



**GRADE 8**  
**Social Studies**

**Administered May 2019**

**RELEASED**

## 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

- In 1844, Samuel Morse and Alfred Vail sent the first telegraph message between Washington, D.C., and Baltimore, Maryland.
- In 1861, Western Union laid the first transcontinental telegraph line.
- In 1866, the first permanent telegraph cable was laid across the Atlantic Ocean.

What impact did this innovation have on daily life?

- A** It increased the regional differences among various groups of people across the country.
- B** It became a major method of long-distance communication for many years.
- C** It allowed people to sign legal documents from across the country.
- D** It was the government's only method to negotiate with foreign leaders.

2

British Colonial North America

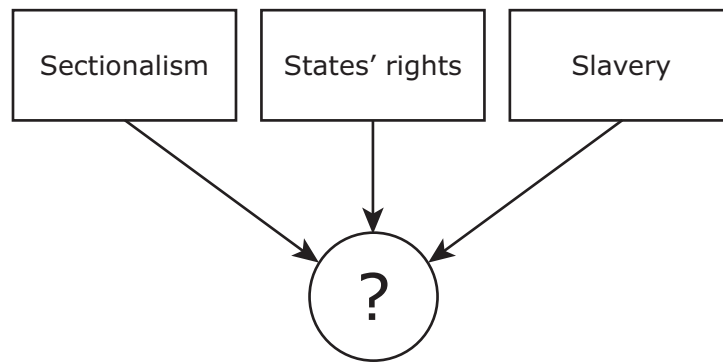
Southern Colonies	New England Colonies
Warm, humid climate	Cold climate
Fertile soil	Rocky soil

The geographic factors in this table led primarily to the —

- F** founding of trade schools in some colonies
- G** development of different economies in the two regions
- H** establishment of import taxes in some colonies
- J** pattern of religious differences in the two regions

- 3** How did southern states respond to the ratification of the Fifteenth Amendment?
- A** By creating a segregated public education system
  - B** By shutting down all remaining offices of Freedmen's Bureau
  - C** By imposing requirements designed to deny African Americans the right to vote
  - D** By forcing African Americans to work as tenant farmers and sharecroppers
- 

**4**



Which outcome best completes this diagram?

- F** American Revolution
- G** Popular Sovereignty
- H** Manifest Destiny
- J** Civil War

With [Lucretia] Mott and three other women, Elizabeth [Cady Stanton] spearheaded the first women's rights convention in Seneca Falls in July 1848. At this gathering, she presented their Declaration of Rights and Sentiments, a document she composed. The Declaration and its 11 resolutions demanded social and political equality for all women, including its most controversial claim, the right to \_\_\_\_? \_\_\_\_.

—Judith E. Harper, "Biography," from *Resources for the Film Not for Ourselves Alone*, PBS

Which of the following best completes this excerpt?

- A** equal pay
- B** own property
- C** a public education
- D** vote

- 6 Which chart correctly identifies reasons for and against ratification of the proposed U.S. Constitution?

F Should the Proposed U.S. Constitution Be Ratified?

For	Against
The proposed document expands state authority.	The proposed document lacks a provision for a central bank.

G Should the Proposed U.S. Constitution Be Ratified?

For	Against
The proposed document prevents foreign entanglements.	The proposed document restricts the legislative branch.

H Should the Proposed U.S. Constitution Be Ratified?

For	Against
The proposed document increases the power of the national government.	The proposed document lacks a bill of rights.

J Should the Proposed U.S. Constitution Be Ratified?

For	Against
The proposed document expands the power of local governments.	The proposed document limits the authority of the executive branch.

Reasons for Seventeenth-Century  
European Colonization of North America

1. To convert American Indians in the Southwest to Catholicism
2. To cultivate cash crops in the Chesapeake Bay area
3. To extract precious metals from mines in present-day Mexico
4. To profit from fur trading in the Great Lakes region

Which of these describes the primary reason for French colonization?

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

We can give employment to from 50 to 100 girls, at the usual wages paid in this place. Our custom is to pay to new hands one dollar per week, & board in the Weaving & Dressing Rooms, & one dollar & a half & board, in the Carding & Spinning Rooms, until they can tend the Machines without assistance. After that they are paid for all the work they can get off. . . .

—John Clark, July 27, 1847

The economic growth demonstrated by this recruitment letter was primarily a result of —

- F** the passage of strict federal labor laws
- G** the abolition of the slave trade
- H** the expansion of the cottage industry system
- J** the new production methods of industrialization

We whose names are underwritten . . . do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

—*Mayflower Compact, 1620*

For what reason did a group of colonists agree to this compact?

- A** To declare independence from all European nations
- B** To form a social contract among themselves
- C** To demonstrate goodwill toward local American Indians
- D** To establish trade relations with other colonies

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**10** Which phrase best represents the U.S. principle of republicanism?

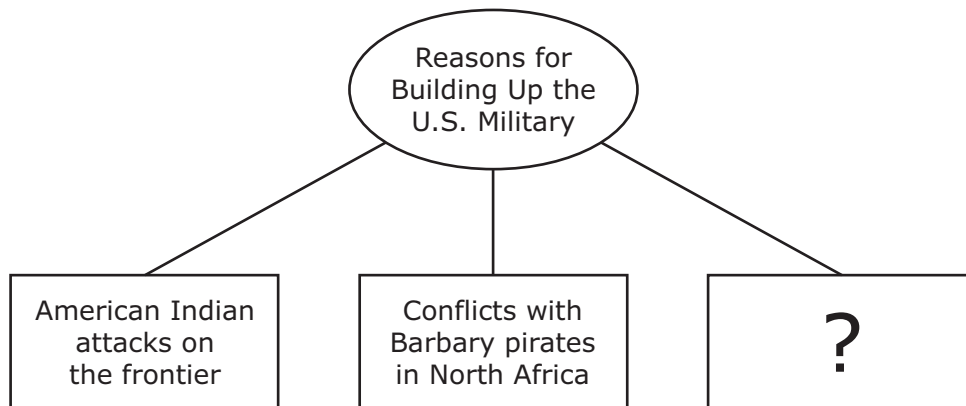
- F** The creation of a Congress to carry out the will of the people
- G** The establishment of courts to interpret laws and government actions
- H** The division of power between a federal government and state governments
- J** The power of a court to declare a law unconstitutional

The great idea in Article V [of the Constitution] is that change requires two elements: . . . national agreement, as well as agreement in most of the states, that an urgent problem exists that cannot be remedied by the courts, legislatures or Congress.

—Mary Frances Berry, *The New York Times*, September 13, 1987

This author is expressing her opinion about —

- A** recalling members of Congress
- B** impeaching the President
- C** disobeying the Supreme Court
- D** amending the Constitution



Which reason best completes the diagram?

