

August 2004



# **Information Booklet**

## **Social Studies Grade 8**

**Texas Education Agency • Student Assessment Division**

## **INTRODUCTION**

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It assesses more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. We hope that every teacher will see the connection between what we test on this new state assessment and what our students should know and be able to do to be academically successful. To provide you with a better understanding of TAKS and its connection to the TEKS and to classroom teaching, the Texas Education Agency (TEA) has developed this newly revised edition of the TAKS information booklet. The information booklets were originally published in January 2002, before the first TAKS field test. Now, after several years of field tests and live administrations, we are able to provide an even more comprehensive picture of the testing program. We have clarified some of the existing material and, in some cases, provided new sample items and/or more explanations of certain item types. However, it is important to remember that these clarifications do not signify any change in the TAKS testing program. The objectives and TEKS student expectations assessed on TAKS remain unchanged. We hope this revised version of the TAKS information booklet will serve as a user-friendly resource to help you understand that the best preparation for TAKS is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

## **BACKGROUND INFORMATION**

The development of the TAKS program included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency took these steps to involve as many stakeholders as possible because we believed that the development of TAKS was a responsibility that had to be shared if this new assessment was to be an equitable and accurate measure of learning for all Texas public school students.

The three-year test-development process, which began in summer 1999, included a series of carefully conceived activities. First, committees of Texas educators identified those TEKS student expectations for each grade and subject area assessed that should be tested on a statewide assessment. Then a committee of TEA Student Assessment and Curriculum staff incorporated these selected TEKS student expectations, along with draft objectives for each subject area, into eleventh-grade exit level surveys. These surveys were sent to Texas educators at the middle school and secondary levels for their review. Based on input we received from more than 27,000 survey responses, we developed a second draft of the objectives and TEKS student expectations. In addition, we used this input during the development of draft objectives and student expectations for grades 3 through 10 to ensure that the TAKS program, like the TEKS curriculum, would be vertically aligned. This vertical alignment was a critical step in ensuring that the TAKS tests would become more rigorous as students moved from grade to grade. For example, the fifth grade tests would be more rigorous than the fourth grade tests, which would be more rigorous than the third grade tests. Texas educators felt that this increase in rigor from grade to grade was both appropriate and logical since each subject-area test was closely aligned to the TEKS curriculum at that grade level.

In fall 2000 TEA distributed the second draft of the objectives and TEKS student expectations for eleventh grade exit level and the first draft of the objectives and student expectations for grades 3 through 10 for review at the campus level. These documents were also posted on the Student Assessment Division’s website to encourage input from the public. Each draft document focused on two central issues: first, whether the objectives included in the draft were essential to measure on a statewide assessment; and, second, whether students would have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective in the spring of the school year. We received more than 57,000 campus-consensus survey responses. We used these responses, along with feedback from national experts, to finalize the TAKS objectives and student expectations. Because the state assessment was necessarily limited to a “snapshot” of student performance, broad-based input was important to ensure that TAKS assessed the parts of the TEKS curriculum most critical to students’ academic learning and progress.

In the thorough test-development process that we use for the TAKS program, we rely on educator input to develop items that are appropriate and valid measures of the objectives and TEKS student expectations the items are designed to assess. This input includes an annual educator review and revision of all proposed test items before field-testing and a second annual educator review of data and items after field-testing. In addition, each year a panel of recognized experts in the fields of English language arts (ELA), mathematics, science, and social studies meet in Austin to critically review the content of each of the high school level TAKS assessments to be administered that year. This critical review is referred to as a content validation review and is one of the final activities in a series of quality-control steps to ensure that each high school test is of the highest quality possible. A content validation review is considered necessary at the high school grades (9, 10, and 11) because of the advanced level of content being assessed.

## **ORGANIZATION OF THE TAKS TESTS**

TAKS is divided into test objectives. It is important to remember that the objective statements are not found in the TEKS curriculum. Rather, the objectives are “umbrella statements” that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that “break up” knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units that help campuses, districts, parents, and the general public understand the performance of our students and schools. Test objectives are not intended to be “translations” or “rewordings” of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (an elementary/middle school system) and for ninth grade through eleventh grade (a high school system). In addition, certain TEKS student expectations may logically be grouped under more than one test objective; however, it is important for you to understand that this is not meaningless repetition—sometimes the organization of the objectives requires such groupings. For example, on the TAKS writing tests for fourth and seventh grades, some of the same student expectations addressing the conventions of standard English usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under Objective 2 are assessed through the overall strength of a student’s use of language conventions on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages.

## **ORGANIZATION OF THE INFORMATION BOOKLETS**

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations as well as show enough sample items, reading and writing selections, and prompts to give educators a good sense of the assessment.

Each grade within a subject area is presented as a separate booklet. However, it is still important that teachers review the information booklets for the grades both above and below the grade they teach. For example, eighth grade mathematics teachers who review the seventh grade information booklet as well as the ninth grade information booklet are able to develop a broader perspective of the mathematics assessment than if they study only the eighth grade information booklet.

