

Tennessee Comprehensive Assessment Program

TCAP

Social Studies Grade 8 Item Release



- 00.** What was the significance of the Mayflower Compact?
- A.** It established trade with other European colonists.
 - B.** It created a system to collect taxes for the colony.
 - C.** It provided a basis for self-government in the colony.
 - D.** It established boundaries between European colonies.

00. Read the source and answer the question.

When the French and Indian War finally ended in 1763, no British subject on either side of the Atlantic could have foreseen the coming conflicts between the parent country and its North American colonies. . . . Even though Great Britain defeated France and its allies, the victory came at great cost. In January 1763, Great Britain's national debt was more than 122 million pounds [the British monetary unit], an enormous sum for the time. Interest on the debt was more than 4.4 million pounds a year. Figuring out how to pay the interest alone absorbed the attention of the King and his ministers.

— Library of Congress

How did Great Britain try to resolve the problem described in this source?

- A.** by forcing France to pay for the defense of the colonies
- B.** by forcing American Indian tribes to pay the war debts
- C.** by reducing government spending on national defense
- D.** by taxing the colonists to pay for their protection after the war

00. Read the source and answer the question.**Albany Congress**

- Meeting of representatives of seven British American colonies
- Gathering in Albany, New York, in July 1754
- Attended by colonists concerned about various conflicts
- Proposed the Albany Plan of Union

What was an important purpose of this meeting?

- A.** to encourage unity for colonial defense
- B.** to argue for reduced tariffs on foreign imports
- C.** to encourage the creation of a military draft
- D.** to argue for an end to the use of slave labor in the colonies

00. Read the source and answer the question.

That His Majesty's . . . subjects in these colonies are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great Britain.

That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives. . . .

That it is the right of the British subjects in these colonies to petition the King, or either House of Parliament.

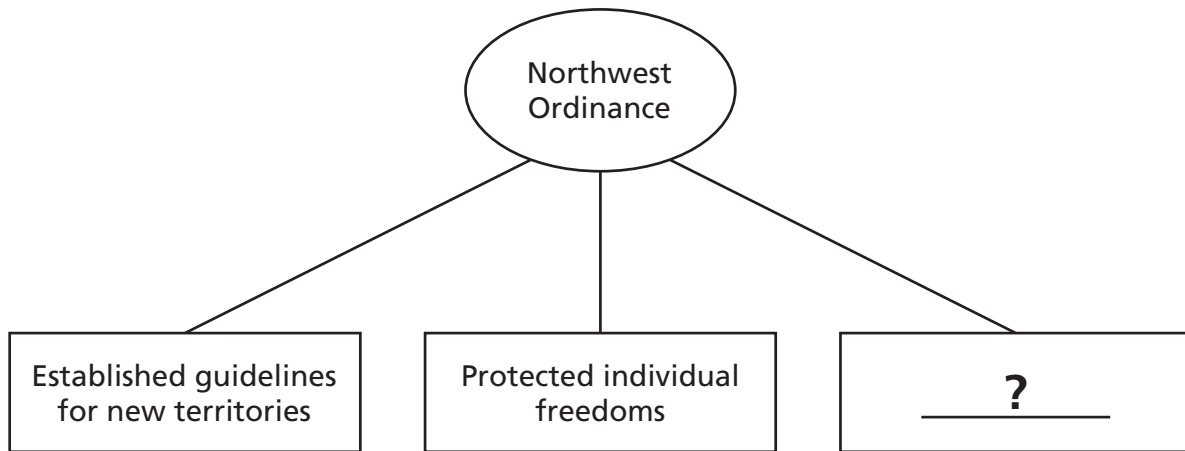
— Resolutions of the Continental Congress, 1765

Based on the source, which **two** issues are the colonists asking the British king to address?

- A.** restricting freedom of religion in the colonies
- B.** refusing to support the adoption of local taxes
- C.** violating the rights and privileges of citizens
- D.** ending slavery in the colonies
- E.** paying taxes without colonial consent

- 00.** Which battles occurred before the signing of the Declaration of Independence?
- A.** Trenton and Princeton
 - B.** Yorktown and Charleston
 - C.** Lexington and Concord
 - D.** Saratoga and Kings Mountain

00. Read the diagram and answer the question.



Which phrase **best** completes the diagram?

- A. Prohibited the use of slaves
- B. Created new private schools
- C. Used the income tax system
- D. Prohibited private land ownership

TH03S5308_1

- 00.** Which development **most** directly led to the growth of the industrial economy of the North?
- A.** adoption of the factory system
 - B.** regulation of the railroad industry
 - C.** adoption of modern farming methods
 - D.** regulation of commercial steamships

00. Read the source and answer the question.**German Immigration to the United States**

- In 1832, more than 10,000 German immigrants arrived in the U.S.
- Land seizures, unemployment, and the German Revolution of 1848 influenced the desire to leave Germany.
- In 1854, over 200,000 German immigrants arrived in the U.S.

Based on your knowledge and the source, which **two** phrases explain pull factors driving German immigration to the United States?