- F** Requirements of an alliance with France
- G** Interest in conquering territories in South America
- H** British impressment of U.S. sailors
- J** Abolition of state militias



13

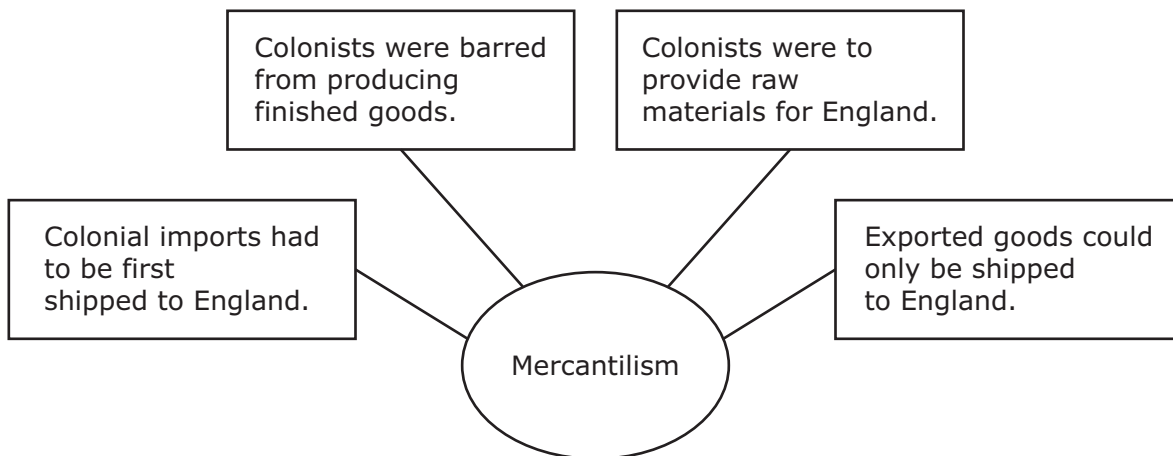
That instrument [the Constitution] meant that its co-ordinate branches should be checks on each other. But the opinion which gives to the judges the right to decide what laws are constitutional, and what not, not only for themselves in their own sphere of action, but for the legislature & executive also in their spheres, would make the judiciary a despotic branch.

—Letter from Thomas Jefferson to Abigail Adams,  
September 11, 1804

This excerpt supports the conclusion that Jefferson disagreed with —

- A** the congressional power of impeachment
- B** the presidential power to veto bills
- C** the states' power to amend the Constitution
- D** the Supreme Court's power of judicial review

14



How did opposition to this system affect the economy of the early republic?

- F** The government prevented taxes on domestic goods.
- G** Cottage workers needed governmental assistance.
- H** Interstate trade taxes were forbidden.
- J** A free enterprise system was adopted.

**15** Which action is one part of the official path to U.S. citizenship through the naturalization process?

- A** Attending college in the United States
  - B** Being employed in the United States
  - C** Passing a U.S. civics exam
  - D** Working for the U.S. government
- 

**16**

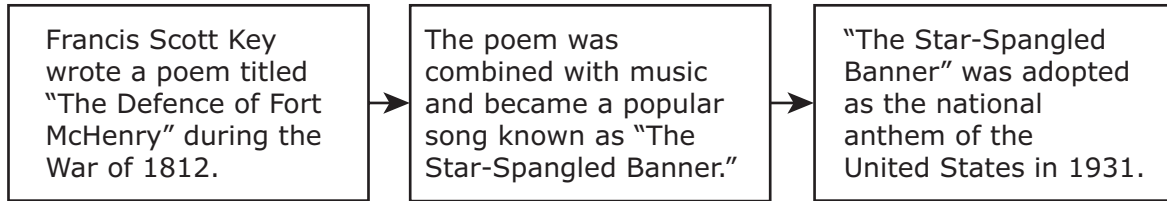
Are you willing to . . . elect to all offices of Honor, Profit, or Trust, none but native born citizens of America, of this country to the exclusion of all foreigners . . . ?

*—Examiner's questions for admittance to the Know-Nothing Party,  
1854*

Which inference about the Know-Nothing Party is supported by the excerpt above?

- F** Its members blamed Irish immigrants for taking away jobs.
- G** The party encouraged western migration of settlers.
- H** Its members opposed enforcement of the Fugitive Slave Act in the Northeast.
- J** The party was in favor of universal suffrage.

## Transformation of "The Star-Spangled Banner"



What is one reason this song has endured for so many years?

- A** The song was inspired by religious revivals.
  - B** The song celebrates a patriotic act from the past.
  - C** The song is about protecting the rights of people.
  - D** The song was a theme for civil rights activism.
- 

As towns are established . . . along the rivers Savannah and Alatomaha, they will make such a barrier as will render the southern frontier of the British Colonies on the Continent of America, safe from Indian and other enemies.

—General James Oglethorpe, 1733

Which human geographic factor most likely prompted this observation?

- F** The number of Quakers living in British colonies
- G** The Caribbean slave trade with British colonies
- H** The number of religious sects in the British colonies
- J** The Spanish land claims close to the British colonies

- 19** How did the Supreme Court decision in *Worcester v. Georgia* affect American Indians?
- A** The ruling gave the state authority over relations with American Indians.
  - B** The state ignored the ruling and distributed Cherokee lands to white settlers.
  - C** More American Indian tribes decided to grant licenses to missionaries to live on tribal lands.
  - D** Reservation policies were overturned and replaced with land grants to individuals.
- 

**20**

All men are created equal, says the great Declaration and now a great act attests this verity. Today we make the Declaration a reality. . . . The Declaration was only half established by Independence. The greatest duty remained behind. In assuring the equal rights of all we complete the work.

—*Senator Charles Sumner, 1870*

What is the “great act” referred to by Senator Sumner in this excerpt?

- F** The Senate’s readmission of the last Confederate state
- G** The addition of Hiram Rhodes Revels to the U.S. Senate
- H** The Senate’s acquittal of President Andrew Johnson
- J** The election of the first woman to the U.S. Senate

[The] \_\_\_\_? \_\_\_\_ consisted of several kinds of activity, distinguished by locale and expression of religious commitment. In New England, the renewed interest in religion inspired a wave of social activism. In western New York, the spirit of revival encouraged the emergence of new denominations. In the Appalachian region of Kentucky and Tennessee, the revival strengthened the Methodists and the Baptists, and spawned a new form of religious expression—the camp meeting.

—Outline of U.S. History, *Bureau of International Information Programs, U.S. Department of State, 2011*

Which term best completes this excerpt?

- A** Second Great Awakening
- B** temperance movement
- C** Era of Good Feelings
- D** abolitionist movement

- 
- 22** Why did slavery become a widespread practice in the United States during the early nineteenth century?
- F** The system of indentured servitude was banned.
  - G** The need for agricultural labor increased as a result of expanded cotton production.
  - H** Improved transportation systems made it easier for workers to migrate.
  - J** Advancements in technology led to the need for skilled workers.

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

—President Abraham Lincoln, second inaugural address,  
March 4, 1865

Which leadership quality does President Lincoln best demonstrate in this address?

- A** Inspiration — He wants the Union to be a model of democracy for all nations.
  - B** Compassion — He wants to help those who suffered during the Civil War.
  - C** Persistence — He believes the Union must surrender in order to have peace.
  - D** Confidence — He believes history would prove him correct to fight in the Civil War.
- 

*Resolved*, that the taxation of the people by themselves, or by persons chosen by themselves to represent them . . . is the only security against a burdensome taxation . . .

—Virginia Stamp Act Resolutions, May 30, 1765

Which statement best explains why this resolution was adopted?

