

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.2: History. The student understands the causes of exploration and colonization eras.

Objective: 1(A) Identify reasons for European exploration and colonization of North America.

STAAR

1

Your Highnesses . . . resolved to send me . . . to the said parts of India to see the said princes, and the cities and lands, and their disposition, with a view that they might ____? ____; and ordered that I should not go by land to the eastward, as had been customary, but that I should go by way of the west, whither up to this day, we do not know for certain that any one has gone.

Christopher Columbus

Which of the following completes the excerpt?

A teach us how to craft their goods

B be converted to our holy faith

C be brought to our country as slaves

D teach us about the stars and planets

STAAR Modified

1 Read the excerpt below.

Your Highnesses [King and Queen] . . . [decided] to send me . . . to the said parts of India to see the said princes, and the cities and lands, . . . with a view that they might ____? ____; and ordered that I should . . . go by way of the west, [where] up to this day, we do not know for certain that any one has gone.

—Christopher Columbus

Which of the following phrases best replaces the question mark?

A show us how to make their goods

B be converted to our religion

C teach us about the stars and planets

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.5: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson.

Objective: 1(E) Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.

STAAR

2

Of the complicated European systems of national polity we have heretofore been independent. From their wars, their tumults, and anxieties we have been, happily, almost entirely exempt. Whilst these are confined to the nations which gave them existence, . . . they can not affect us except as they appeal to our sympathies in the cause of human freedom and universal advancement. —*President Franklin Pierce, inaugural address, 1853*

These remarks best reflect a confirmation of which U.S. president's foreign-policy goals?

A George Washington

B James Madison

C James Monroe

D John Quincy Adams

STAAR Modified

2 Read the excerpt below.

Of the complicated European systems of [government] we have [until now] been independent. From their wars, their [trouble], and [worries] we have been, happily, almost entirely [free]. [While] these are confined to the nations which gave them existence, . . . they can not affect us . . . —*President Franklin Pierce, inaugural address, 1853*

President Pierce's statement agrees with the goals of —

A George Washington

B James Monroe

C John Quincy Adams

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.5: History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson.

Objective: 1(E) Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.

STAAR

3

Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil.

And whereas this House desires to obtain a full knowledge of all the facts which go to establish whether the particular spot of soil on which the blood of our *citizens* was so shed was, or was not, *our own soil*, at that time . . .

This is no war of defense, but one unnecessary and of offensive aggression.

Such a "conquest," stigmatize it as you please, must necessarily be a great blessing to the conquered.

These excerpts offer different points of view about —

A the Texas War of Independence

B the admission of California to the Union

C the U.S.-Mexican War

D the acquisition of the Gadsden Purchase from Mexico

STAAR Modified

3 Read the three excerpts below.

Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil.

This House desires to obtain a full knowledge of all the facts which . . . establish whether the particular spot of soil on which the blood of our *citizens* was . . . shed was . . . *our own soil*, at that time . . .

This is [not a] war of defense, but one unnecessary and of offensive aggression.

These statements are about —

A the Texas War of Independence

B the U.S.-Mexican War

C the Gadsden Purchase from Mexico

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.7: History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

Objective:(C) Analyze the impact of slavery on different sections of the United States.

STAAR

4 In 1854, Anthony Burns, a fugitive slave from Alexandria, Virginia, was arrested in Boston and returned to Virginia. Which federal legislation provided the basis for Burns's arrest?

A The Kansas-Nebraska Act

B The Homestead Act

C The Compromise of 1850

D The Gadsden Purchase

STAAR Modified

4 In 1854, Anthony Burns, a fugitive slave from Virginia, was arrested in Boston and returned to Virginia. Which federal legislation provided a stronger fugitive slave law and was the basis for Burns's arrest?

A The Kansas-Nebraska Act

B The Compromise of 1850

C The Gadsden Purchase

Modifications:

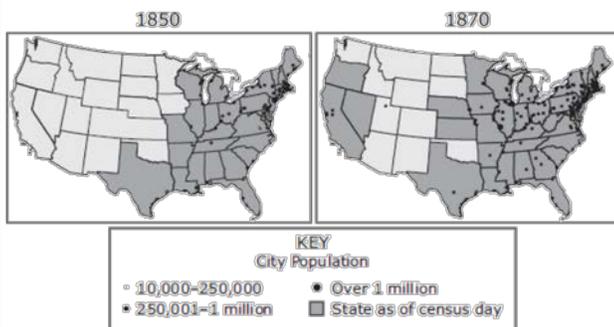
Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.10: Geography. The student understands the location and characteristics of places and regions of the United States, past and present.

Objective:(B) Compare places and regions of the United States in terms of physical and human characteristics.

STAAR

5.

