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Student Practice Book
Social Studies, Grade 8
Volume I

for the State of Texas Assessments of Academic Readiness

Teacher Guide

Lori Mammen
Editorial Director

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STAAR MASTER® Student Practice Book, Teacher Guide—Social Studies, Grade 8, Volume I

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What’s Inside the Student Practice Book?

The STAAR MASTER® Student Practice Book, Volume I provides practice and review material for the Grade 8 Social Studies portion of the State of Texas Assessments of Academic Readiness (STAAR®).

- Authentic practice items reflect the content students are expected to know.
- The practice items focus on the 2010 STAAR-eligible Social Studies Texas Essential Knowledge and Skills (TEKS) [Texas Education Agency, 2011a] standards for Reporting Categories 1 and 2.
- The practice items cover a broad range of topics and ideas of interest to eighth-grade students.
- Practice items are grouped according to reporting category.
- Some practice items address multiple standards/expectations, thereby assessing in a more rigorous and authentic manner.
- Each question is labeled for easy identification of the TEKS-based standard and expectation addressed in the question.
- More than half of the practice items incorporate critical-thinking skills, as appropriate.
- Practice items that test critical-thinking skills include labels to identify the specific standard and expectation addressed in the item.
- Charts, graphs, and diagrams are integrated within practice items when relevant to the standards.

Items in the STAAR MASTER® Student Practice Book, Volume I address the following social studies concepts:

- Issues and events in U.S. history
- Geographic and cultural influences on historical issues and events

Practice-Item Skills Tags

Each practice item is labeled with a “skills tag” (see Figure 1) for easy identification of the TEKS-based standard and expectation addressed in the item. The tag also notes the complexity level of the item. (For more information about complexity levels, refer to “Descriptions of STAAR MASTER® Complexity Levels,” page 5.)

Readiness vs. Supporting Standards

The eligible, or tested, TEKS are divided into “readiness standards” and “supporting standards,” with greater emphasis on the former. Readiness standards address broader, deeper ideas and are deemed more critical for students to know. Supporting standards address more narrowly defined ideas and will still be assessed, although not emphasized. The STAAR MASTER® Student Practice Book mirrors this balance of readiness and supporting standards to provide meaningful, authentic student practice for the STAAR assessment.
Critical-Thinking Skills for Social Studies
For the STAAR®, the critical-thinking skills in social studies are not tested in isolation under a separate reporting category. These critical skills are now incorporated into at least 30% of the practice items from the eligible TEKS and are reported along with those content standards (Texas Education Agency, 2011a). Similarly, in the STAAR MASTER® Student Practice Book, students are asked to demonstrate these important critical-thinking skills within the context of practice items for other standards. When one of these skills is incorporated into a practice item, both the standard and expectation are identified above the practice item (see Figure 2 below).

Increased Rigor
The STAAR program is described as “more rigorous” (Texas Education Agency, 2010a) than the Texas Assessment of Knowledge and Skills (TAKS). But what does rigorous mean in assessment? For the STAAR program, it means the cognitive complexity of items will increase to assess skills at a greater depth. The STAAR MASTER® Student Practice Book provides items written at varying levels of complexity to accommodate this increase in rigor. (Refer to the “Depth of Knowledge” section on this page and page 5 for more information about the levels of complexity in practice items.)

Alignment
According to the mandate of No Child Left Behind (2001), states are required to develop assessments that tightly align to their content standards. To ensure that this requirement is met, states and districts often conduct alignment studies. In such a study, an assessment is compared to the state’s content standards. If an assessment is rigorous, the study will not yield large disparities between the cognitive demands of the expectations and those of the assessment.

Depth of Knowledge
Norman Webb’s (2002) “depth of knowledge” model is currently one of the most influential alignment models in the field of education. “Depth of knowledge” describes the degree of complexity of knowledge a curricular item requires. Webb identifies four levels of depth of knowledge: recall (Level 1), skill or concept (Level 2), strategic thinking (Level 3), and extended thinking (Level 4). Distinct cognitive demands occur during each activity, or thinking process, level. The items in the STAAR MASTER® Student Practice Book were aligned to the TEKS using a modified version of the “depth-of-knowledge” model (see “Descriptions of STAAR MASTER® Complexity Levels,” page 5).

