

2022 STAAR Grade 8 Social Studies Rationales

Item #	Rationale	
2	Option J is correct	Separation of powers refers to the division of power among the three branches of government. The diagram shows these branches and the primary power given to each by the U.S. Constitution. For this item, the student applies critical-thinking skills to organize and interpret information from a diagram.
	Option F is incorrect	The concept of federalism involves the division of governing power between the national government and state governments. The diagram only addresses the responsibilities and powers of the national government.
	Option G is incorrect	Although popular sovereignty is about power, it is the idea that the power of government originates with the people. The diagram is about how governmental powergr359ta 2-9.2 (i)-9.5.8 (h)J-1.9 (n)-6 trr6l

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4	Option J is correct	After Parliament passed the Intolerable Acts in 1774, delegates from the colonies met in what became known as the First Continental Congress. During the First Continental Congress, the delegates organized unified resistance to the acts. For this item, the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option F is incorrect	One of the Intolerable Acts included a requirement for the colonists to pay for the destruction of the tea dumped in Boston Harbor during the Boston Tea Party. However, this requirement was from Parliament. The American colonies reacted by resisting this and other parts of the Intolerable Acts.
	Option G is incorrect	In 1774, when the colonists planned their resistance to the Intolerable Acts, they were not seeking independence. Benjamin Franklin's trip to France in search of military aid occurred several years after the American Revolution had begun and independence had been declared.
	Option H is incorrect	The colonies lacked the power to impose taxes on British imports. Instead, the American colonists boycotted British imports.

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6	Option G is correct	Virginia had hot summers and mild winters, which provided a suitable climate for large-scale farming of tobacco. Furthermore, the rivers of Virginia and the fertile soil supported the cultivation of cash crops such as tobacco. For this item, the student applies critical-thinking skills to draw conclusions.
	Option F is incorrect	The rocky soil and cold winters of Massachusetts did not support large-scale agriculture or the growth of cash crops of ()6.3 (o)3.2 ()0.7 (d)-4.8 (r)2irlacale

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7	Option A is correct	Due process requires that legal matters be resolved according to established rules and principles. In the United States, the rights to a speedy and public trial, an impartial jury, and legal counsel are due-process rights that have been established either through constitutional amendment or U.S. Supreme Court decisions. For this item, the student applies critical-thinking skills to categorize information.
	Option B is incorrect	Eminent domain is established by the Fifth Amendment to the U.S. Constitution. It involves due process

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8	Option H is correct	John Brown raided Harpers Ferry to start a rebellion by enslaved people. The raid increased tensions between the North and the South. It also furthered the narrative that slavery could be abolished only through violence. For this item, the student applies critical-thinking skills to use a secondary source to acquire information about the United States.
	Option F is incorrect	John Brown was from the North. He opposed slavery, and his raid showed that some Northerners were willing to fight against slavery rather than in defense of it.
	Option G is incorrect	Southerners did oppose high tariffs. However, John Brown was from the North. Furthermore, John Brown's raid on Harpers Ferry was motivated by a desire to end slavery rather than a desire to protest high tariffs.
	Option J is incorrect	Several years before his raid on Harpers Ferry, John Brown was involved in "Bleeding Kansas," where the prospect of popular sovereignty prompted supporters and opponents of slavery to try to influence how the territory would vote on the issue. However, in Virginia, popular sovereignty was not an issue; rather, John Brown sought to start a rebellion of enslaved people.

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9	Option B is correct	The Radical Republicans were a group of legislators who became influential during Reconstruction. They believed that African Americans should have the same rights as white citizens and that the federal government should ensure those rights. They also believed that Confederate leaders should be punished for their actions. For this item, the student applies critical-thinking skills to categorize information.

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10	Option G is correct	Eli Whitney promoted the use of interchangeable parts in the manufacturing of guns. The use of

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11	Option A is correct	The English Bill of Rights listed the rights of citizens, such as the right to trial by jury, the right to petition the government, and the right to a fair trial. The Bill of Rights also listed the rights of the states, such as the right to a fair trial, the right to a fair trial, and the right to a fair trial.

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12	Option F is correct	The Three-Fifths Compromise determined that three-fifths of a state's enslaved people would be counted as part of the population when determining representation in the U.S. House of Representatives. For this item, the student applies critical-thinking skills to draw a conclusion.
	Option G is incorrect	While the Three-Fifths Compromise did address the issue of slavery, it did not focus on the slave trade. Instead, it focused on how enslaved people would be counted as part of the population. The debate over the importation of enslaved people was settled by the agreement that the practice would cease twenty years after the U.S. Constitution was approved.

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13	Option B is correct	The three headlines describe situations in which states claimed their rights against the federal government. Both Kentucky and South Carolina claimed the right to declare a federal law null and void, though the U.S. Supreme Court rejected the theory of nullification by the states. The delegates at the Hartford Convention debated their rights to secede and to amend the Constitution based on their interpretation of states' rights. For this item, the student applies critical-thinking skills to compare information.
	Option A is incorrect	The Alien and Sedition Acts, which prompted the Kentucky Resolution, were about the issues of naturalization and free speech. The Hartford Convention was a response to the War of 1812. The Nullification Crisis in South Carolina began over the issue of tariffs. None of these focused on slavery.
	Option C is incorrect	The issue of taxation without representation was a central cause of the Revolutionary War. The Kentucky

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Item #	Rationale	
16	Option F is correct	The Erie Canal provided a transportation route from the Atlantic Ocean to the Great Lakes. Improved trade in the Great Lakes region helped open the Midwest for further settlement. For this item, the student applies critical-thinking skills to organize and interpret information from a map.
	Option G is incorrect	This transportation route had little impact on the South, although it did encourage the construction of canals in the region. By the time of the Erie Canal, indentured servitude was not a common part of the economic system in the North.
	Option H is incorrect	This transportation route increased access to the Midwest, but it did not greatly impact the West. The increased transport of goods along this route solidified the role of the Northeast as the commercial center of the nation. Agricultural production was centered in the South and later expanded into the Midwest.

Option J is incorrect

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Item #	Rationale	
18	Option G is correct	Washington encouraged the nation to remain uninvolved in the politics of other countries in order to prevent the newly formed United States from getting drawn into European wars that could threaten the political independence of the country. For this item, the student applies critical-thinking skills to draw a conclusion.
	Option F is incorrect	Washington's advice to stay out of European politics did not address the issue of colonization. France and Spain maintained colonies in the Americas at this time, and Washington did not suggest that the United States should take action to liberate these colonies. Rather, it was the Monroe Doctrine that later challenged European colonization of the Americas.
	Option H is incorrect	Washington encouraged commercial ties with other countries. Trade embargoes were used in the early 1800s by presidents seeking to stay neutral in conflicts between Great Britain and France.
	Option J is incorrect	Washington's advice focused on the need for the nation to remain uninvolved in the affairs of European nations. He encouraged commerce with Europe, but he did not suggest that economic growth should be gained through the transatlantic slave trade.

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Item #	Rationale	
20	Option G is correct	Dorothea Dix was an activist who advocated for people who experienced mental illness. She repeatedly lobbied Congress and state legislatures to improve care for people experiencing mental illness. For this item, the student applies critical-thinking skills to organize and interpret information from a report.
	Option F is incorrect	Sojourner Truth was an abolitionism activist who spoke against and worked to abolish slavery.
	Option H is incorrect	Harriet Beecher Stowe was an author who, in both her writing and her life, advocated for the abolition of slavery. She did not address the plight of people facing mental illness.

Option J is incorrect

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Item #	Rationale	
22	Option F is correct	During the colonial era, Parliament used the Quartering Act to require colonists to provide food, housing, and other provisions to British troops in America. The colonists opposed this practice and listed it as a grievance in the Declaration of Independence. The Founding Fathers later prohibited the practice through their inclusion of the Third Amendment in the Bill of Rights. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	By the time that the Third Amendment was proposed in 1789, the United States was independent and British troops no longer were stationed in the country.
	Option H is incorrect	The prohibition of the quartering of troops does not address the funding of the military. Instead, it protected citizens from having to house soldiers against their will.
	Option J is incorrect	Prohibiting the national government from forcing citizens to house soldiers did not impact state militias. The purpose of the amendment was to protect citizens from what had been seen as an egregious practice by the British.