The information booklets for each subject area contain some information unique to that subject. For example, the mathematics chart that students use on TAKS is included for each grade at which mathematics is assessed. However, all booklets include the following information, which we consider critical for every subject-area TAKS test:

- an overview of the subject within the context of TAKS
- a blueprint of the test—the number of items under each objective and the number of items on the test as a whole
- information that clarifies how to read the TEKS
- the reasons each objective and its TEKS student expectations are critical to student learning and success
- the objectives and TEKS student expectations that will be included on TAKS
- additional information about each objective that will help educators understand how it is assessed on TAKS
- sample items that show some of the ways objectives are assessed

## **General Introduction to the TAKS Information Booklet for Social Studies**

The study of social studies is a process that develops from kindergarten through high school. This process helps students understand their place in the world and their role as responsible citizens. Social studies education enables students to develop critical-thinking skills, to prepare to participate productively in society, and to expand their horizons to include people and places far removed from their daily lives. The establishment of social studies as a graduation requirement in Texas’s assessment program attests to its importance and will further encourage students’ intellectual and civic growth.

History is important to students because past events provide context for understanding both present and future challenges. Students learn to seek information before forming opinions and to distinguish fact from opinion and bias from objectivity. Geography works hand in hand with the study of history. Where events occur has much to do with why they occur. Geography provides a basis for understanding nature and the influence of climate and terrain on human cultures. In addition, geography plays a significant role in the growing global economy.

While the successful demonstration of social studies knowledge and skills is now a graduation requirement, this is only the most basic reason for students to develop social studies literacy. The greatest benefit—not just to Texas students but also to the state of Texas as a whole—is the broadened perspective that a solid social studies education provides.

## **The Importance of Understanding Social Studies Curriculum at All Grade Levels**

The social studies TAKS are designed to assess those portions of the Texas state-mandated curriculum (TEKS) deemed essential to measure by Texas educators, administrators, and other stakeholders. Beginning in kindergarten, the social studies curriculum builds a skills and content foundation that continues to develop through high school. In other words, the curriculum is vertically aligned. Vertical alignment is crucial, since concepts and skills cross grade levels. Social studies and history teachers should have knowledge of the social studies curriculum at all grade levels, K–12. To be successful on the grade 8 social studies test, students need to enter eighth grade with a strong base of developed social studies skills and content knowledge from elementary school. Optimally, there is a dialogue between elementary, middle school, and high school teachers to promote the development of vertical teams and provide access to professional development. Vertical social studies teams should extend throughout high school since several courses are assessed on the grade 10 and exit level TAKS, United States History Since Reconstruction, World History Studies, World Geography Studies, and portions of the eighth grade social studies course.

## **Reading the Social Studies Information Booklet**

The curriculum is designed so that basic social studies concepts and skills can be strengthened from grade to grade. Because the TAKS measure and are aligned to the TEKS, the five social studies assessment objectives remain the same across the three grade levels assessed.

## **Social Studies Objectives for Grades 8, 10, and Exit Level**

Objective 1: The student will demonstrate an understanding of issues and events in U.S. history.

Objective 2: The student will demonstrate an understanding of geographic influences on historical issues and events.

Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.

Objective 4: The student will demonstrate an understanding of political influences on historical issues and events.

Objective 5: The student will use critical-thinking skills to analyze social studies information.

## TAKS Social Studies Blueprints for Grades 8, 10, and Exit Level

The TAKS blueprints establish the length of each subject-area/grade-level test and the number of test items measuring each objective. These blueprints provide consistency from one test administration to the next. Each blueprint reflects an appropriate distribution of the TEKS across objectives and ensures a variety of student expectations eligible for assessment.

<b>TAKS Objectives</b>	<b>Grade 8</b>	<b>Grade 10</b>	<b>Exit Level</b>
Objective 1: History	13	7	13
Objective 2: Geography	6	12	9
Objective 3: Economics and Social Influences	9	7	13
Objective 4: Political Influences	12	12	9
Objective 5: Social Studies Skills	8	12	11
<b>Total number of items</b>	<b>48</b>	<b>50</b>	<b>55</b>

### Sample Items

This booklet also includes sample items. These sample items are included at the end of each objective to assist educators as they develop instructional strategies to teach the content and skills in the state-mandated curriculum (TEKS). The selection of items is not intended to represent all the possible ways that a student expectation may be assessed. The items are also not intended to be used as models for test preparation worksheets, which should be unnecessary if the curriculum is being addressed daily in the classroom.

# Grade 8

## A Key to Understanding the TEKS Included on TAKS

Example from Grade 8 Social Studies, Objective 4

**A** ← (8.23) **Citizenship.** The student understands the importance of effective leadership in a democratic society. The student is expected to

**B** → (B) describe the contributions of significant political, social, [and military] leaders of the United States such as Frederick Douglass, [John Paul Jones,] James Monroe, and Elizabeth Cady Stanton. **C** ←

### KEY

#### **A. Knowledge and Skills Statement**

This broad statement describes what students should know and be able to do for eighth grade social studies. The number preceding the statement identifies the number of the knowledge and skills statement. It is important to read the knowledge and skills statement along with the student expectations associated with it for a full understanding of the concept.

#### **B. Student Expectation**

This specific statement describes what students should be able to do to demonstrate proficiency in what is described in the knowledge and skills statement. Students will be tested on skills outlined in the student expectation statement.