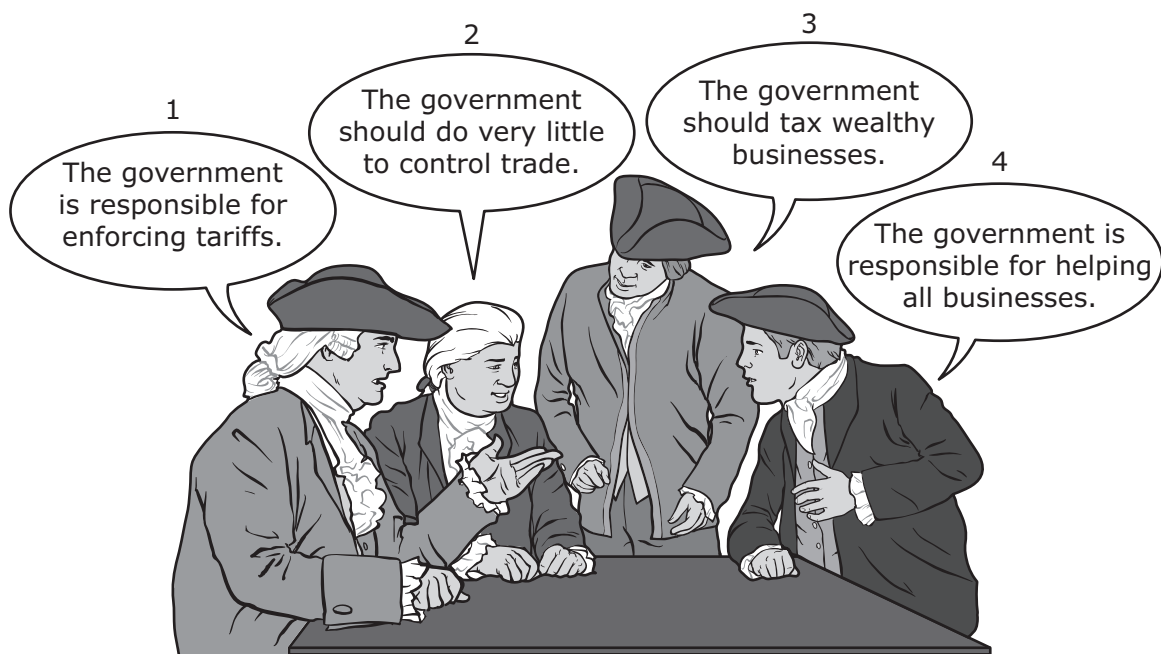
- F** Colonists were upset by the punishment imposed after the Boston Tea Party.
- G** Colonists created this in order to address the causes of the Boston Massacre.
- H** Colonists were opposed to colonial laws being created only by Parliament.
- J** Colonists wanted to expand powers given to governors appointed by King George III.

**25** According to the Northwest Ordinance, which condition did a U.S. territory have to meet in order to apply for statehood?

- A** Have a population of sixty thousand free settlers
- B** Hold a vote on whether to become a free or slave territory
- C** Establish one public school per district
- D** Have a territorial governor appointed by the president

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**26**



Which person is most likely a supporter of free enterprise?

- F** 1
- G** 2
- H** 3
- J** 4

**27** Which factor contributed to the founding of new religious groups in the United States?

- A** Freedoms listed in the Bill of Rights
  - B** Expansion of individual voting rights
  - C** Growth of abolitionist movements
  - D** Beliefs expressed by Transcendentalists
- 

**28** Which constitutional issue led to the Nullification Crisis of 1832?

- F** Do courts have the power to rule on the constitutionality of state laws?
  - G** Does the president have the authority to use the military to enforce the law?
  - H** Does the federal government have the authority to enact laws regarding slavery?
  - J** Do states have the power to declare a federal law unconstitutional?
- 

**29**

- Brook Farm community members practiced plain living according to transcendentalist philosophy.
- The Amana Colonies established a network of villages with an agricultural base.
- Shakers practiced communal living, pacifism, and gender equality.

The communities in this list were established in America during the eighteenth and nineteenth centuries. What did they have in common?

- A** They were dedicated to improving working conditions in factories.
- B** They served as refuges for escaped slaves.
- C** They attempted to expand suffrage.
- D** They were devoted to creating ideal societies.



**30** Which grievance from the Declaration of Independence is addressed by the Sixth Amendment to the U.S. Constitution?

- F** "He has dissolved Representative Houses repeatedly."
  - G** "For depriving us in many cases, of the benefits of Trial by Jury . . ."
  - H** "He has obstructed the . . . Laws for establishing Judiciary powers."
  - J** "For Quartering large bodies of armed troops among us . . ."
- 

**31** What reason did President James K. Polk give when he asked Congress to declare war against Mexico?

- A** To stop Mexican attacks against U.S. territory
- B** To prevent human rights abuses in Mexico
- C** To preserve religious freedom within Texas
- D** To ensure slavery would continue in Texas

The American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European Power.

—President James Monroe, message to Congress, 1823

What was the main reason President Monroe made this statement?

- F** To strengthen political alliances with European allies
  - G** To address European competition for natural resources
  - H** To increase U.S. military readiness for European expansionism
  - J** To prevent European intervention in countries near the United States
- 

1

- Continental Army
- English Army

2

- George Washington
- Paul Revere

3

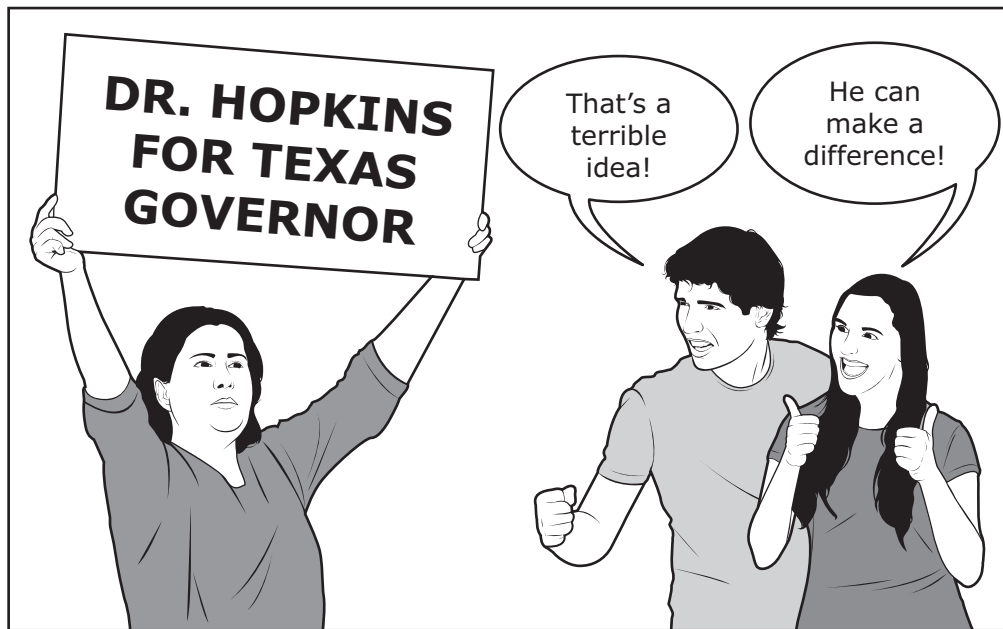
- Virginia Plan
- New Jersey Plan

4

- Thomas Jefferson
- Alexander Hamilton

Which pair contributed to the development of political parties in the United States?