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23	Option B is correct	In the Declaration of Independence, Jefferson emphasized the idea that people have certain unalienable rights. This concept of natural rights formed the ideological basis of the colonists' fight for independence. In addition, Jefferson included a list of grievances that showed how the British government had violated those rights. For this item, the student applies critical-thinking skills to make a generalization.
	Option A is incorrect	The Declaration of Independence only declared the colonies' independence; the Articles of Confederation provided the structure for the first government of the United States.
	Option C is incorrect	The Declaration of Independence listed the colonists' grievances and declared their independence. Military strategy was developed by leaders such as George Washington.

Option D is incorrect

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25	Option C is correct	The map shows the routes of the transatlantic slave trade. The plantation system in the Americas depended on the forced labor of enslaved people, who received no wages. This demand spurred the

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29	Option B is correct	Andrew Jackson believed that the board of the bank was biased in favor of the northern states because they were more urban and industrialized. As a result, he believed that the bank favored the wealthy and

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Item #	Rationale	
30	Option J is correct	The jobs offered by factories and the offer of

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Item #	Rationale	
35	Option B is correct	The case of <i>Gibbons v. Ogden</i> involved interstate commerce and which level of government had the right to regulate trade and grant monopolies. The U.S. Supreme Court ruled that Congress had the power to regulate commerce between states based on Article 1, Section 8, Clause 3 of the U.S. Constitution. For this item, the student applies critical-thinking skills to summarize information.
	Option A is incorrect	The 1824 case of <i>Gibbons v. Ogden</i>

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36	Option G is correct	The Battle of Antietam occurred in Maryland, and the Battle of Gettysburg occurred in Pennsylvania. Both states were under Union control during the Civil War. For this item, the student applies critical-thinking skills to make a contrast.
	Option F is incorrect	Both battles were victories for the Union forces rather than for the Confederacy.
	Option H is incorrect	Virginia seceded in 1861. The Battle of Antietam was fought in 1862, and Gettysburg was fought in 1863, so neither battle was an attempt to keep Virginia in the union.
	Option J is incorrect	The capital of the Confederacy was Richmond, Virginia. Neither Antietam nor Gettysburg was fought in Virginia.

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Item #	Rationale	
37	Option C is correct	By arguing that commerce should be “left most free to individual enterprise,” Jefferson advocates for government having minimal regulation over business and industry. For this item, the student applies critical-thinking skills to use a primary source to acquire information about the United States.
	Option A is incorrect	Protective tariffs are a form of government intervention on behalf of certain businesses. Jefferson suggests that the government leave business and agriculture to private individuals and entities.
	Option B is incorrect	In this excerpt, Jefferson argues in favor of government remaining uninvolved in business. Controlling the amount of competition would necessitate government intervention in business.

Option D is incorrect

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38	Option F is correct	The North had an extensive network of railroads before the war broke out. This network facilitated the transportation of both soldiers and supplies to the areas where they were needed. For this item, the student applies critical-thinking skills to draw a conclusion.
	Option G is incorrect	The Oregon Trail was used during the Civil War. However, it was used primarily by people leaving Oregon to join the Union or Confederate army or by people seeking to flee the war.
	Option H is incorrect	The climate and terrain of the Northern states were not conducive to producing cotton. Furthermore, Union troops wore uniforms made mostly of wool.
	Option J is incorrect	By the time of the Civil War, railroads had replaced canals as the most efficient means of transportation.

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Item #	Rationale	
40	Option J is correct	George Washington was the first president of the United States. He served two terms, appointed cabinet members, and recommended the use of the title "Mr. President." For this item, the student applies critical-thinking skills to categorize information.
	Option F is incorrect	John Adams was the second president of the United States. The traditions described in the diagram had already been established by George Washington when Adams became president.
	Option G is incorrect	Thomas Jefferson served two terms as president, but he was following George Washington's example in doing so. The other traditions described in the diagram had also already been established by Washington.
	Option H is incorrect	James Madison served two terms, but he was the third president to do so. The other traditions described in the diagram had also already been established by Washington.

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Item #	Rationale
41	Option A is correct