#### **C. [bracketed text]**

The student expectation has been presented in its entirety for two reasons: to clarify the link to the curriculum and to provide background information for test items. However, bracketed text will not be specifically tested on the TAKS.

**NOTE:** The full TEKS curriculum can be found at <http://www.tea.state.tx.us/teks/>.

## TEKS STUDENT EXPECTATIONS—IMPORTANT VOCABULARY

For every subject area and grade level, two terms—*such as* and *including*—are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways. To help you understand the effect that each of the terms has on specific student expectations, we are providing the following:

- a short definition of each term
- an example from a specific student expectation for this subject area
- a short explanation of how this term affects this student expectation

### ***Such as***

The term *such as* is used when the specific examples that follow it function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in addition to those listed or as replacements for those listed.

8.23(B) describe the contributions of significant political, social, [and military] leaders of the United States such as Frederick Douglass, [John Paul Jones,] James Monroe, and Elizabeth Cady Stanton.

In the example above, educators may choose to teach about various political and social leaders of the United States. This student expectation lists examples of individuals to provide educators an idea of the types of leaders who may be included on the assessment. (Note: bracketed material will not be assessed on TAKS.)

### ***Including***

The term *including* is used when the specific examples that follow it must be taught. However, other examples may also be used in conjunction with those listed.

8.18(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

In the example above, educators may choose to focus on various conflicts arising over the issue of states' rights. Although this student expectation requires educators to teach the Nullification Crisis and the Civil War, it does not imply that these are the only conflicts over the issue of states' rights that should be taught and assessed.

## Remember

For the TAKS tests, teachers should remember two things with regard to these terms.

- Any example preceded by the term *such as* in a particular student expectation may or may not provide the basis for an item assessing that expectation. Because these examples do not necessarily have to be used to teach the student expectation, it is equally likely that other examples will be used in assessment items. The rule here is that an example should be used only if it is central to the knowledge, concept, or skill the item assesses.
- It is more likely that some of the examples preceded by the term *including* in a particular student expectation will provide the basis for items assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the term *including* do not represent all of the examples possible, so other examples may also provide the basis for an assessment item. Again, the rule here is that an example should be used only if it is central to the knowledge, concept, or skill the item assesses.

## Texas Assessment of Knowledge and Skills Social Studies Assessment—Grade 8, Objective 1

*Objective 1 is a history objective and consists of TEKS that pertain to major issues and events in American history from 1607 through Reconstruction. This objective focuses primarily on the founding and growth of the United States. The knowledge and skills statements and student expectations describe many of the social and political tensions that challenged the developing nation. When teaching the TEKS student expectations for this objective, teachers should make students aware of the historical factors surrounding major events such as the American Revolution, the development of political parties, the westward expansion of the nation, and the Civil War. They should also help students understand how events and decisions made in the nation's early years connect to later events. An example would be how early debates about states' rights, such as the Nullification Crisis, eventually contributed to the outbreak of the Civil War.*

*By studying the portions of the curriculum listed in Objective 1, students will gain an understanding of the early development of their nation. They will also understand the short-term and long-term consequences of the important events that occurred during this time period. This understanding will provide the foundation necessary for success on the tenth grade and exit level social studies assessments. Knowledge of their country's development gives students a sense of their historical past. The more students know about the historical events that have shaped our country, the more they can understand why these events occurred and how these events shape America's present course. In short, having the ability to look back prepares students for their future role as informed citizens capable of participating fully in American society.*

### Objective 1

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

- (8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
  - (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;
  - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
  - (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861–1865.
  
- (8.2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to
  - (B) compare political, economic, and social reasons for establishment of the 13 colonies.

- (8.4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to
- (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;
  - (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, [the Marquis de Lafayette,] Thomas Paine, and George Washington;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and
  - (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.
- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to
- (C) explain the origin and development of American political parties;
  - (D) explain the [causes of and] issues surrounding important events of the War of 1812;
  - (E) [trace the foreign policies of Presidents Washington through Monroe and] explain the impact of Washington’s Farewell Address and the Monroe Doctrine;
  - (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and
  - (G) analyze federal [and state] Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.
- (8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
  - (B) explain the political, economic, and social roots of Manifest Destiny;
  - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; and
  - (D) explain the major issues [and events] of the Mexican War and their impact on the United States.

- (8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
  - (C) analyze the impact of slavery on different sections of the United States; and
  - (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- (8.8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
  - (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee’s surrender at Appomattox Court House; and
  - (C) analyze Abraham Lincoln’s ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

### **Objective 1—For Your Information**

The following list contains some of the issues students must understand to respond to questions related to Objective 1:

- how dates specifically listed in this portion of the curriculum are essential to understanding American history;
- how and why the original 13 colonies were established in British North America;
- why and how the American Revolution and the drafting of the U.S. Constitution occurred;
- how U.S. political leaders dealt with various domestic and international issues during the early years of the Republic;
- why westward expansion occurred and how it influenced the development of the United States through Reconstruction;
- how issues specifically listed in this portion of the curriculum contributed to tensions between the North and the South and the outbreak of the Civil War; and
- how individuals, issues, and events specifically listed in this portion of the curriculum contributed to the outcome of the Civil War.