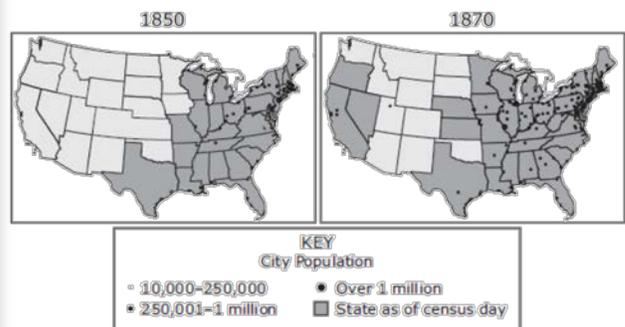


Which of these best explains the change in population and distribution of U.S. cities from 1850 to 1870?

- A The passage of homesteading legislation
- B The admission of new states to the Union
- C The expansion of the railroad system and increased industrialization**
- D The emancipation of slaves after the Civil War

STAAR Modified

5 Study the maps below.



Which of these best explains the change in population and distribution of U.S. cities from 1850 to 1870?

- A The passage of homesteading legislation
- B The expansion of the railroad system and increased industrialization**

C The emancipation of slaves after the Civil War

Modifications:

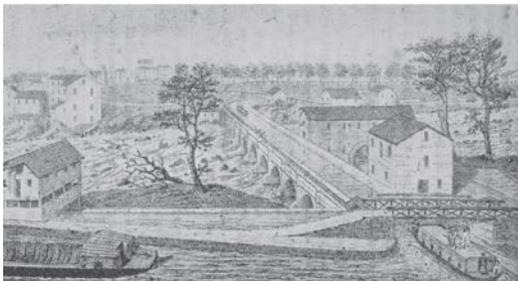
Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.11: Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century.

Objective:(B) Describe the positive and negative consequences of human modification of the physical environment of the United States.

STAAR

6. Erie Canal Aqueduct, Rochester, New York



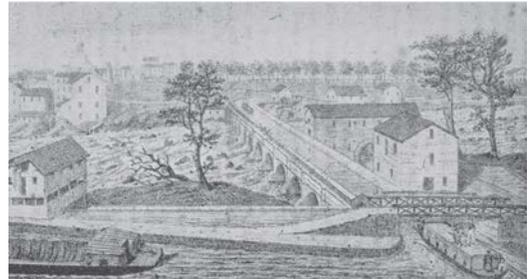
Which of these resulted from the modification to the environment shown in this illustration?

- A** The surrounding area became more industrialized.
- B** Community parks were established to preserve wildlife.
- C** Property was damaged by increased flooding.
- D** Crop irrigation declined because of water pollution.

STAAR Modified

6 Look at the picture of the Erie Canal aqueduct.

Erie Canal Aqueduct, Rochester, New York



Which of these happened after the aqueduct was built?

- A** The surrounding area became more industrialized.
- B** Parks were established to protect wildlife.
- C** Crop irrigation declined because of water pollution.

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.23: Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.

Objective:(E) Identify the political, social, and economic contributions of women to American society.

STAAR

7 Although many farmers fought in the Civil War, farms in both the Union and Confederacy were able to continue operating because —

- A military officers assigned troops to work on farms
- B new farm machinery was imported from overseas
- C women often managed farm operations**
- D relief organizations provided emergency farm labor

STAAR Modified

7 Many Union and Confederate farmers went to fight in the Civil War. Work on the farms continued because —

- A soldiers were sent to do the work
- B new machines were brought to the farms
- C women directed work on the farms**

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.15: Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents.

Objective:(D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

STAAR

8 Which excerpt from the Constitution expresses the principle of federalism?

A "All legislative Powers herein granted shall be vested in a Congress of the United States. . . ."

B "The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate. . . ."

C "The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour. . . ."

D "The powers not delegated to the United States . . . are reserved to the States respectively. . . ."

STAAR Modified

8 Which excerpt from the Constitution expresses the principle of federalism?

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B "The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate. . . ."

C "The powers not delegated to the United States . . . are reserved to the States respectively. . . ."

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.18: Government. The student understands the impact of landmark Supreme Court cases.

Objective:(A) Identify the origin of judicial review and analyze examples of congressional and presidential responses.

STAAR

9

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof. . . .

—*Article V of the U.S. Constitution*

Article V, excerpted above, is included in the U.S. Constitution to allow for the —

A adaptation of laws to reflect changes in society

B revision of laws by the executive branch

C resolution of conflicts through the judicial system

D validation of elections by a national authority

STAAR Modified

No comparable question on STAAR Modified

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.16: Government. The student understands the impact of landmark Supreme Court cases.

Objective:(A) Identify the origin of judicial review and analyze examples of congressional and presidential responses.

STAAR

10 A writ of habeas corpus requires an official to bring a prisoner before a civil court to justify the prisoner's arrest. President Abraham Lincoln authorized the suspension of habeas corpus during the Civil War.

Ex parte Merryman

In 1861, John Merryman, a citizen of Maryland, was imprisoned by military order and held without trial. He challenged the power of the president to suspend habeas corpus.

Chief Justice Roger B. Taney reviewed the case and decided that only Congress had the power to suspend habeas corpus.

President Lincoln and his administration continued to suspend habeas corpus throughout the Civil War.