During the alignment process, the complexity level of each item (designated “Low,” “Moderate,” or “High”) was determined. The level of each practice item can be found in the Answer Key.

Figure 2: Practice Item Testing Critical-Thinking Skills in Social Studies

1. In 1619, African slaves were first brought to Jamestown, Virginia as a new labor source. The colonists needed a new labor force to replace—
   A. child workers
   B. female workers
   C. indentured servants
   D. prisoners

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Descriptions of STAAR MASTER® Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER® Student Practice Book items to the eligible Social Studies TEKS. Each explanation details the kinds of thinking required at each level. However, they do not represent all of the possible thought processes for each level.

Low Complexity (L)
Low-complexity items align with the TEKS at Level 1 of the Webb (2002) model. Items of low complexity may involve recalling or recognizing—but not analyzing—basic social studies concepts. An item may ask students to recognize or use—but not interpret—a well-known fact, concept, trend, or theory. Items of this complexity may require identifying the meaning of basic social studies terminology. At this cognitive level, students may need to locate details in a chart, graph, diagram, map, or other graphic. A low-complexity item may ask students to list, reproduce, arrange, describe, or define basic information and concepts.

Moderate Complexity (M)
Moderate-complexity items align with the TEKS at Level 2 of the Webb model. Items of moderate complexity involve both comprehension and the subsequent processing of information. Students may be asked to make inferences, identify a cause-and-effect relationship, or compare and contrast. At this cognitive level, students are required to examine significance, impact, point of view, and processes. Items may involve determining answers with information from a chart, graph, diagram, map, or other graphic. A moderate-complexity item may ask students to predict, organize, classify, interpret, explain, distinguish between examples and nonexamples, summarize, identify relationships, or determine a pattern. Some items also require students to apply low-complexity skills and concepts.

High Complexity (H)
High-complexity items align with the TEKS at Level 3 and/or Level 4 of the Webb model.* Items of high complexity require students to use strategic, multi-step thinking and develop a deeper understanding of the information. The items at this level are non-routine and more abstract. Students are asked to demonstrate more flexible thinking, apply prior knowledge, propose solutions, and cite evidence to support their responses or arguments. High-complexity items may require students to generalize based on patterns. Items may involve interpreting information from a chart, graph, diagram, map, or other graphic. At this cognitive level, students must apply concepts to new situations. Students will use concepts to develop answers and to explain their processes. Students may be asked to examine contrasting perspectives or related themes and concepts. A high-complexity item may ask students to plan, reason, compare, differentiate, draw conclusions, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

*Note: Although state standards may include expectations that require extended thinking, many large-scale assessment items are not classified at Level 4. Performance and open-ended assessments may require activities at Level 4.

1. During the Colonial Period (1580–1776), which physical feature presented the greatest obstacle to colonists who wanted to move westward?
   A. Deserts
   B. Mountains
   C. Plains
   D. Rivers

2. Washington and his troops suffered while spending the winter at Valley Forge (1777–1778) due to the—
   A. lack of adequate food and clothing
   B. desertion of many American troops
   C. constant attacks by the British army
   D. presence of British and Hessian spies

3. As a member of the Democratic-Republican party, Thomas Jefferson was most likely to favor policies that led to a(n)—
   A. growth in industrial area
   B. expansion of states’ rights
   C. national bank for the country
   D. strong centralized government

4. During the Colonial Period (1580–1776), which physical feature presented the greatest obstacle to colonists who wanted to move westward?
   A. Deserts
   B. Mountains
   C. Plains
   D. Rivers

5. As a member of the Democratic-Republican party, Thomas Jefferson was most likely to favor policies that led to a(n)—
   A. growth in industrial area
   B. expansion of states’ rights
   C. national bank for the country
   D. strong centralized government
How to Use This Book

Effective Test Preparation
What is the most effective way to prepare students for any social studies competency test? Experienced educators know that the best test preparation includes three critical components—

• a strong curriculum that is aligned with the content and skills to be assessed
• effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
• targeted practice that familiarizes students with the specific content and format of the test

Obviously, a strong curriculum and effective, relevant, and varied instructional methods provide the foundation for all appropriate test preparation. Contrary to what some might believe, merely “teaching the test” performs a great disservice to students. Students must acquire knowledge, practice skills, and have specific educational experiences that can never be included on tests limited by time and in scope. For this reason, resources like the STAAR MASTER® Student Practice Book should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice
The STAAR MASTER Student Practice Book does, however, address the final element of effective test preparation (targeted test practice). This book familiarizes students with—

• the specific content of Texas’ competency test
• the general format of competency tests

When students become familiar with both the content and the format of a test, they know what to expect on the actual test. This, in turn, improves their chances for success.

