 1853 a miner from Connecticut, Edward Matteson, and his partners fashioned a three-foot tapered metal funnel to which they clamped a canvas hose. They pumped water through the hose and pointed it at the hillside from which they were trying to extract gold.

—*"The Gold Rush's Impact on California's Landscape,"* American Experience, PBS, <http://www.pbs.org/wgbh/amex> (accessed August 23, 2011)

What effect did the mining technique described in this excerpt have on the local environment?

- A** Rivers became filled with sediment.
- B** Reduced flooding led to an increased reliance on irrigation.
- C** Forests were clear-cut, and the timber was used to line tunnels and shafts.
- D** Farmland benefited from a change in soil composition.

46 The Articles of Confederation allowed each state only one vote in Congress. Which question reflects a major concern states had about this arrangement?

- F** Should states attempt to resolve conflicting claims to territory?
- G** Should states change their procedure for selecting representatives?
- H** Should unanimous state approval for national laws be required?
- J** Should more populous states receive greater representation?

- The U.S. population grew from more than 5 million in 1800 to just over 23 million by 1850.
- The United States experienced financial panics in 1819 and in 1837.
- Land ownership was linked to wealth and independence.

The bullet points in this list would most likely be included in an essay about —

- A** the rise of the Republican Party
- B** the emergence of Manifest Destiny
- C** abolitionist groups in the western territories
- D** the growth of the secession movement in southern states

The plan of government now proposed is evidently calculated totally to change, in time, our condition as a people. Instead of being thirteen republics, under a federal head, it is clearly designed to make us one consolidated government. . . .

—*Federal Farmer No. 1, 1787*

Those in favor of ratifying the Constitution would most likely respond to this concern by pointing out that —

- F** elected representatives are accountable to individual voters
- G** courts have the right to resolve disputes between states
- H** each branch of government can serve as a check on the other branches
- J** power is divided between the federal government and state governments

- 49** How did the factory system contribute to the rapid industrialization of the United States?
- A** By using slave labor to mass-produce goods
 - B** By relying on skilled artisans to create custom goods
 - C** By making the production of goods more efficient
 - D** By making the distribution of goods less costly

This controversial law allowed slave-hunters to seize alleged fugitive slaves without due process of law and prohibited anyone from aiding escaped fugitives or obstructing their recovery. Because it was often presumed that a black person was a slave, the law threatened the safety of all blacks. . . .

*—Text from an online exhibit describing
the Fugitive Slave Law of 1850,
Library of Congress, <http://www.loc.gov>
(accessed December 9, 2009)*

- 50** What was one result of the law described above?
- F** Northerners who believed the law was unfair began to support the abolitionist movement.
 - G** Religious groups left the abolitionist movement to avoid political controversy.
 - H** Southerners used the law to challenge the constitutionality of abolitionist goals.
 - J** Abolitionist societies began to focus their efforts on promoting women's suffrage.

- 51** According to Alexander Hamilton, which action was necessary to ensure the stability of the nation's economy?
- A** The passage of a trade embargo against Great Britain
 - B** The abolition of consumption taxes
 - C** The creation of a trade alliance with France
 - D** The establishment of a national bank

52

- B'nai B'rith, a Jewish service organization
- Grimm Brothers' fairy tales
- Kindergarten
- Meat curing and sausage making
- Polka music

Which group was responsible for these contributions to American culture?

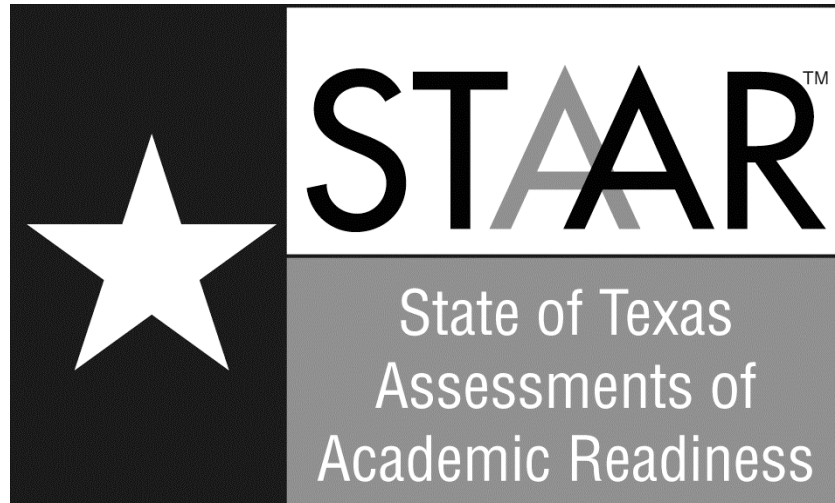
- F** Chinese Americans
- G** African Americans
- H** German Americans
- J** Italian Americans