- A.** availability of land
- B.** lack of religious tolerance
- C.** lack of diversity
- D.** economic opportunities
- E.** geographic proximity

- 00.** What was the **most likely** goal for the building of the Erie Canal?
- A.** to increase the power of the federal government
 - B.** to prevent westward expansion
 - C.** to reduce military conflicts with native peoples
 - D.** to promote increased trade

- 00.** How did the Second Great Awakening impact American society?
- A.** by supporting the expansion of slavery across the nation
 - B.** by promoting the use of the secret ballot in elections
 - C.** by encouraging the rise of the reform movements
 - D.** by advocating limits on the terms of elected officials

- 00.** In what **two** ways did John Marshall strengthen the judicial branch?
- A.** He established the Supreme Court as the interpreter of the Constitution.
 - B.** He increased the number of justices serving on the Supreme Court.
 - C.** He approved the appointment of Supreme Court justices by the president.
 - D.** He established that state and federal laws be reviewed by the Supreme Court.
 - E.** He supported the nullification of federal laws by state governments.

00. Read the source and answer the question.

Citizens of Texas, your rights must be defended. The oppressors must be driven from our soil. Submission to the laws and union among ourselves will render us invincible [unbeatable]; subordination [obedience] and discipline in our army will guarantee to us victory and renown [fame].

— Sam Houston, "A Call for Volunteers," 1835

Based on the source, what was Sam Houston's **primary** argument for the independence of Texas?

- A.** Residents of Texas were not allowed to trade with other regions in Mexico.
- B.** Residents of Texas were opposed to giving local governments power over the region.
- C.** The residents of Texas did not agree with the laws passed by the Mexican government.
- D.** The residents of Texas were not allowed to purchase land from the government.

- 00.** Which phrase describes a cause of the Mexican War?
- A.** disputes over the nullification of tariffs
 - B.** attacks by American Indian tribes
 - C.** disputes over the Rio Grande boundary
 - D.** anger over the passage of a fugitive slave law

- 00.** Which statement describes the involvement of the 13th U.S. Colored Troops in the Civil War?
- A.** The unit fought with the Union army in the Battle of Shiloh.
 - B.** The unit helped defend Nashville against the Confederate army of Tennessee.
 - C.** The unit inspired President Abraham Lincoln to issue the Emancipation Proclamation.
 - D.** The unit led the successful attack on Fort Wagner in South Carolina.

00. Read the source and answer the question.

O how tired and sleepy I am. We have had no rest since June 24th, and we are nearly dead. . . . We stacked arms and the men laid down in the rain and went to sleep. Lieutenant-Colonel Viall threw a piece of canvas over a bush and putting some straw upon the ground invited me to share it with him. We had just gone to sleep when a Rebel Battery opened and sent their shells over our heads. We turned out in a hurry and just in time, too, for a shot or shell struck in the straw that we had just left.

— Elisha Hunt Rhodes, July 3, 1862

Based on the source, which statement **best** describes the daily life of soldiers during the Civil War?

- A.** They were rarely involved in armed conflict.
- B.** They were well equipped with supplies and food.
- C.** They often returned home for visits.
- D.** They were required to be alert at all times.

Metadata- Social Studies

Items

| Page Number | UIN | Grade | Item Type | Key | DOK | TN Standards | Social Studies Practices |
|-------------|------------|-------|-----------|-----|-----|--------------|--------------------------|
| 1 | TH03S4601 | 8 | MC | C | 2 | 8.02 | SSP.04 |
| 2 | TH03S4614 | 8 | MC | D | 2 | 8.13 | SSP.02 |
| 3 | TH03S4854 | 8 | MC | A | 2 | 8.14 | SSP.02 |
| 4 | TH03M4455 | 8 | MS | C,E | 1 | 8.15 | SSP.02 |
| 5 | TH05S1134 | 8 | MC | C | 1 | 8.17 | SSP.05 |
| 6 | TH01S1009 | 8 | MC | A | 2 | 8.21 | SSP.02 |
| 7 | TH03S5308 | 8 | MC | A | 2 | 8.38 | SSP.04 |
| 8 | TH03M4462 | 8 | MS | A,D | 2 | 8.39 | SSP.02 |
| 9 | TH03S4864 | 8 | MC | D | 1 | 8.40 | SSP.04 |
| 10 | TH03S5310 | 8 | MC | C | 1 | 8.41 | SSP.05 |
| 11 | TH03M5236 | 8 | MS | A,D | 2 | 8.44 | SSP.04 |
| 12 | TH03S4620 | 8 | MC | C | 2 | 8.51 | SSP.02 |
| 13 | TH03S5317 | 8 | MC | C | 2 | 8.54 | SSP.04 |
| 14 | SS08Y10024 | 8 | MC | B | 1 | 8.65 | SSP.04 |
| 15 | TH03S4494 | 8 | MC | D | 2 | 8.66 | SSP.02 |

Metadata Definitions:

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| UIN | Unique letter/number code used to identify the item. |
| Grade | Grade level or Course. |
| Item Type | Indicates the type of item. MC= Multiple Choice; MS= Multiple Select |
| Key | Correct answer. |
| DOK | Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1 = Recall or simple reproduction of information; 2 = Skills and concepts: comprehension and processing of text; 3 = Strategic thinking, prediction, elaboration. |
| TN Standards | Primary educational standard assessed. |
| Social Studies Practices | Skills that students are expected to develop and apply as they learn social studies. |