Using STAAR MASTER® Products
Used as part of the regular curriculum, the STAAR MASTER Student Practice Book allows teachers to—

• pretest skills students need for the actual test
• determine students’ areas of strength and/or weakness
• provide meaningful test-taking practice for students
• ease students’ test anxiety
• communicate test expectations and content to parents

The importance and the challenge of social sciences teaching should not be underestimated. Teaching in the social sciences fosters the cognitive, social, cultural, and participatory knowledge and skills that shape our communities.

~Sinnema & Aitken
### Answer Key

Note: Complexity levels appear in parentheses. L = Low, M = Moderate, H = High

**Reporting Category 1**

8.1

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Reporting Category 1
8.1: Traditional historical points of reference in U.S. history through 1877

Exercise 1

8.1A; 8.29B; 8.29D
1. After the French and Indian War, many American colonists became angry when England decided that recovering from the war required—
   A  drafting all adult male colonists into the British army
   B  increasing the size of the British territory in North America
   C  imposing higher taxes and more regulations on the colonies
   D  ordering colonists to settle west of the Appalachian Mountains

8.1A; 8.29B
2. Which of the following expresses a key idea included in the Declaration of Independence by Thomas Jefferson?
   A  A government should enact laws to ban slavery.
   B  Citizens should submit to the powers of government.
   C  People create governments based on liberty and happiness.
   D  A government’s power comes from those who are governed.

8.1B; 8.29B; 8.29C
3. Look at the time line below.

Which letter on the time line best represents the year the Pilgrims signed the Mayflower Compact?
   A  R
   B  S
   C  T
   D  U

continued on next page
Reporting Category 1
8.4: Significant political and economic issues of the revolutionary era  
Exercise 4

8.4A: 8.29B (M)
1. Which statement best explains the British government’s reason for imposing new taxes on the American colonies after the French and Indian War?
   A  Britain was in massive debt following the war.
   B  Britain was providing increasing help to the colonies.
   C  The colonies had not helped the British army defeat the French.
   D  The colonies were accustomed to paying taxes to the British government.

8.4C: 8.29B (L)
2. Washington and his troops suffered while spending the winter at Valley Forge (1777–1778) due to the—
   A  lack of adequate food and clothing
   B  desertion of many American troops
   C  constant attacks by the British army
   D  presence of British and Hessian spies

8.4D: 8.29B (M)
3. What dispute during the Constitutional Convention of 1787 was settled by the Three-Fifths Compromise?
   A  Balancing power between the central government and the states' governments
   B  Balancing power between the three branches of government: executive, legislative, and judicial
   C  Accounting for slaves when determining the number of representatives a state had in Congress
   D  Accounting for a state's size when determining the number of representatives the state had in Congress

continued on next page
Reporting Category 1
8.5: Challenges in the early years of the republic and the Age of Jackson

8.5A: 8.29B (M)
1. What was the most important consequence of the Judiciary Act of 1789?
   A  Selection of the first Chief Justice of the Supreme Court
   B  Confirmation of the first members of the President’s cabinet
   C  Establishment of the federal court system in the United States
   D  Approval for the Bill of Rights being added to the U.S. Constitution

8.5C: 8.29B; 8.29D (H)
2. As a member of the Democratic-Republican party, Thomas Jefferson was most likely to favor policies that led to a(n) —
   A  growth in industrial area
   B  expansion of states’ rights
   C  national bank for the country
   D  strong centralized government

8.5C: 8.29B; 8.29D (M)
3. After the Revolutionary War, those calling themselves Democratic-Republicans were most likely to believe that Alexander Hamilton’s economic policies —
   A  would lead to another war with Britain
   B  solved the country’s economic problems
   C  favored the poorest people in the country
   D  gave too much power to the central government