## Objective 1 Sample Items

- 1 The Great Compromise reached at the Constitutional Convention of 1787 dealt with the issue of —
- A\* representation of the states in Congress
  - B limitation of the president to two consecutive terms
  - C appointing judges for a term of good behavior
  - D creating a system in which power is shared by national and state governments

**(8.4)(D)**

- 2 The involvement of the common man in the political process is associated with the political era dominated by —
- A James Monroe
  - B\* Andrew Jackson
  - C George Washington
  - D John Adams

**(8.5)(F)**

- 3 The Northwest Ordinance of 1787 was one of the most important laws passed under the Articles of Confederation. This law established —
- A an executive branch of government to enforce federal laws
  - B a federal bank to control the printing of money
  - C\* a policy to admit western territories as equal states
  - D an agency to oversee commerce in western lands

**(8.6)(A)**

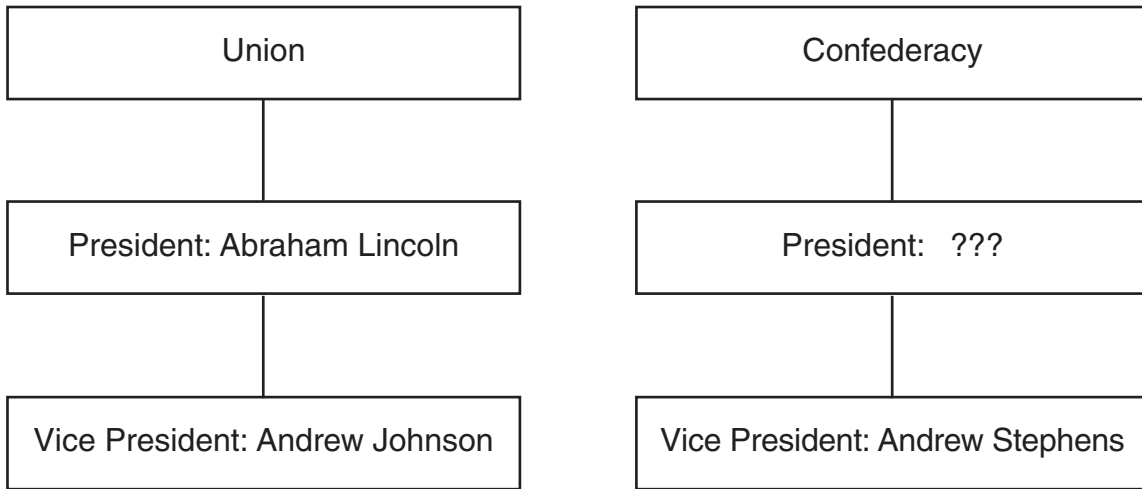
**Use the information in the box and your knowledge of social studies to answer the following question.**

- Missouri Compromise (1820)
- Compromise of 1850
- Kansas-Nebraska Act (1854)

- 4 The goal of the compromises listed above was to —
- A return fugitive slaves to their owners
  - B establish standards for achieving statehood
  - C\* maintain a balance between free and slave states
  - D end slavery in U.S. territories

**(8.7)(D)**

Use the diagram and your knowledge of social studies to answer the following question.



5 Which of these officials completes the chart?

- A Ulysses S. Grant
- B James Buchanan
- C Robert E. Lee
- D\* Jefferson Davis

**(8.8)(A)**

## TAKS Social Studies Assessment—Grade 8, Objective 2

*Objective 2 is the geography objective and consists of TEKS that center on the role of geographic factors in American history from the colonial period through Reconstruction. The knowledge and skills statements and student expectations in this objective focus on the influence of geography on the founding and growth of the United States. When teaching the student expectations in this objective, teachers should concentrate on the ways in which geographic issues affected major events such as westward expansion and the early economic and social development of the nation. For example, teachers might discuss the unique landforms that American pioneers faced as they moved from Missouri to Oregon.*

*Students who gain geographic knowledge and understanding will recognize and appreciate the geographic issues that affect their daily lives. Examples of these issues are the development of traffic routes in their towns or cities; debates about land use, such as agriculture versus real estate development; the effects of drought on water use; and the movement of migrant laborers in search of work. A good understanding of past and present geography concepts enables students to participate in and make informed decisions about local, regional, and international geographic issues.*

### Objective 2

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

- (8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (E) identify areas that were acquired to form the United States.
- (8.10) **Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to
- (B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, [models, and databases].
- (8.11) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to
- (A) locate places and regions of importance in the United States during the 18th and 19th centuries;
  - (B) compare places and regions of the United States in terms of physical and human characteristics; and
  - (C) analyze the effects of physical and human geographic factors on major historical [and contemporary] events in the United States.

(8.12) **Geography.** The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to

- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.