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



Why is this type of interaction important in U.S. society?

- F** Free speech allows people to help create a better government.
- G** Due process laws are guaranteed by the Fifth Amendment.
- H** Individual protections are guaranteed by the Fourteenth Amendment.
- J** Freedom of the press helps the government respond to public opinion.

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**35** Which event occurred as a result of General Cornwallis's surrender at the Battle of Yorktown?

- A** France recognized American independence and declared war against Great Britain.
- B** The Second Continental Congress agreed to the Articles of Confederation.
- C** Great Britain and the United States signed the Treaty of Paris.
- D** The Second Continental Congress sent the Olive Branch Petition to King George III.

**36** Which box lists three factors that contributed most to the rapid industrialization and urbanization of the United States?

**F**

- Fertile soil
- Mild climate
- Unskilled labor

**G**

- Investment capital
- New means of transport
- Large labor force

**H**

- Telegraph
- Nativism
- Cotton gin

**J**

- Protective tariffs
- Abundant land
- Slavery

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**37** In the 1630s, Thomas Hooker and Roger Williams disagreed with the religious leaders of Massachusetts. These disagreements were resolved when Hooker and Williams —

- A** left Massachusetts and established new colonies
- B** founded new political parties in the Massachusetts Bay area
- C** petitioned Parliament to revise the Massachusetts Bay charter
- D** left Massachusetts and explored the Mississippi Valley

**38** What was one result of the election of Andrew Jackson in 1828?

- F** Renewal of the charter of the Bank of the United States
  - G** Elimination of the spoils system
  - H** Ratification of the Fifteenth Amendment
  - J** Increased levels of voter participation
- 

**39** What was one effect of the Fugitive Slave Act of 1850?

- A** The Republican Party lost influence in the federal legislature.
  - B** The Missouri Compromise was deemed unconstitutional by federal courts.
  - C** Tensions among the populations of northern and southern states increased.
  - D** Immigrants were forced to relocate from eastern cities to western territories.
- 

**40**

California Census Data

Year	Population
1850	92,597
1860	379,994

Source: U.S. Census Bureau

Which factor contributed most to the population change shown in this table?

- F** Completion of the Erie Canal
- G** Discovery of gold at Sutter's Mill
- H** Completion of the Transcontinental Railroad
- J** Relocation of American Indians to reservations

**41** How were former Confederate leaders treated under the Radical Reconstruction plan?

- A** They were denied citizenship because it was believed they had started the war.
- B** They were required to enlist in the U.S. Army for two years.
- C** They were denied the ability to obtain political positions.
- D** They were allowed to obtain federal loans to help restore the cotton industry.

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**42**

Regional Impacts of the Embargo of 1807

New England	The West	The South
_____?	Wheat and corn prices dropped as supplies flooded the domestic market.	Planters suffered financial losses because surplus tobacco and cotton could not be exported.

Which sentence best completes this table?

- F** Prices for manufactured goods decreased.
- G** Factories closed as workers returned to farms.
- H** A decline in foreign trade damaged the commercial shipping industry.
- J** Fishing revenues decreased as a result of reduced demand.

- Responsibility: Second President of the United States
- Courage: Defending Redcoats at the Boston Massacre Trial
- Perseverance: Negotiating the Treaty of Paris

This list refers to the contributions of which Founding Father?

- A** John Adams
- B** Benjamin Franklin
- C** James Madison
- D** John Jay



Source: Library of Congress,  
Prints and Photographs Division

Where would a history student most likely find this image?

- F** In a biography of early Spanish explorers
- G** In a museum exhibit about the Civil War
- H** In an academic presentation about Manifest Destiny
- J** In a textbook about European immigration

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Process Student Expectation	Correct Answer
1	4	Readiness	8.27(B)	8.29(B)	B
2	2	Readiness	8.10(B)	8.29(C)	G
3	3	Readiness	8.16(B)		C
4	1	Readiness	8.8(B)	8.29(B)	J
5	2	Readiness	8.24(B)	8.29(B)	D
6	1	Readiness	8.4(E)	8.29(C)	H
7	1	Readiness	8.2(A)	8.29(B)	D
8	4	Supporting	8.27(D)	8.29(B)	J
9	1	Readiness	8.3(A)	8.29(A)	B
10	3	Readiness	8.15(D)		F
11	3	Readiness	8.16(A)	8.29(B)	D
12	1	Readiness	8.5(A)	8.29(C)	H
13	3	Readiness	8.18(A)	8.29(B)	D
14	4	Supporting	8.14(A)	8.29(C)	J
15	3	Supporting	8.19(E)		C
16	2	Supporting	8.23(B)	8.29(B)	F
17	2	Supporting	8.26(C)	8.29(C)	B
18	2	Readiness	8.10(C)	8.29(B)	J
19	1	Supporting	8.5(G)		B
20	1	Supporting	8.9(B)	8.29(B)	G
21	1	Readiness	8.1(A)	8.29(B)	A
22	4	Readiness	8.12(B)		G
23	3	Supporting	8.22(A)	8.29(B)	B
24	1	Readiness	8.4(A)	8.29(B)	H
25	1	Readiness	8.6(A)		A
26	4	Supporting	8.14(B)	8.29(C)	G
27	2	Readiness	8.25(C)		A
28	3	Readiness	8.17(B)		J
29	2	Supporting	8.25(B)	8.29(B)	D
30	3	Readiness	8.15(C)		G
31	1	Readiness	8.6(D)		A
32	1	Readiness	8.5(E)	8.29(B)	J
33	1	Readiness	8.5(C)	8.29(B)	D
34	3	Supporting	8.21(B)	8.29(C)	F
35	1	Readiness	8.4(C)		C
36	4	Readiness	8.13(B)	8.29(B)	G
37	2	Supporting	8.23(C)		A
38	1	Supporting	8.5(F)		J
39	1	Readiness	8.7(C)		C
40	2	Readiness	8.11(A)	8.29(C)	G
41	1	Readiness	8.9(C)		C
42	4	Readiness	8.12(D)	8.29(B)	H
43	3	Supporting	8.20(B)	8.29(B)	A
44	2	Supporting	8.26(B)	8.29(C)	H



## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
1	Option B is correct	In 1844 Samuel Morse proved that the telegraph could be used to send messages between cities. Telegraph lines laid across the country and telegraph cables laid across the ocean enabled people to communicate across long distances. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships.
	Option A is incorrect	The telegraph allowed people across the country to share information, which decreased rather than increased regional differences among various groups of people.
	Option C is incorrect	The telegraph did not allow people to sign legal documents from across the country.
	Option D is incorrect	The telegraph was not the government's only method to negotiate with foreign leaders.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
2	Option G is correct	Different types of climate and soil led to the development of different economies in the British colonies. A warm, humid climate and fertile soil led the southern colonies to develop an economy based on plantation agriculture. A cold climate and rocky soil made farming difficult and influenced the New England colonies to develop an economy based on fishing and trade. For this item the student applies critical-thinking skills to organize and interpret information from a table.
	Option F is incorrect	Different types of climates and soil led primarily to the development of different economies in the British colonies, not to the founding of trade and vocational schools in some colonies.
	Option H is incorrect	Different types of climates and soil led primarily to the development of different economies in the British colonies, not to the establishment of import taxes in some colonies.
	Option J is incorrect	Different types of climates and soil led primarily to the development of different economies in the British colonies, not to the pattern of religious differences in the two regions.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
3	Option C is correct	The Fifteenth Amendment granted African American men the right to vote. However, southern states used tactics such as literacy tests and poll taxes to prevent African American men from voting.
	Option A is incorrect	The Fifteenth Amendment granted African American men the right to vote. Southern states opposed the amendment and limited voting by using tactics such as literacy tests and poll taxes. The Fifteenth Amendment was not focused on public education.
	Option B is incorrect	The Fifteenth Amendment granted African American men the right to vote. Southern states opposed the amendment and limited voting by using tactics such as literacy tests and poll taxes. The Fifteenth Amendment was not focused on the Freedmen's Bureau.
	Option D is incorrect	The Fifteenth Amendment granted African American men the right to vote. Southern states opposed the amendment and limited voting by using tactics such as literacy tests and poll taxes. The Fifteenth Amendment was not focused on tenant farming or sharecropping.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
4	Option J is correct	The issues of slavery, sectionalism, and states' rights led to the Civil War. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option F is incorrect	The issues of slavery, sectionalism, and states' rights led to the Civil War, not the American Revolution.
	Option G is incorrect	Popular sovereignty was not a result of sectionalism, states' rights, and slavery.
	Option H is incorrect	Manifest Destiny was not a result of sectionalism, states' rights, and slavery.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
5	Option D is correct	The Declaration of Rights and Sentiments demanded the right to vote for women. This claim was very controversial and would not be achieved nationally until the Nineteenth Amendment was ratified in 1920. For this item the student applies critical-thinking skills to draw inferences and conclusions.
	Option A is incorrect	Although the Declaration of Rights and Sentiments noted that those job opportunities that were available to women did not pay a lot of money, the issue of paying women the same amount as men for the same type of work was not raised.
	Option B is incorrect	The Declaration of Rights and Sentiments noted that some women did not have full property rights, but this was not a controversial claim. Women were already gaining property rights in the 1840s and would continue to gain property rights in the years ahead.
	Option C is incorrect	Although the Declaration of Rights and Sentiments noted that women could not attend college, the right to a public education was not raised.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
6	Option H is correct	Federalists argued in favor of ratifying the U.S. Constitution because the proposed document increased the power of the national government. Anti-Federalists argued against ratification because the proposed constitution lacked a bill of rights. For this item the student applies critical-thinking skills to organize and interpret information from charts.
	Option F is incorrect	The proposed constitution strengthened national, not state, authority. The central bank would not become a political issue until after the constitution was ratified.
	Option G is incorrect	The proposed constitution gave the president the power to negotiate treaties and the Senate the power to approve or reject treaties. It did not prevent becoming involved with the issues of foreign countries. The proposed constitution expanded rather than restricted the power of the legislative branch.
	Option J is incorrect	The proposed constitution did not expand the power of local governments. The proposed document expanded rather than limited the authority of the executive branch.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
7	Option D is correct	The primary reason the French colonized North America was to profit from fur trading in the Great Lakes region. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	The French did not have a significant presence in the Southwest during the seventeenth century. The Spanish colonized this region and were interested in converting American Indians to Catholicism.
	Option B is incorrect	The French did not have a significant presence in the Chesapeake Bay Area during the seventeenth century. The British colonized this region to grow cash crops.
	Option C is incorrect	The French did not have a significant presence in the area of present-day Mexico during the seventeenth century. The Spanish colonized this region to mine for silver and gold.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
8	Option J is correct	The letter mentions employing girls to tend machines in the weaving and dressing rooms and in the carding and spinning rooms. These factory jobs were the result of new production methods of industrialization. For this item the student applies critical-thinking skills to draw inferences and conclusions.
	Option F is incorrect	Congress did not pass strict federal labor laws until the early 1900s.
	Option G is incorrect	This letter was written in 1847 to try to recruit girls to work in factories. The abolition of the slave trade was not related to girls working in textile factories.
	Option H is incorrect	The cottage industry system refers to people making goods in their homes. The economic growth described in this letter was due to production moving into factories. This caused the cottage industry system to decline, not expand.



## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
9	Option B is correct	The Mayflower Compact was a social contract in which the colonists agreed to work together for their "better Ordering and Preservation." The colonists wanted to work together for the safety, security, and well-being of everyone in the colony. For this item the student applies critical-thinking skills to acquire information from a primary source.
	Option A is incorrect	The colonists agreed to the Mayflower Compact to form a social contract, not to declare independence.
	Option C is incorrect	The colonists agreed to the Mayflower Compact to form a social contract, not to demonstrate goodwill toward local American Indians.
	Option D is incorrect	The colonists agreed to the Mayflower Compact to form a social contract, not to establish trade relations with other colonies.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
10	Option F is correct	The principle of republicanism refers to a government with representatives elected to carry out the will of the people. Voters elect members of Congress to represent them.
	Option G is incorrect	The establishment of courts to interpret laws and government actions applies to the judicial branch and refers to the principles of separation of powers and checks and balances, not republicanism.
	Option H is incorrect	The division of power between federal and state governments is the principle of federalism, not republicanism.
	Option J is incorrect	The power of a court to declare a law unconstitutional is the principle of judicial review, not republicanism.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
11	Option D is correct	The author refers to Article V, which describes how to amend or change the Constitution. The student applies critical-thinking skills to find the main idea and summarize.
	Option A is incorrect	The author is expressing her opinion about amending the Constitution, not recalling or removing members of Congress from office.
	Option B is incorrect	The author is expressing her opinion about amending the Constitution, not impeaching the president.
	Option C is incorrect	The author is expressing her opinion about amending the Constitution, not disobeying the Supreme Court.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
12	Option H is correct	One of the problems faced by leaders of the United States in the late 1700s and early 1800s was building a military. The United States built up its military to protect settlers on the frontier and to help defend merchant ships against Barbary pirates. The United States also needed to protect sailors from being forced to serve in the British Navy, a practice known as impressment. For this item the student applies critical-thinking skills to organize and interpret information from a diagram.
	Option F is incorrect	The United States did not build up the military to fulfill the requirements of an alliance with France.
	Option G is incorrect	The United States did not build up the military in order to conquer territories in South America.
	Option J is incorrect	The United States did not build up the national military because state militias had been abolished.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
13	Option D is correct	Jefferson disagreed with the Supreme Court’s power of judicial review. He was concerned that if judges had the right to decide the constitutionality of actions by Congress and the president, this power would make the judicial branch despotic or tyrannical. Jefferson did not think the judicial branch should have that much power. For this item the student applies critical-thinking skills to draw inferences and conclusions.
	Option A is incorrect	Jefferson was not writing about the congressional power of impeachment.
	Option B is incorrect	Jefferson was not writing about the presidential power to veto bills.
	Option C is incorrect	Jefferson was not writing about the states’ power to amend the Constitution.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
14	Option J is correct	Colonists resented the limits imposed on them by the mercantilist economic system. In response, they adopted a free enterprise system allowing competition and greater economic freedom. For this item the student applies critical-thinking skills to organize and interpret information from a diagram.
	Option F is incorrect	During the early years of the U.S. republic, the government did tax domestic goods.
	Option G is incorrect	Cottage workers were people who made goods in their homes. During the early years of the U.S. republic, cottage workers did not expect public assistance.
	Option H is incorrect	Interstate trade taxes were not forbidden because of mercantilism.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
15	Option C is correct	Naturalization is a legal process through which a person can become a U.S. citizen. One part of this official path to U.S. citizenship is passing a U.S. civics exam.
	Option A is incorrect	Attending college in the United States is not part of the official path to U.S. citizenship through naturalization.
	Option B is incorrect	Being employed in the United States is not part of the official path to U.S. citizenship through naturalization.
	Option D is incorrect	Working for the U.S. government is not part of the official path to U.S. citizenship through naturalization.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
16	Option F is correct	The excerpt supports the inference that Know-Nothing Party members blamed Irish immigrants for taking away jobs from American citizens. The Know-Nothing Party was a political party during the late 1840s and early 1850s. To join the Know-Nothing Party, a person had to agree to elect only "native born citizens of America" to public office. This question for admittance shows the party's opposition to immigrants. For this item the student applies critical-thinking skills to draw inferences.
	Option G is incorrect	The excerpt refers to electing native born citizens. It does not support an inference about the Know-Nothing Party encouraging western migration.
	Option H is incorrect	The excerpt refers to electing native born citizens. It does not support an inference about the Know-Nothing Party opposing the Fugitive Slave Act in the Northeast.
	Option J is incorrect	The excerpt refers to electing native born citizens. It does not support an inference about the Know-Nothing Party favoring universal suffrage.



## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
17	Option B is correct	The diagram shows that the poem was originally written to commemorate the U.S. victory at Fort McHenry during the War of 1812. The poem was set to music and eventually adopted as the national anthem in 1931. Singing “The Star-Spangled Banner” serves as a patriotic reminder of America’s past. For this item the student applies critical-thinking skills to organize and interpret information from a diagram.
	Option A is incorrect	The song was not inspired by religious revivals. The song celebrates an American victory in the War of 1812.
	Option C is incorrect	The song is not about protecting the rights of people. The song celebrates an American victory in the War of 1812.
	Option D is incorrect	The song was not a theme for civil rights activism. The song celebrates an American victory in the War of 1812.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
18	Option J is correct	General James Oglethorpe was writing about the colony of Georgia. Georgia was the last colony founded by the British in North America. One reason for its founding was to create a defensive barrier between South Carolina and the Spanish in Florida. For this item the student applies critical-thinking skills to find the main idea and draw conclusions.
	Option F is incorrect	Quakers were not a threat to the southern frontier of the British colonies. There were a number of Quakers living in the British colonies, but many Quakers lived in the colony of Pennsylvania, not along the southern frontier. Quakers also embraced pacifism, or non-violence, and would not engage in fighting.
	Option G is incorrect	The Caribbean slave trade was not seen as a threat to the British colonies. Colonial merchants and planters engaged in the Caribbean slave trade and the colonial economies relied increasingly on slavery.
	Option H is incorrect	Religious groups that came to the British colonies in the early 1700s to escape persecution usually settled in the New England and Mid-Atlantic colonies. They would not have been a threat along the southern frontier.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
19	Option B is correct	The Supreme Court ruled in favor of the Cherokee Nation and against the state of Georgia. Chief Justice John Marshall stated that the Cherokee Nation remained a separate, sovereign nation with title to its national territory. Only the federal government had the power to regulate or deal with American Indian nations. The state ignored the ruling and gave Cherokee lands to white settlers.
	Option A is incorrect	The Supreme Court ruled that the Cherokee Indians were considered a nation. It did not give Georgia authority over relations with American Indians. The court instead ruled that the federal government was responsible for relations between the United States and the Cherokee Nation.
	Option C is incorrect	Although the court case did include the subject of missionaries living on tribal lands, the ruling did not result in more American Indian tribes granting licenses to missionaries.
	Option D is incorrect	The decision did not overturn reservation policies.

# 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
20	Option G is correct	Senator Charles Sumner made these remarks in 1870 when Hiram Rhodes Revels, an African-American legislator from Mississippi, was sworn in as a U.S. Senator. Revels was the first African American to be elected to the U.S. Congress. In Sumner's opinion this was a "great act." He justified this statement by quoting the Declaration of Independence that "All men are created equal." Sumner was a Radical Republican who supported equal rights for African Americans during the Reconstruction Era. For this item the student applies critical-thinking skills to draw a conclusion.
	Option F is incorrect	As a Radical Republican, Sumner would not have considered the readmission of the last Confederate state to the Union a "great act." Radical Republicans passed laws that required former Confederate states to ratify the Fourteenth Amendment, adopt state constitutions disqualifying former Confederate officials from holding public office, and guarantee African American men the right to vote. Federal troops were sent into the South to enforce these and other Reconstruction laws.
	Option H is incorrect	As a Radical Republican, Sumner would not have considered the Senate's acquittal of President Andrew Johnson a "great act." One reason Radical Republicans impeached Andrew Johnson was for blocking their Reconstruction plans to extend civil rights to former slaves. Sumner fundamentally disagreed with the president's Reconstruction plan and voted "guilty" in the impeachment trial.
	Option J is incorrect	The "great act" that Sumner was referring to was the election of the first African American to Congress in 1870. He was not referring to the election of the first woman to the U.S. Senate, which took place in 1932.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
21	Option A is correct	The excerpt describes the Second Great Awakening, a Protestant religious revival during the early 1800s in the United States. The period was characterized by people finding new ways to express their devotion to God. Some Protestants turned to social reform and became active in the temperance and abolitionist movements. Other Protestants started new churches. Protestant ministers spread their message through camp meetings and religious gatherings. For this item the student applies critical-thinking skills to categorize and draw a conclusion.
	Option B is incorrect	The excerpt is describing the Second Great Awakening, not the temperance movement to restrict alcohol.
	Option C is incorrect	The excerpt is describing the Second Great Awakening, not the Era of Good Feelings after the War of 1812.
	Option D is incorrect	The excerpt is describing the Second Great Awakening, not the abolitionist movement to end slavery.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
22	Option G is correct	In the early 1800s the demand for cotton from textile mills and the widespread use of the cotton gin led to expanded cotton production. Expanded cotton production increased the need for agricultural labor. Planters chose to fulfill that need with slave labor.
	Option F is incorrect	Indentured servitude was a labor practice that was common in the colonial period. Men and women agreed to work for a certain number of years in exchange for transportation to the colonies, as well as food, clothing, and shelter once they arrived. Indentured servitude in the United States was not banned until the ratification of the Thirteenth Amendment in 1865.
	Option H is incorrect	Slavery did not become a widespread practice because improved transportation systems made it easier for workers to migrate.
	Option J is incorrect	Slavery did not become a widespread practice to meet the need for skilled workers due to advancements in technology.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
23	Option B is correct	President Lincoln gave this address in March of 1865, near the end of the Civil War. Lincoln's statement demonstrated compassion because he was asking the citizens of the United States to show kindness and concern for those who had suffered during the war. Lincoln's goal was to bring the nation together again and begin the healing process. For this item the student applies critical-thinking skills to draw inferences and conclusions.
	Option A is incorrect	President Lincoln asked citizens to show kindness and concern for those who had suffered during the Civil War. He wanted to bring the nation together again and begin the healing process. Although he mentions all nations, this address is about the United States recovering from war, not inspiring the United States to be a model of democracy.
	Option C is incorrect	President Lincoln asked citizens to show kindness and concern for those who had suffered during the Civil War. He wanted to bring the nation together again and begin the healing process. Lincoln gave this address in March of 1865, near the end of the Civil War. The Union had basically won the war at this point and there was no need for Lincoln to think that the Union should surrender.
	Option D is incorrect	President Lincoln asked citizens to show kindness and concern for those who had suffered during the Civil War. He wanted to bring the nation together again and begin the healing process. His focus was on healing the Union, not being confident about how history would judge his actions.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
24	Option H is correct	Colonists believed that as Englishmen they had the right to political representation in Parliament. However, colonists could not elect representatives to serve in Parliament. They adopted the Virginia Stamp Act Resolutions to express their opposition to a policy of taxation without representation. For this item the student applies critical-thinking skills to identify cause-and-effect relationships and draw conclusions.
	Option F is incorrect	This resolution was adopted years before the Boston Tea Party occurred in 1773.
	Option G is incorrect	This resolution was adopted years before the Boston Massacre occurred in 1770.
	Option J is incorrect	This resolution was adopted to oppose the policy of taxation without representation. It was not adopted because colonists wanted to expand the powers of royal governors.



## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
25	Option A is correct	The Northwest Ordinance established the procedure for admitting new states to the Union. A territory could apply for statehood after the population reached sixty thousand free settlers.
	Option B is incorrect	The Northwest Ordinance forbade slavery in the Northwest Territory. It did not establish a popular vote on slavery as a requirement for statehood.
	Option C is incorrect	Although the Northwest Ordinance encouraged education, it did not specify the establishment of one public school per district as a requirement for statehood.
	Option D is incorrect	The Northwest Ordinance specified the appointment of a territorial governor by Congress, not the president, when a territory was formed.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
26	Option G is correct	One principle of free enterprise is that the government should play a limited role in the economy. The second person who says, "The government should do very little to control trade," is supporting this principle. For this item the student applies critical-thinking skills to organize and interpret information from a visual illustration.
	Option F is incorrect	Tariffs are taxes placed on imported goods. The idea that the government should enforce tariffs goes against the free enterprise principle of limited government involvement in the economy.
	Option H is incorrect	The idea that the government should tax wealthy businesses goes against the free enterprise principle of limited government involvement in the economy.
	Option J is incorrect	The idea that the government is responsible for helping all businesses goes against the free enterprise principle of limited government involvement in the economy.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
27	Option A is correct	The religious freedoms guaranteed in the First Amendment of the Bill of Rights contributed to the founding of new religious groups in the United States.
	Option B is incorrect	The expansion of individual voting rights did not contribute to the founding of new religious groups in the United States.
	Option C is incorrect	The growth of abolitionist movements did not contribute to the founding of new religious groups in the United States.
	Option D is incorrect	Transcendentalists did not support organized religion. Their beliefs did not contribute to the founding of new religious groups in the United States.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
28	Option J is correct	The Nullification Crisis of 1832 involved a confrontation between South Carolina and the federal government. South Carolina attempted to declare federal tariffs null and void within the state of South Carolina.
	Option F is incorrect	The issue that led to the Nullification Crisis was whether states could declare a federal law unconstitutional, not whether whether courts have the power to rule on the constitutionality of state laws.
	Option G is incorrect	The issue that led to the Nullification Crisis was whether states could declare a federal law unconstitutional, not whether the president has the authority to use the military to enforce the law.
	Option H is incorrect	The issue that led to the Nullification Crisis was whether states could declare a federal law unconstitutional, not whether the federal government could enact laws regarding slavery.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
29	Option D is correct	Brook Farm, the Amana Colonies, and Shaker communities were all devoted to creating utopian or ideal societies in the late 1700s and 1800s. For this item the student applies critical-thinking skills to compare and make generalizations.
	Option A is incorrect	Brook Farm, the Amana Colonies, and Shaker communities centered around agriculture and living together cooperatively. Improving conditions in factories was not what these three communities had in common.
	Option B is incorrect	The Shakers have records of fugitive slaves visiting the communities, but the purpose of the community was not to be a refuge for fugitive slaves. Being a refuge for escaped slaves was not what these three communities had in common.
	Option C is incorrect	While the Shaker community practiced gender equality within the community, the community did not actively work together to expand suffrage. Working to expand suffrage was not what these three communities had in common.

# 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
30	Option G is correct	The Sixth Amendment to the U.S. Constitution addressed the denial of trial by jury. It guarantees the accused "the right to a speedy and public trial by an impartial jury."
	Option F is incorrect	The Sixth Amendment addressed the rights of the accused in criminal prosecutions, not the disbanding of legislatures.
	Option H is incorrect	The Sixth Amendment addressed the rights of the accused in criminal prosecutions, not the blocking of judiciary powers.
	Option J is incorrect	The Sixth Amendment addressed the rights of the accused in criminal prosecutions, not the quartering of troops.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
31	Option A is correct	President James K. Polk told Congress that war was necessary to stop Mexican attacks against U.S. territory. He delivered his message after Mexican troops had crossed the disputed border and attacked U.S. troops.
	Option B is incorrect	President Polk did not ask Congress to declare war against Mexico to prevent human rights abuses in Mexico.
	Option C is incorrect	President Polk did not ask Congress to declare war against Mexico to preserve religious freedom in Texas.
	Option D is incorrect	President Polk did not ask Congress to declare war against Mexico to ensure slavery would continue in Texas.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
32	Option J is correct	This statement, which became part of the Monroe Doctrine, declared the Western Hemisphere part of the United States' sphere of influence. The statement was intended to prevent European intervention in countries in North and South America. For this item the student applies critical-thinking skills to identify cause-and-effect relationships and summarize.
	Option F is incorrect	President Monroe was ordering European nations to stay out of the Americas. This statement would most likely make alliances with European powers weaker rather than stronger.
	Option G is incorrect	President Monroe was ordering European nations to stay out of the Americas. He was not commenting on European competition for natural resources.
	Option H is incorrect	President Monroe was ordering European nations to stay out of the Americas. He was not talking about expanding the U.S. military or supporting war to deal with European expansionism.



## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
33	Option D is correct	Thomas Jefferson and Alexander Hamilton disagreed about several key issues. Those disagreements led to the formation of the first political parties in the United States. Thomas Jefferson led the Democratic-Republicans, while Alexander Hamilton led the Federalists. For this item the student applies critical-thinking skills to compare and categorize.
	Option A is incorrect	The Continental Army and the English Army fought against each other in the American Revolution. Their fighting did not lead to the development of political parties in the United States.
	Option B is incorrect	George Washington was against the formation of political parties as stated in his 1796 Farewell Address.
	Option C is incorrect	The Virginia Plan and the New Jersey Plan were proposed during the writing of the U.S. Constitution to address representation in Congress. The two plans did not contribute to the development of political parties in the United States.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
34	Option F is correct	The illustration shows three people with different opinions about a candidate running for governor. This type of interaction between people of different opinions is important in U.S. society. The right to free speech allows for different opinions and new ideas to be shared. This exchange of opinions and ideas helps shape our government. For this item students apply critical-thinking skills to organize and interpret information from a visual illustration.
	Option G is incorrect	The Fifth Amendment guarantees due process in a court of law but is not shown in this illustration.
	Option H is incorrect	The Fourteenth Amendment guarantee of equal protection before the law does not explain why interaction between people with different opinions is important in U.S. society.
	Option J is incorrect	The illustration demonstrates how people with different opinions can improve government by expressing their views. The illustration does not show the importance of a free press or government responding to public opinion.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
35	Option C is correct	The British defeat at the Battle of Yorktown in 1781 led to peace talks. Great Britain and the United States signed the Treaty of Paris, ending the American Revolutionary War in 1783.
	Option A is incorrect	France recognized American independence and declared war against Great Britain after the Battle of Saratoga in 1777, not the Battle of Yorktown.
	Option B is incorrect	The Articles of Confederation was the first constitution of the United States. The Second Continental Congress agreed to the Articles of Confederation in 1777, years before the Battle of Yorktown.
	Option D is incorrect	The Olive Branch Petition was a final attempt by the Second Continental Congress to avoid war with Great Britain. The colonists asserted their rights as British citizens and pledged their loyalty to the crown. The Olive Branch petition was sent to King George in 1775, years before the Battle of Yorktown.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
36	Option G is correct	Money available to invest in industry, new means of transport such as steamboats, and a large labor force that included immigrants contributed most to the rapid industrialization and urbanization of the United States. For this item the student applies critical thinking skills to identify cause-and-effect relationships.
	Option F is incorrect	Fertile soil, mild climate, and unskilled labor were not the three factors that contributed most to the rapid industrialization and urbanization of the United States.
	Option H is incorrect	The telegraph, nativism, and the cotton gin were not the three factors that contributed most to the rapid industrialization and urbanization of the United States.
	Option J is incorrect	Protective tariffs, abundant land, and slavery were not the three factors that contributed most to the rapid industrialization and urbanization of the United States.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
37	Option A is correct	Thomas Hooker and Roger Williams left Massachusetts and established new colonies. Thomas Hooker established Connecticut, and Roger Williams established Rhode Island.
	Option B is incorrect	Thomas Hooker and Roger Williams did not found new political parties in the Massachusetts Bay area as a result of their disagreements with the religious leaders of the colony. Instead they left Massachusetts and established new colonies.
	Option C is incorrect	Thomas Hooker and Roger Williams did not petition Parliament to revise the Massachusetts Bay charter as a result of their disagreements with the religious leaders of the colony. Instead they left Massachusetts and established new colonies.
	Option D is incorrect	Thomas Hooker and Roger Williams did not explore the Mississippi Valley as a result of their disagreements with the religious leaders of the colony. Instead they left Massachusetts and established new colonies.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
38	Option J is correct	The 1828 presidential campaign featured both the Democratic and the National Republican parties appealing directly to the voters for support. Both parties organized rallies, parades, and other public events to convince voters to support their candidate. This direct appeal to voters resulted in increased levels of voter participation in the 1828 election and in the elections that followed.
	Option F is incorrect	President Andrew Jackson opposed the Bank of the United States and vetoed the charter in 1832.
	Option G is incorrect	President Andrew Jackson used the spoils system to reward his political supporters with jobs in the government. He did not eliminate the spoils system.
	Option H is incorrect	Ratification of the Fifteenth Amendment to the U.S. Constitution occurred during Reconstruction, decades after Andrew Jackson's presidency.

# 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
39	Option C is correct	The Fugitive Slave Act of 1850 required citizens to help southern slave owners reclaim slaves who ran away to free states. This law angered abolitionists and moderates in the North and led to increased tensions between northern and southern states over the issue of slavery.
	Option A is incorrect	The Fugitive Slave Act of 1850 contributed to the formation of the Republican Party in 1854. It did not contribute to a loss of influence for the party.
	Option B is incorrect	The Missouri Compromise of 1820 was declared unconstitutional by the Supreme Court case <i>Dred Scott v. Sandford</i> , not by the Fugitive Slave Act of 1850.
	Option D is incorrect	The Fugitive Slave Act of 1850 applied to slaves and did not result in the forceful relocation of immigrants.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
40	Option G is correct	Gold was discovered at Sutter’s Mill in California in 1848. This led to the California Gold Rush of 1849. As a result thousands of people migrated to California to prospect for gold. For this item the student applies critical-thinking skills to organize and interpret information from a table.
	Option F is incorrect	The California Gold Rush of 1849 contributed most to the population change shown in the table, not the completion of the Erie Canal in New York in 1825.
	Option H is incorrect	The Transcontinental Railroad was completed in 1869, after the population change shown in the table.
	Option J is incorrect	The California Gold Rush of 1849 contributed most to the population change shown in the table, not the relocation of American Indians to reservations



## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
41	Option C is correct	Under the Radical Reconstruction plan, former Confederate leaders were disqualified from holding federal or state political positions.
	Option A is incorrect	The Radical Reconstruction plan did not deny citizenship to former Confederate leaders.
	Option B is incorrect	The Radical Reconstruction plan did not require former Confederate leaders to enlist in the U.S. Army.
	Option D is incorrect	The Radical Reconstruction plan did not include provisions to grant federal loans to former Confederate leaders.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
42	Option H is correct	In the early 1800s Great Britain and France were at war with one another. The United States tried to remain neutral, but Great Britain and France violated American neutrality. In response the U.S. government imposed an embargo in 1807 that prohibited U.S. ships from trading in all foreign ports. This embargo led to a decline in foreign trade that damaged New England's commercial shipping industry. For this item the student applies critical-thinking skills to categorize and identify cause-and-effect relationships.
	Option F is incorrect	The embargo of 1807 caused the prices for manufactured goods in New England to increase, not decrease, as manufactured goods that were imported became scarce.
	Option G is incorrect	The embargo of 1807 led consumers to buy local goods instead of exports. U.S. manufacturing increased as people and factories began to produce more goods. Factories in New England expanded rather than closed.
	Option J is incorrect	The embargo of 1807 affected the commercial shipping industry but it did not reduce consumer demand for fish.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
43	Option A is correct	John Adams was the second president of the United States. He defended British soldiers at the Boston Massacre Trial, and he helped negotiate the Treaty of Paris to end the American Revolution. For this item the student applies critical-thinking skills to categorize and compare.
	Option B is incorrect	This list refers to the contributions of John Adams, not Benjamin Franklin.
	Option C is incorrect	This list refers to the contributions of John Adams, not James Madison.
	Option D is incorrect	This list refers to the contributions of John Adams, not John Jay.

## 2019 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
44	Option H is correct	The 1873 image illustrates Manifest Destiny, the idea that the United States and its institutions should expand westward to the Pacific. Figures are shown moving from East to West. The central figure holding a book in one hand and stringing telegraph wire in the other represents progress. Expansion and progress are also indicated by the changes in transportation from foot travel, to covered wagon, then stage coach, and finally railroad. For this item the student applies critical-thinking skills to organize and interpret information from an image.
	Option F is incorrect	The image illustrates Manifest Destiny as indicated by westward migration, the changes in transportation, and the caption "American Progress." The image is not about early Spanish exploration.
	Option G is incorrect	The image illustrates Manifest Destiny as indicated by westward migration, the changes in transportation, and the caption "American Progress." The image is not about the Civil War.
	Option J is incorrect	The image illustrates Manifest Destiny as indicated by westward migration, the changes in transportation, and the caption "American Progress." The image is not about European immigration.