8.5D: 8.29B (M)
4. In 1814, the United States and Britain signed the Treaty of Ghent to end the War of 1812. Which statement best explains the terms of the treaty?
   A  The Treaty of Ghent caused the United States to lose land.
   B  The Treaty of Ghent established freedom of the seas for all nations.
   C  The Treaty of Ghent simply ended the war between the two countries.
   D  The Treaty of Ghent established the exact boundary between the United States and Canada.

continued on next page
Exercise 2

8.11A; 8.29B (M)

1. During the Colonial Period (1580–1776), which physical feature presented the greatest obstacle to colonists who wanted to move westward?
   
   A. Deserts
   B. Mountains
   C. Plains
   D. Rivers

8.11B; 8.29B (M)

2. Look at the picture below.

   Lowell Mill Dam on the Merrimack River

During the Industrial Revolution, the damming of the Merrimack River most likely contributed to—

   A. a decline in timber transport along the Merrimack River
   B. the decline in urban population in the surrounding areas
   C. the disappearance of migrating fish in the Merrimack River
   D. a decrease in the amount of toxic runoff from mills upstream
Reporting Category 2
8.23: Relationships of people from various groups during the 17th–19th centuries Exercise 1

8.23A; 8.29B (L)
1. In 1619, African slaves were first brought to Jamestown, Virginia as a new labor source. The colonists needed a new labor force to replace—
   A  child workers
   B  female workers
   C  indentured servants
   D  prisoners

8.23B; 8.29B; 8.29D (L)
2. In the mid-nineteenth century, a wave of Irish and German immigration had impacted northern cities. Most Irish immigrants and many German immigrants were Roman Catholic. Which "nativist" political party grew out of the anti-immigrant and anti-Catholic protests of that time?
   A  Free-Soil Party
   B  Know-Nothing Party
   C  Liberty Party
   D  Whig Party

8.23C; 8.29B (L)
3. After the Seven Years’ War, the British government attempted to establish peace between Native Americans and colonists by creating a racial boundary called the—
   A  Trail of Tears
   B  Proclamation Line
   C  Mason-Dixon Line
   D  Continental Divide

8.23D; 8.29B (M)
4. Which of the following best describes the primary role Quakers played in the abolitionist movement?
   A  They encouraged slaves to band together in protest.
   B  They released all of the slaves who worked on Quaker lands.
   C  They provided refuge for escaped slaves along the Underground Railroad.
   D  They published magazines and pamphlets that explained the evils of slavery.
### Math

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STAAR MASTER® Student Practice Book, Teacher Guide—Social Studies, Grade 8, Volume II

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The STAAR MASTER® Student Practice Book, Volume II provides practice and review material for the Grade 8 Social Studies portion of the State of Texas Assessments of Academic Readiness (STAAR®).

- Authentic practice items reflect the content students are expected to know.
- The practice items focus on the 2010 STAAR-eligible Social Studies Texas Essential Knowledge and Skills (TEKS) [Texas Education Agency, 2011a] standards for Reporting Categories 3 and 4.
- The practice items cover a broad range of topics and ideas of interest to eighth-grade students.
- Practice items are grouped according to reporting category.
- Some practice items address multiple standards/expectations, thereby assessing in a more rigorous and authentic manner.
- Each question is labeled for easy identification of the TEKS-based standard and expectation addressed in the question.
- More than half of the practice items incorporate critical-thinking skills, as appropriate.
- Practice items that test critical-thinking skills include labels to identify the specific standard and expectation addressed in the item.
- Charts, graphs, and diagrams are integrated within practice items when relevant to the standards.

Items in the STAAR MASTER Student Practice Book, Volume II address the following social studies concepts:

- Role of government and the civic process in history
- Economic and technological influences on historical issues and events

Practice-Item Skills Tags
Each practice item is labeled with a "skills tag" (see Figure 1) for easy identification of the TEKS-based standard and expectation addressed in the item. The tag also notes the complexity level of the item. (For more information about complexity levels, refer to "Descriptions of STAAR MASTER® Complexity Levels," page 5.)