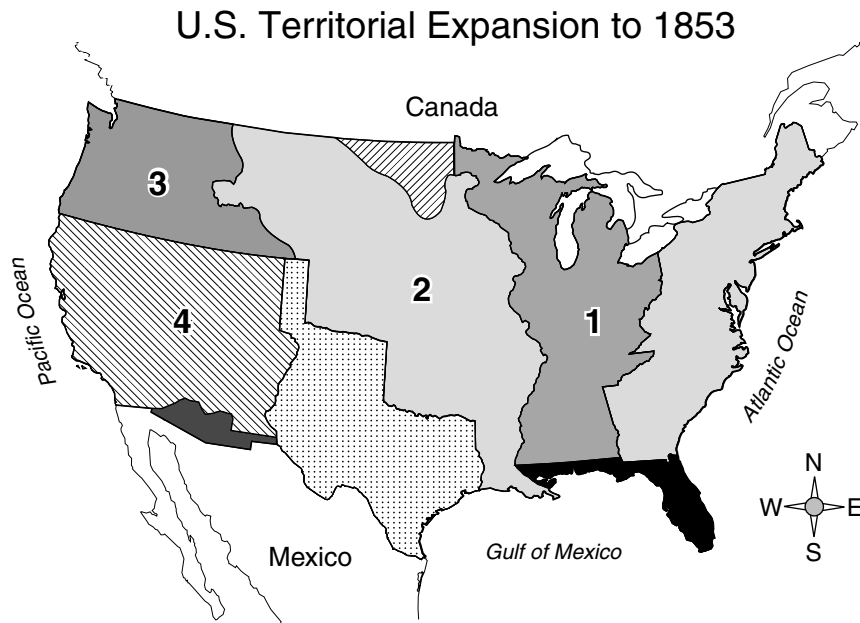
## **Objective 2—For Your Information**

The following list contains some of the issues students must understand to respond to questions related to Objective 2:

- how regions with unique geographic traits were acquired by the United States during the era of westward expansion;
- how questions about geography can be answered by interpreting maps, graphs, and charts;
- how different regions of the United States possess distinct physical and human characteristics and how these characteristics helped shape events during the 18th and 19th centuries; and
- how environmental factors influenced population patterns and economic activities in the United States during the 18th and 19th centuries.

## Objective 2 Sample Items

Use the map and your knowledge of social studies to answer the following questions.



1 Which area on the map did the United States acquire through the Treaty of Paris of 1783?

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

**(8.6)(E)**

Use the information in the box and your knowledge of social studies to answer the following question.

- Sugar
- Rice
- Cotton
- Tobacco

2 Which of the following would be the best title for the list above?

- A Farming in the North, 1860
- B Agriculture on the Great Plains, 1860
- C\* Major Crops of the South, 1860
- D Cotton Is King, 1860

**(8.11)(B)**

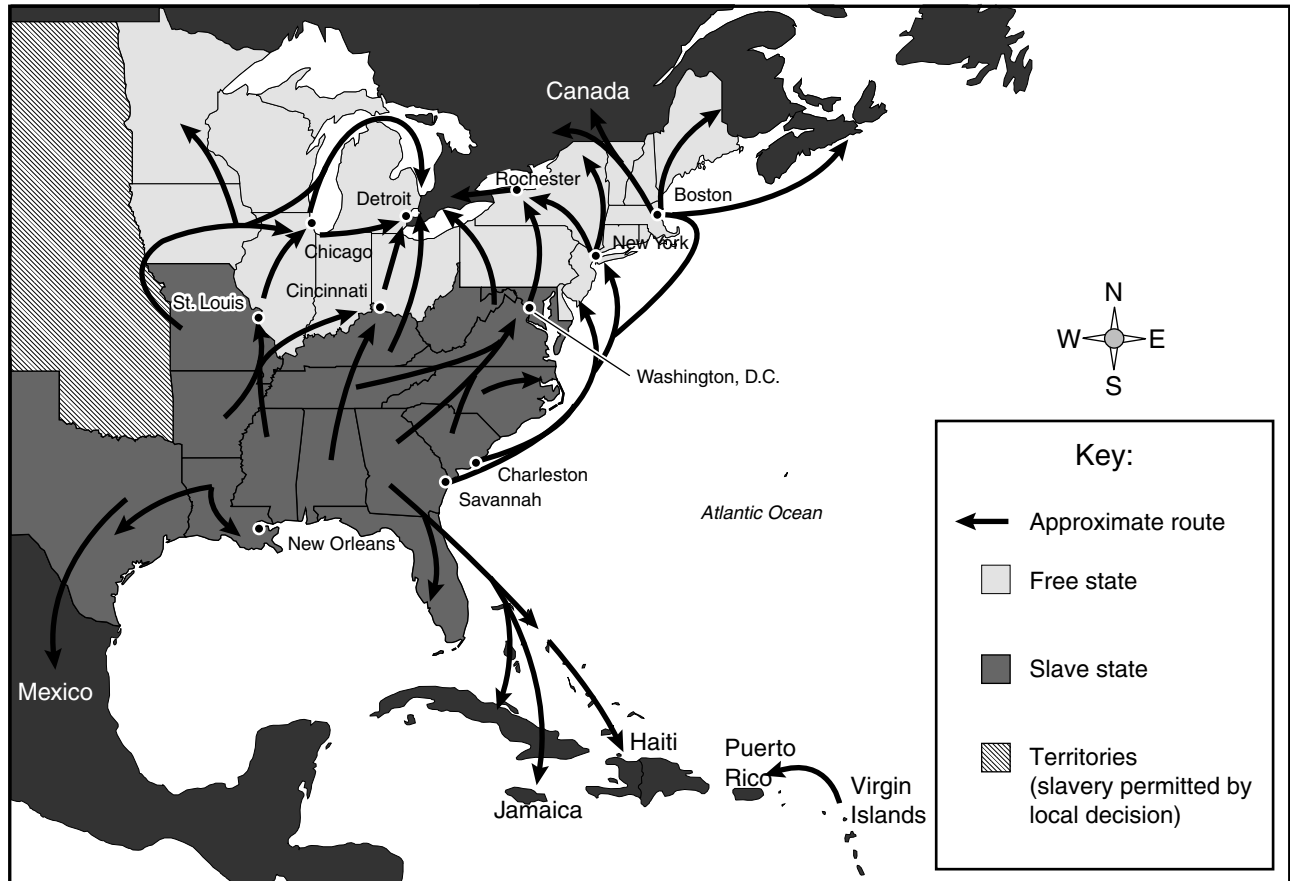
3 Colonial troops in the Revolutionary era enjoyed a geographic advantage over the British because —

- A the colonists had secure supply lines and plentiful supplies
- B\* the distance from Great Britain made it difficult for the British to replace troops
- C the colonial navy could protect coastal cities from British attacks
- D the British army surrendered its forts during the first year of fighting

**(8.11)(C)**

Use the map and your knowledge of social studies to answer the following question.

### Escape Routes Used by Fugitive Slaves



Source: U.S. Department of the Interior

- 4 Based on the map, what conclusion can be drawn about the routes used by fugitive slaves?
- A\* The routes led mostly to border areas and territories where slavery was prohibited.
  - B The routes formed an official border between the North and the South.
  - C The routes were located primarily in coastal regions.
  - D The routes heading south were used by more fugitive slaves than the routes heading north.

(8.10)(B)

## TAKS Social Studies Assessment—Grade 8, Objective 3

*Objective 3 consists of TEKS that concentrate on the role of economic and social factors in American history from the colonial period through Reconstruction. The knowledge and skills statements and student expectations centered on economics describe how economic factors influenced slavery, how economic forces resulted in the Industrial Revolution of the 19th century, and how the free-enterprise system developed in the United States. The knowledge and skills statements and student expectations focused on culture describe how people from many backgrounds contributed to the development of the United States during the 17th, 18th, and 19th centuries. When teaching the student expectations listed under this objective, consider how the development of a market-based economy with distinct regional characteristics affected U.S. society. Also consider how people from different social groups contributed to the growth of our national culture.*

*By studying the curriculum listed under Objective 3, students will understand how economic and social factors played a major role in the early historical development of the United States. This knowledge helps create a foundation for studying the economic and social influences discussed in the high school course, United States History Since Reconstruction, and also helps students prepare for success on the exit level social studies assessment. Understanding the economic development of the United States and the relationships among people from different racial, ethnic, and religious backgrounds prepares students to make informed decisions regarding the economy and to appreciate the diverse populations of their country.*

### Objective 3

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

- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to
- (B) summarize arguments regarding protective tariffs, taxation, [and the banking system].
- (8.13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to
- (A) identify economic differences among different regions of the United States; and
  - (B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.
- (8.14) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to

- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (8.15) **Economics.** The student understands the origins and development of the free enterprise system in the United States. The student is expected to
- (A) explain why a free enterprise system of economics developed in the new nation.
- (8.24) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (D) analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity]; and
  - (E) identify the political, social, and economic contributions of women to American society.
- (8.25) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to
- (A) describe the historical development of the abolitionist movement; and
  - (B) evaluate the impact of reform movements including public education, temperance, women’s rights, [prison reform, and care of the disabled].
- (8.28) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, [and the Bessemer steel process];
  - (B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;
  - (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally [and internationally]; and
  - (D) explain how technological innovations led to rapid industrialization.
- (8.29) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to
- (C) identify examples of how industrialization changed life in the United States.

### Objective 3—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 3:

- how and why government leaders dealt with various economic issues during the early years of the Republic;
- how and why a free-enterprise system of economics developed in the United States;
- how and why different regions of the United States developed distinct economic features;
- how various scientific and technological innovations contributed to industrialization and the development of national markets in the United States during the 19th century;
- how various economic forces and technological innovations contributed to the rapid growth of cities in the United States during the 19th century;
- how industrialization affected daily life in the United States;
- how women and people from various racial, ethnic, and religious groups contributed to political, social, and economic life in the United States during the 17th, 18th, and 19th centuries; and
- how various reform movements affected American politics and society during the 19th century.

### Objective 3 Sample Items

- 1 What was one of the major economic differences between the South and the North before the Civil War?
- A The South was much larger than the North and therefore had a greater economic base.
  - B Fewer southern farmers than northern farmers owned land.
  - C The South produced a wider variety of products than the North produced.
  - D\* The South's economy relied on slave labor, while the North's economy relied on wage labor.

**(8.13)(A)**

- 2 During the mid-1800s the development of the factory system in the United States contributed to —
- A\* the rapid growth of cities
  - B a decrease in agricultural production
  - C a decline in the number of immigrants
  - D the overall lowering of the standard of living

**(8.14)(B)**

- 3 In addition to the locomotive, what other early 1800s technological innovation led to an increase in markets for goods manufactured in the Northeast?
- A\* Steamboat
  - B Steel plow
  - C Telegraph
  - D Clipper ship

**(8.28)(A)**

## TAKS Social Studies Assessment—Grade 8, Objective 4

*Objective 4 is the political objective and consists of TEKS that center on the growth of representative government in early America. The knowledge and skills statements and student expectations in this objective focus on the development of representative institutions during the colonial period, the writing of the U.S. Constitution and the Bill of Rights, and issues related to constitutional law through Reconstruction. When teaching the student expectations in this objective, teachers should concentrate on how early political leaders drew inspiration from historical documents and balanced regional interests while forming a national government. For example, the Great Compromise of 1787 illustrates how political leaders constructed a form of representative government acceptable to representatives of both large and small states. Teachers should also focus on how the constitutional powers of the national government continued to evolve during the 90 years following the signing of the Constitution.*

*By studying the curriculum listed under Objective 4, students will understand the development of representative government in early America. Understanding the evolution of early American government provides an important foundation that prepares students for further study in the high school course, United States History Since Reconstruction.*

### Objective 4

**The student will demonstrate an understanding of political influences on historical issues and events.**

- (8.3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
- (A) explain the reasons for the growth of representative government and institutions during the colonial period; and
  - (B) evaluate the importance of the Mayflower Compact, [the Fundamental Orders of Connecticut,] and the Virginia House of Burgesses to the growth of representative government.
- (8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to
- (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government;
  - (B) summarize the strengths and weaknesses of the Articles of Confederation;
  - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the

Bill of Rights; and

- (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.
- (8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to
- (A) summarize the purposes for and processes of changing the U.S. Constitution; and
  - (B) describe the impact of the 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.
- (8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, [and George Mason]; and
  - (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (8.19) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v. Madison*, [*McCulloch v. Maryland*, and *Gibbons v. Ogden*]; and
  - (B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.
- (8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
- (A) define and give examples of unalienable rights; and
  - (B) summarize rights guaranteed in the Bill of Rights.
- (8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to
- (B) describe the importance of free speech and press in a democratic society.
- (8.23) **Citizenship.** The student understands the importance of effective leadership in a

democratic society. The student is expected to

- (B) describe the contributions of significant political, social, [and military] leaders of the United States such as Frederick Douglass, [John Paul Jones,] James Monroe, and Elizabeth Cady Stanton.

#### **Objective 4—For Your Information**

The following list contains some of the issues students must understand to respond to questions related to Objective 4:

- how representative institutions developed during the colonial period;
- how various historical documents influenced American political leaders as they created the U.S. Constitution;
- how the U.S. Constitution and the Bill of Rights addressed colonial grievances listed in the Declaration of Independence;
- how the U.S. Constitution reflects the following principles:
  - limited government
  - republicanism
  - checks and balances
  - federalism
  - separation of powers
  - popular sovereignty
  - individual rights;
- how and why the U.S. Constitution can be amended;
- how all U.S. citizens possess certain rights and responsibilities;
- how the individual rights of U.S. citizens are protected;
- how political leaders negotiated the balance of power between the federal and state governments during the late 18th and 19th centuries;
- how specific landmark Supreme Court cases listed in this portion of the curriculum affected U.S. government and society in the 19th century; and
- how specific political and social leaders listed in this portion of the curriculum influenced the functioning of representative government in early America.

## Objective 4 Sample Items

- 1 The Declaration of Independence states that governmental powers come from the “consent of the governed.” What does this mean in the U.S. system of government?
- A The power of the government outweighs the power of the people.
  - B The government can force the people to do whatever it commands.
  - C The power of the government rests in a monarch.
  - D\* The government receives its authority to act from the people.

**(8.16)(A)**

- 2 John C. Calhoun’s argument concerning the Tariff of 1828 was that —
- A\* states could nullify federal laws if they believed the laws were unconstitutional
  - B only the Supreme Court had the power to declare laws unconstitutional
  - C the president did not have the power to veto acts of Congress without its consent
  - D states were obligated to comply with all laws, even unconstitutional ones

**(8.18)(B)**

Use the information in the box and your knowledge of social studies to answer the following question.

- The legislative branch of government creates laws.
- The executive branch of government enforces laws.
- The judicial branch of government interprets laws.

- 3 Which of the following terms best describes the information in the box?
- A States’ rights
  - B Popular sovereignty
  - C\* Separation of powers
  - D Special session

**(8.16)(D)**

Use the information in the boxes and your knowledge of social studies to answer the following question.

### Federalists

- Nationalists
- Strong federal government
- Alexander Hamilton

### Anti-Federalists

- Localists
- Strong state governments
- ?

4 Which of these leaders is most associated with the ideas of the Anti-Federalists?

- A James Madison
- B\* Patrick Henry
- C John Adams
- D George Washington

**(8.18)(A)**

Some eighth grade student expectations will be assessed at grades 8, 10, and exit level. The following items illustrate how one concept from one grade 8 student expectation might be assessed at all three grade levels.

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

- (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.