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



STAAR
GRADE 8
Social Studies
April 2014

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Process Student Expectation	Correct Answer
1	3	Readiness	8.16(B)		D
2	1	Supporting	8.6(C)		F
3	1	Readiness	8.7(C)	8.29(C)	B
4	2	Readiness	8.10(B)	8.29(B)	H
5	1	Readiness	8.4(E)		D
6	2	Readiness	8.11(A)	8.29(B)	F
7	4	Readiness	8.27(A)	8.29(C)	B
8	1	Readiness	8.4(A)	8.29(B)	J
9	3	Readiness	8.17(B)	8.29(B)	C
10	4	Readiness	8.12(D)		J
11	1	Readiness	8.4(C)	8.29(A)	A
12	1	Readiness	8.5(E)		J
13	2	Supporting	8.23(C)	8.29(B)	C
14	1	Readiness	8.1(A)		F
15	3	Supporting	8.22(A)	8.29(B)	D
16	3	Readiness	8.15(A)		G
17	2	Supporting	8.26(C)	8.29(C)	A
18	3	Readiness	8.15(C)	8.29(A)	J
19	4	Supporting	8.28(B)		A
20	1	Supporting	8.9(B)		H
21	1	Readiness	8.9(C)	8.29(B)	D
22	3	Readiness	8.19(A)	8.29(B)	G
23	4	Supporting	8.13(A)		D
24	4	Readiness	8.27(B)		F
25	3	Readiness	8.18(A)		B
26	1	Supporting	8.8(C)	8.29(B)	H
27	1	Readiness	8.3(A)	8.29(B)	A
28	1	Readiness	8.6(A)		G
29	2	Supporting	8.23(B)	8.29(B)	A
30	2	Readiness	8.10(C)		J
31	1	Supporting	8.3(C)	8.29(B)	B
32	1	Readiness	8.6(D)		H
33	3	Supporting	8.19(D)	8.29(C)	A
34	3	Readiness	8.19(B)	8.29(A)	H
35	2	Readiness	8.24(B)	8.29(B)	D
36	2	Readiness	8.25(C)		G
37	2	Readiness	8.23(A)		C
38	4	Readiness	8.12(B)	8.29(B)	F
39	1	Supporting	8.9(A)	8.29(B)	C
40	4	Supporting	8.14(B)	8.29(B)	G
41	3	Readiness	8.16(A)		D
42	1	Readiness	8.5(C)		F
43	1	Readiness	8.8(B)	8.29(C)	D
44	1	Readiness	8.2(A)		H
45	2	Supporting	8.11(B)	8.29(B)	A
46	3	Supporting	8.15(B)		J
47	1	Readiness	8.6(B)	8.29(B)	B
48	3	Readiness	8.17(A)	8.29(A)	J
49	4	Supporting	8.27(D)		C
50	2	Supporting	8.24(A)	8.29(B)	F
51	1	Readiness	8.5(A)		D
52	2	Supporting	8.23(D)	8.29(B)	H



Grade 8 Social Studies Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 8 Social Studies Assessment

Based on Revised Curriculum

Reporting Category 1: History

The student will demonstrate an understanding of issues and events in U.S. history.

- (1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
 - (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; **Readiness Standard**
 - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and **Supporting Standard**
 - (C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War. **Supporting Standard**
- (2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to
 - (A) identify reasons for European exploration and colonization of North America; and **Readiness Standard**
 - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. **Supporting Standard**
- (3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
 - (A) explain the reasons for the growth of representative government and institutions during the colonial period; **Readiness Standard**
 - (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and **Supporting Standard**
 - (C) describe how religion and virtue contributed to the growth of representative government in the American colonies. **Supporting Standard**

- (4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War; **Readiness Standard**
 - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; **Supporting Standard**
 - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; **Readiness Standard**
 - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise; and **Supporting Standard**
 - (E) analyze the arguments for and against ratification. **Readiness Standard**
- (5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to
- (A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government; **Readiness Standard**
 - (B) summarize arguments regarding protective tariffs, taxation, and the banking system; **Supporting Standard**
 - (C) explain the origin and development of American political parties; **Readiness Standard**
 - (D) explain the causes, important events, and effects of the War of 1812; **Supporting Standard**
 - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; **Readiness Standard**

- (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and **Supporting Standard**
 - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, *Worcester v. Georgia*, and the Trail of Tears. **Supporting Standard**
- (6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; **Readiness Standard**
 - (B) explain the political, economic, and social roots of Manifest Destiny; **Readiness Standard**
 - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; **Supporting Standard**
 - (D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States; and **Readiness Standard**
 - (E) identify areas that were acquired to form the United States, including the Louisiana Purchase. **Supporting Standard**
- (7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War; **Supporting Standard**
 - (B) compare the effects of political, economic, and social factors on slaves and free blacks; **Supporting Standard**
 - (C) analyze the impact of slavery on different sections of the United States; and **Readiness Standard**
 - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster. **Supporting Standard**

- (8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as Congressional Medal of Honor recipients William Carney and Philip Bazaar; **Supporting Standard**
 - (B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and **Readiness Standard**
 - (C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
Supporting Standard
- (9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
Supporting Standard
 - (B) evaluate the impact of the election of Hiram Rhodes Revels;
Supporting Standard
 - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and
Readiness Standard
 - (D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act. **Supporting Standard**

Reporting Category 2: Geography and Culture

The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

- (10) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to
- (A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries; **Supporting Standard**
 - (B) compare places and regions of the United States in terms of physical and human characteristics; and **Readiness Standard**
 - (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States. **Readiness Standard**
- (11) **Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries; **Readiness Standard**
 - (B) describe the positive and negative consequences of human modification of the physical environment of the United States; and **Supporting Standard**
 - (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries. **Supporting Standard**
- (23) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; **Readiness Standard**
 - (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs; **Supporting Standard**

- (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved; **Supporting Standard**
 - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and **Supporting Standard**
 - (E) identify the political, social, and economic contributions of women to American society. **Supporting Standard**
- (24) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to
- (A) describe the historical development of the abolitionist movement; and **Supporting Standard**
 - (B) evaluate the impact of reform movements, including educational reform, temperance, the women’s rights movement, prison reform, abolition, the labor reform movement, and care of the disabled. **Readiness Standard**
- (25) **Culture.** The student understands the impact of religion on the American way of life. The student is expected to
- (A) trace the development of religious freedom in the United States; **Supporting Standard**
 - (B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and **Supporting Standard**
 - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. **Readiness Standard**
- (26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to
- (A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, “Battle Hymn of the Republic,” transcendentalism, and other cultural activities in the history of the United States; **Supporting Standard**
 - (B) identify examples of American art, music, and literature that reflect society in different eras; and **Supporting Standard**
 - (C) analyze the relationship between fine arts and continuity and change in the American way of life. **Supporting Standard**

Reporting Category 3: Government and Citizenship

The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

- (15) **Government.** The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government; **Readiness Standard**
 - (B) summarize the strengths and weaknesses of the Articles of Confederation; **Supporting Standard**
 - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and **Readiness Standard**
 - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. **Readiness Standard**
- (16) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to
- (A) summarize the purposes for and process of amending the U.S. Constitution; and **Readiness Standard**
 - (B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States. **Readiness Standard**
- (17) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and **Readiness Standard**
 - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. **Readiness Standard**

- (18) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) identify the origin of judicial review and analyze examples of congressional and presidential responses; **Readiness Standard**
 - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and **Supporting Standard**
 - (C) evaluate the impact of selected landmark Supreme Court decisions, including *Dred Scott v. Sandford*, on life in the United States. **Supporting Standard**
- (19) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
- (A) define and give examples of unalienable rights; **Readiness Standard**
 - (B) summarize rights guaranteed in the Bill of Rights; **Readiness Standard**
 - (D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries; **Supporting Standard**
 - (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and **Supporting Standard**
- (20) **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to
- (A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America; **Supporting Standard**
 - (B) evaluate the contributions of the Founding Fathers as models of civic virtue; and **Supporting Standard**
 - (C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. **Supporting Standard**

- (21) **Citizenship.** The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to
- (A) identify different points of view of political parties and interest groups on important historical and contemporary issues;
Supporting Standard
 - (B) describe the importance of free speech and press in a constitutional republic; and ***Supporting Standard***
 - (C) summarize a historical event in which compromise resulted in a peaceful resolution. ***Supporting Standard***
- (22) **Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and ***Supporting Standard***
 - (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton. ***Supporting Standard***

Reporting Category 4: Economics, Science, Technology and Society

The student will demonstrate an understanding of economic and technological influences on historical issues and events.

- (12) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to
- (A) identify economic differences among different regions of the United States; **Supporting Standard**
 - (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; **Readiness Standard**
 - (C) explain the reasons for the increase in factories and urbanization; and **Supporting Standard**
 - (D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history. **Readiness Standard**
- (13) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to
- (A) analyze the War of 1812 as a cause of economic changes in the nation; and **Supporting Standard**
 - (B) identify the economic factors that brought about rapid industrialization and urbanization. **Readiness Standard**
- (14) **Economics.** The student understands the origins and development of the free enterprise system in the United States. The student is expected to
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights; and **Supporting Standard**
 - (B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries. **Supporting Standard**
- (27) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts; **Readiness Standard**

- (B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;
Readiness Standard
 - (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and
Supporting Standard
 - (D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.
Supporting Standard
- (28) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and **Supporting Standard**
 - (B) identify examples of how industrialization changed life in the United States. **Supporting Standard**

Social Studies Skills

These skills will not be listed under a separate reporting category. Instead, they will be incorporated in the test questions in reporting categories 1–4 and will be identified along with content standards.

- (29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
 - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
 - (E) support a point of view on a social studies issue or event;
 - (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;
 - (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
- (30) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to
- (A) use social studies terminology correctly.