Figure 1: Practice-Item Skills Tag

This Teacher Guide includes—
- an overview of the Student Practice Book and key characteristics of the STAAR
- descriptions of STAAR MASTER complexity levels
- a master list of STAAR-eligible standards and expectations addressed in the Social Studies TEKS
- strategies for test preparation and social studies instruction
- a complete answer key (with corresponding complexity levels for the practice items)

Readiness vs. Supporting Standards
The eligible, or tested, TEKS are divided into "readiness standards" and "supporting standards," with greater emphasis on the former. Readiness standards address broader, deeper ideas and are deemed more critical for students to know. Supporting standards address more narrowly defined ideas and will still be assessed, although not emphasized. The STAAR MASTER Student Practice Book mirrors this balance of readiness and supporting standards to provide meaningful, authentic student practice for the STAAR assessment.
Critical-Thinking Skills for Social Studies

For the STAAR®, the critical-thinking skills in social studies are not tested in isolation under a separate reporting category. These critical skills are now incorporated into at least 30% of the practice items from the eligible TEKS and are reported along with those content standards (Texas Education Agency, 2011a). Similarly, in the STAAR MASTER® Student Practice Book, students are asked to demonstrate these important critical-thinking skills within the context of practice items for other standards. When one of these skills is incorporated into a practice item, both the standard and expectation are identified above the practice item (see Figure 2 below).

Alignment

According to the mandate of No Child Left Behind (2001), states are required to develop assessments that tightly align to their content standards. To ensure that this requirement is met, states and districts often conduct alignment studies. In such a study, an assessment is compared to the state’s content standards. If an assessment is rigorous, the study will not yield large disparities between the cognitive demands of the expectations and those of the assessment.

Depth of Knowledge

Norman Webb’s (2002) “depth of knowledge” model is currently one of the most influential alignment models in the field of education. “Depth of knowledge” describes the degree of complexity of knowledge a curricular item requires. Webb identifies four levels of depth of knowledge: recall (Level 1), skill or concept (Level 2), strategic thinking (Level 3), and extended thinking (Level 4). Distinct cognitive demands occur during each activity, or thinking process, level. The items in the STAAR MASTER Student Practice Book were aligned to the TEKS using a modified version of the “depth-of-knowledge” model (see “Descriptions of STAAR MASTER® Complexity Levels,” page 5). During the alignment process, the complexity level of each item (designated “Low,” “Moderate,” or “High”) was determined. The level of each practice item can be found in the Answer Key.

Increased Rigor

The STAAR program is described as “more rigorous” (Texas Education Agency, 2010a) than the Texas Assessment of Knowledge and Skills (TAKS). But what does rigor mean in assessment? For the STAAR program, it means the cognitive complexity of items will increase to assess skills at a greater depth. The STAAR MASTER Student Practice Book provides items written at varying levels of complexity to accommodate this increase in rigor. (Refer to the “Depth of Knowledge” section on this page and page 5 for more information about the levels of complexity in practice items.)

Figure 2: Practice Item Testing Critical-Thinking Skills in Social Studies

3. The First Amendment to the U.S. Constitution grants American citizens all of the following EXCEPT—
   A. freedom of press
   B. freedom of speech
   C. freedom of assembly
   D. freedom of trial by jury
Descriptions of STAAR MASTER®

Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER® Student Practice Book items to the eligible Social Studies TEKS. Each explanation details the kinds of thinking required at each level. However, they do not represent all of the possible thought processes for each level.

Low Complexity (L)

Low-complexity items align with the TEKS at Level 1 of the Webb (2002) model. Items of low complexity may involve recalling or recognizing—but not analyzing—basic social studies concepts. An item may ask students to recognize or use—but not interpret—a well-known fact, concept, trend, or theory. Items of this complexity may require identifying the meaning of basic social studies terminology. At this cognitive level, students may need to locate details in a chart, graph, diagram, map, or other graphic. A low-complexity item may ask students to list, reproduce, arrange, describe, or define basic information and concepts.

Moderate Complexity (M)

Moderate-complexity items align with the TEKS at Level 2 of the Webb model. Items of moderate complexity involve both comprehension and the subsequent processing of information. Students may be asked to make inferences, identify a cause-and-effect relationship, or compare and contrast. At this cognitive level, students are required to examine significance, impact, point of view, and processes. Items may involve determining answers with information from a chart, graph, diagram, map, or other graphic. A moderate-complexity item may ask students to predict, organize, classify, interpret, explain, distinguish between examples and nonexamples, summarize, identify relationships, or determine a pattern. Some items also require students to apply low-complexity skills and concepts.

High Complexity (H)

High-complexity items align with the TEKS at Level 3 and/or Level 4 of the Webb model.* Items of high complexity require students to use strategic, multi-step thinking and develop a deeper understanding of the information. The items at this level are non-routine and more abstract. Students are asked to demonstrate more flexible thinking, apply prior knowledge, propose solutions, and cite evidence to support their responses or arguments. High-complexity items may require students to generalize based on patterns. Items may involve interpreting information from a chart, graph, diagram, map, or other graphic. At this cognitive level, students must apply concepts to new situations. Students will use concepts to develop answers and to explain their processes. Students may be asked to examine contrasting perspectives or related themes and concepts. A high-complexity item may ask students to plan, reason, compare, differentiate, draw conclusions, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

*Note: Although state standards may include expectations that require extended thinking, many large-scale assessment items are not classified at Level 4. Performance and open-ended assessments may require activities at Level 4.

4. Which change to the U.S. Constitution came about because Anti-Federalists argued against ratifying the document?
   A. Addition of a Bill of Rights
   B. Removal of the “elastic clause”
   C. Prohibition of a peace-time army
   D. Limited terms in office for the President

2. Following the War of 1812, which of the following circumstances was the result of the other three?
   A. Demand for products
   B. Advances in technology
   C. Economic boom in U.S.
   D. More funding for industry

3. Which article of the U.S. Constitution describes the process for amending the Constitution?
   A. Article I
   B. Article III
   C. Article IV
   D. Article V
How to Use This Book

Effective Test Preparation
What is the most effective way to prepare students for any social studies competency test? Experienced educators know that the best test preparation includes three critical components—

- a strong curriculum that is aligned with the content and skills to be assessed
- effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
- targeted practice that familiarizes students with the specific content and format of the test

Obviously, a strong curriculum and effective, relevant, and varied instructional methods provide the foundation for all appropriate test preparation. Contrary to what some might believe, merely “teaching the test” performs a great disservice to students. Students must acquire knowledge, practice skills, and have specific educational experiences that can never be included on tests limited by time and in scope. For this reason, resources like the STAAR MASTER Student Practice Book should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice
The STAAR MASTER Student Practice Book does, however, address the final element of effective test preparation (targeted test practice). This book familiarizes students with—

- the specific content of Texas’ competency test
- the general format of competency tests

When students become familiar with both the content and the format of a test, they know what to expect on the actual test. This, in turn, improves their chances for success.

Using STAAR MASTER® Products
Used as part of the regular curriculum, the STAAR MASTER Student Practice Book allows teachers to—

- pretest skills students need for the actual test
- determine students’ areas of strength and/or weakness
- provide meaningful test-taking practice for students
- ease students’ test anxiety
- communicate test expectations and content to parents

The importance and the challenge of social sciences teaching should not be underestimated. Teaching in the social sciences fosters the cognitive, social, cultural, and participatory knowledge and skills that shape our communities.

—Sinnema & Aitken
Answer Key

Note: Complexity levels appear in parentheses. L = Low, M = Moderate, H = High

Reporting Category 3
8.15
Exercise 1
Exercise 2
1. D (M) 2. D (M) 3. A (M) 4. D (M) 5. B (M)
Exercise 3
1. D (M) 2. B (M) 3. D (M) 4. B (M) 5. C (M)
Exercise 4
1. D (M) 2. D (M) 3. A (M) 4. D (M) 5. D (M)

Exercise 4
1. A (M) 2. A (M) 3. D (H) 4. B (L) 5. D (M)

8.18
Exercise 1
1. C (M) 2. D (M) 3. C (M) 4. B (M) 5. C (M)
Exercise 2
Exercise 3
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*All Web sites listed were active at time of publication.


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### Reporting Category 4
Economics, Science, Technology, and Society ........................................... 71
Reporting Category 3
8.15: American beliefs and principles reflected in historic documents

Exercise 2

8.15A: 8.29B (M)

1. The English Bill of Rights (1689) and the American Bill of Rights (1791) are similar because both documents—
   A explain the system of checks and balances
   B establish the three branches of government
   C include instructions for allowing each citizen to vote
   D lay out the basic rights of all citizens in each country

8.15B: 8.29B (M)

2. Which of the following represents a major weakness of the Articles of Confederation?
   A Representation in Congress based on size of state
   B National court system with too much power to change laws
   C Congressional regulation of both foreign and interstate trade
   D Absence of an executive branch to enforce laws passed by Congress

8.15C: 8.29B (M)

3. The Declaration of Independence includes a list of colonial grievances against King George III, including “quartering large bodies of armed troops” in the colonists’ homes. When the colonies broke from Great Britain and formed the United States, this grievance was addressed—
   A within the Bill of Rights
   B by the Articles of Confederation
   C in the Preamble to the U.S. Constitution
   D by Articles I and II of the U.S. Constitution

continued on next page
3. The establishment of the Mayflower Compact was a significant event in American history because the document—
   A served as a model for all other U.S. documents
   B established a citizen’s right to freedom of speech
   C outlined the structure of the American government
   D provided a legal basis for self-government in a colony

4. Which provision of the Articles of Confederation represents one way that the Articles stressed the independence of the separate states?
   A Congress decided how much money the country needed.
   B Only individual state legislatures were allowed to pass taxes.
   C The federal government had the right to wage war against England.
   D The federal government controlled all lands west of the Appalachian Mountains.

5. Which principle of government is best represented by the diagram below?
   A Judicial review
   B Individual rights
   C Checks and balances
   D Representative government
8.19: Rights and responsibilities of United States citizens

Exercise 2

8.19A; 8.29B (L)
1. Read the following excerpt from the Declaration of Independence.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are….

Which words below correctly complete the excerpt above?
A democracy and a more perfect union
B life, liberty, and the pursuit of happiness
C freedom of speech, religion, and the press
D common defense, general welfare, and liberty

8.19B; 8.29B (M)
2. Read the list of principles below.

• Limited search and seizure
• Right to a trial by jury
• Freedom of religion

The principles listed above would all be found in the—
A U.S. Constitution
B Declaration of Independence
C Preamble to the U.S. Constitution
D Kentucky and Virginia Resolutions

8.19B; 8.29B (M)
3. The Bill of Rights was added to the U.S. Constitution to—
A give more power to the central government
B protect the basic rights of all American citizens
C establish a government similar to the British system
D protect the rights of those who fought against the British

continued on next page
Reporting Category 4
8.12: Why various sections of the U.S. developed different economic patterns

Exercise 2

8.12D; 8.29B (M)
4. Which statement best explains why sectional differences in the United States grew worse in the years leading up to the Civil War?

A. Northerners had always opposed slavery and favored abolition.
B. Each region of the country had unique economic issues and interests.
C. Early settlers had established the original colonies for different reasons.
D. The central government did little to resolve the issues that divided the regions.

8.12A; 8.29B; 8.29J (M)
5. Look at the map below.

Which area shown on the map was best known for its fishing, shipbuilding, trade, and small farms during the eighteenth century?

A. Section 1
B. Section 2
C. Section 3
D. Section 4
8.27: Impact of science and technology on the economic development of the U.S.

3. How did the transcontinental railroad best contribute to the opening of the West in the United States?
   A The railroad allowed entire families to travel to the West.
   B The railroad provided an enjoyable way to travel to the West.
   C The railroad reduced travel time to the West from months to a few days.
   D The railroad only traveled between major cities in the East and the West.

4. In 1787, an American inventor named John Fitch completed the first successful trial run of a steamboat. By 1814, steamboats were frequently used in the country mainly because the boats—
   A served as a favorite pastime in the United States
   B could transport both people and high-demand goods
   C allowed any American to travel often and inexpensively
   D could carry more livestock than other forms of transportation

5. Look at the graph below.

Which point on the graph best represents the rise of the factory system in the United States?
   A Point 1
   B Point 2
   C Point 3
   D Point 4
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**Spanish-Math**

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