### Grade 8 Example

#### One Principle of the U.S. Constitution

Checks and Balances  
A system by which each branch of government limits the power of the other branches

Which of these is an example of the system of checks and balances?

- A Congress can regulate industry.
- B Governors can pardon federal prisoners.
- C\* The president can veto bills passed by Congress.
- D The Supreme Court can impeach members of Congress.

### Grade 10 Example

Which of the following is an example of checks and balances found in the U.S. Constitution?

- A The president can veto Supreme Court rulings.
- B\* Congress must approve the appointment of federal judges.
- C Congress can pass laws.
- D The Supreme Court can impeach elected officials.

### Exit Level Example

Which constitutional principle is illustrated in these headlines?

Senate Rejects  
Treaty of Versailles

President Truman Vetoes  
the Taft-Hartley Act

Supreme Court Declares  
Minimum Wage Law  
Unconstitutional

- A Federalism
- B Popular sovereignty
- C\* Checks and balances
- D Individual rights

## TAKS Social Studies Assessment—Grade 8, Objective 5

*Objective 5 is the skills objective and consists of TEKS that focus on the use of critical-thinking skills to analyze social studies information. Critical-thinking skills are a major component of all portions of the state-mandated curriculum. Social studies skills can and should be integrated into the teaching of the other four assessment objectives listed in this information booklet. The knowledge and skills statements and student expectations in this objective include a variety of strategies that students can employ to analyze and interpret written, visual, and statistical accounts of historical events. When teaching the student expectations in this objective, teachers should provide students with multiple opportunities to apply these strategies to both primary and secondary sources. It is only through the application of critical-thinking skills that students' understanding of early American history is deepened.*

*By studying the curriculum listed in Objective 5, students will understand how to apply critical-thinking skills to analyze both historical and current information. Developing and reinforcing critical-thinking skills at this grade level provides students with the tools they will need to be successful on the exit level social studies assessment.*

### Objective 5

**The student will use critical thinking skills to analyze social studies information.**

- (8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to
- (A) [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States;
  - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions;
  - (C) [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, charts, timelines, and maps;
  - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; and
  - (F) identify bias in written, [oral,] and visual material.

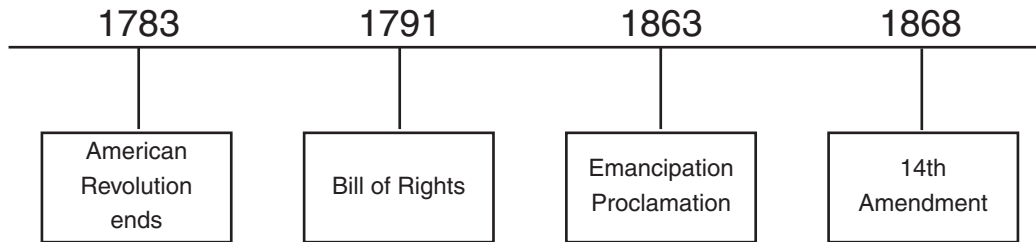
## **Objective 5—For Your Information**

The following list contains some of the issues students must understand to respond to questions related to Objective 5:

- how to use primary and secondary sources to learn about early American history;
- how to analyze information by using the following critical-thinking strategies:
  - sequencing
  - categorizing
  - identifying cause-and-effect relationships
  - comparing and contrasting
  - finding the main idea
  - summarizing
  - making generalizations
  - making inferences and drawing conclusions;
- how to interpret information from visual sources, such as graphs, charts, time lines, and maps;
- how to identify the different points of view that people in the past expressed about historical events and individuals; and
- how to identify bias in written and visual sources.

## Objective 5 Sample Items

Use the diagram and your knowledge of social studies to answer the following question.



- 1 What conclusion can be drawn from the diagram above?
- A\* The United States was becoming increasingly concerned with individual liberties.
  - B The United States was becoming increasingly isolated from foreign affairs.
  - C The United States increasingly limited opportunities for minorities.
  - D The United States increasingly feared the creation of a strong central government.

**(8.30)(B)**

Use the table and your knowledge of social studies to answer the following question.

### Presidential Election of 1860

Candidate	Political Party	Electoral Vote	Popular Vote
Bell	Constitutional Union	39	588,897
Breckinridge	Southern Democrat	72	849,781
Douglas	Northern Democrat	12	1,376,957
Lincoln	Republican	180	1,866,352

Source: *Congressional Quarterly*

- 2 What conclusion can be drawn from the data provided?
- A Douglas carried more states than Breckinridge carried.
  - B\* Lincoln was elected without a majority of the total popular vote.
  - C The Constitutional Union Party fared better in the popular vote than the Northern Democrats did.
  - D Of the two Democratic candidates, Douglas received more electoral votes.

**(8.30)(C)**

Use the excerpt and your knowledge of social studies to answer the following question.

Ye that dare oppose not only the tyranny  
but the tyrant, stand forth!  
— *Thomas Paine, Common Sense, 1776*

- 3 Thomas Paine made this statement to convince people that —
- A peaceful negotiations could end the Revolutionary War
  - B elected officials routinely abused their power
  - C\* the king was responsible for unfair colonial taxes
  - D Native American chiefs should be overthrown by the colonists

**(8.30)(D)**