By ignoring Chief Justice Taney's ruling, President Lincoln—

A exercised a constitutional check on judicial power

B disregarded the principle of judicial review

C upheld the concept of federalism

D invoked the principle of separation of powers

STAAR Modified

9 A writ of habeas corpus requires an official to bring a prisoner to court and give a reason for the prisoner's arrest. President Abraham Lincoln temporarily ended habeas corpus during the Civil War.

Ex parte Decision

In 1861, a citizen of Maryland was put in prison by the army and held without trial. The citizen challenged the power of the president to suspend habeas corpus.



Chief Justice Roger B. Taney reviewed the case and decided that only Congress had the power to suspend habeas corpus.



President Lincoln and his administration continued to suspend habeas corpus throughout the Civil War.

By ignoring Chief Justice Taney's ruling, President Lincoln —

A ignored the principle of judicial review

B supported the concept of federalism

C used the principle of separation of powers

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.21: Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic.

Objective:(C) Summarize a historical event in which compromise resulted in a peaceful resolution.

STAAR

11.



The two shaded states on this map were admitted to the Union under the terms of a compromise involving the —

A resolution of a boundary dispute with Great Britain

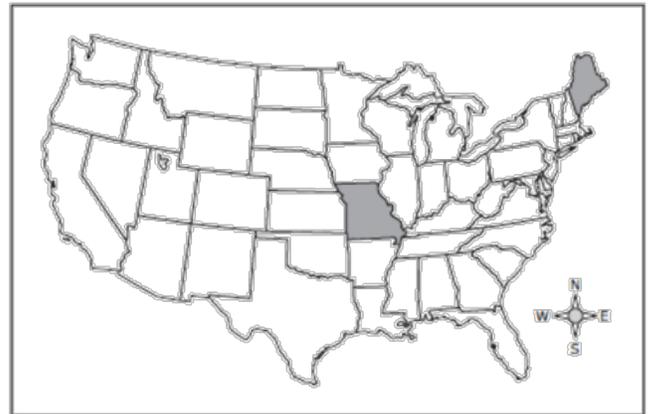
B expansion of slavery into western territories

C relocation of American Indians to western territories

D counting of the slave population for purposes of representation

STAAR Modified

10 Look at the map and the two shaded states below.



The two shaded states, Missouri and Maine, were admitted to the Union under the terms of a compromise. What was the main issue of this compromise?

A Ending a boundary dispute with Great Britain

B Allowing slavery in western territories

C Moving American Indians to western territories

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.12: Economics. The student understands why various sections of the United States developed different patterns of economic activity.

Objective:(C) Explain the reasons for the increase in factories and urbanization.

STAAR

12

- Canal networks
- Swiftly flowing rivers
- Extensive railroad systems
- Banking and investment centers

In the nineteenth century, the availability of the resources in this list resulted in —

A an increase in the number of factories in the Northeast

B the development of industrial labor unions in the South

C an increase in the number of immigrants moving to the South

D the expansion of commercial agriculture in the Northeast

STAAR Modified

11 Read the list of resources in the box below.

- Canal systems
- Fast moving rivers
- Many railroad systems
- Banking centers

In the 1800s, the availability of these resources contributed to an increase in the number of —

A factories in the Northeast

B labor unions in the South

C commercial farming companies in the Northeast

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.13: Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.

Objective:(A) Analyze the War of 1812 as a cause of economic changes in the nation.

STAAR

13 How did the disruption in Atlantic shipping prior to and during the War of 1812 significantly affect the U.S. economy?

A Imports of raw materials increased in the Northeast.

B Americans emigrated to Europe to find manufacturing jobs.

C Cotton sales from southern states to Europe increased.

D American industries expanded to provide replacements for foreign goods.

STAAR Modified

12 During the War of 1812, Atlantic shipping to the United States stopped. How did this disruption affect the U.S. economy?

A Imports of raw materials increased in the Northeast.

B Americans moved to Europe to find manufacturing jobs.

C American industries produced replacements for foreign goods.

Modifications:

Grade 8 Social Studies STAAR and STAAR-M Fall 2012 by Objective

TEKS: 8.13: Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.

Objective:(B) Identify the economic factors that brought about rapid industrialization and urbanization.

STAAR

14

Factors Contributing to the Industrial Revolution in the United States

- The flow of imported goods is cut off during the War of 1812.
- Manufacturers invest in industrial technology.
- River water provides power to run factory machines.
- ?

Which of the following best completes the table above?

- A** Immigration expands the labor force.
- B** The government seizes control of factories.
- C** Overland trade routes become obsolete.
- D** A scarcity of raw materials causes prices to rise.

STAAR Modified

13 Read the list in the box below.

Reasons Industry Grew in the United States

- No goods were imported during the War of 1812.
- Manufacturers invested in industrial technology.
- River water provided power to run machines in factories.
- ?

Which of these best completes this list?

- A** Immigration provided more workers.
- B** The government took control of factories.
- C** Limited raw materials caused prices to rise.

Modifications: