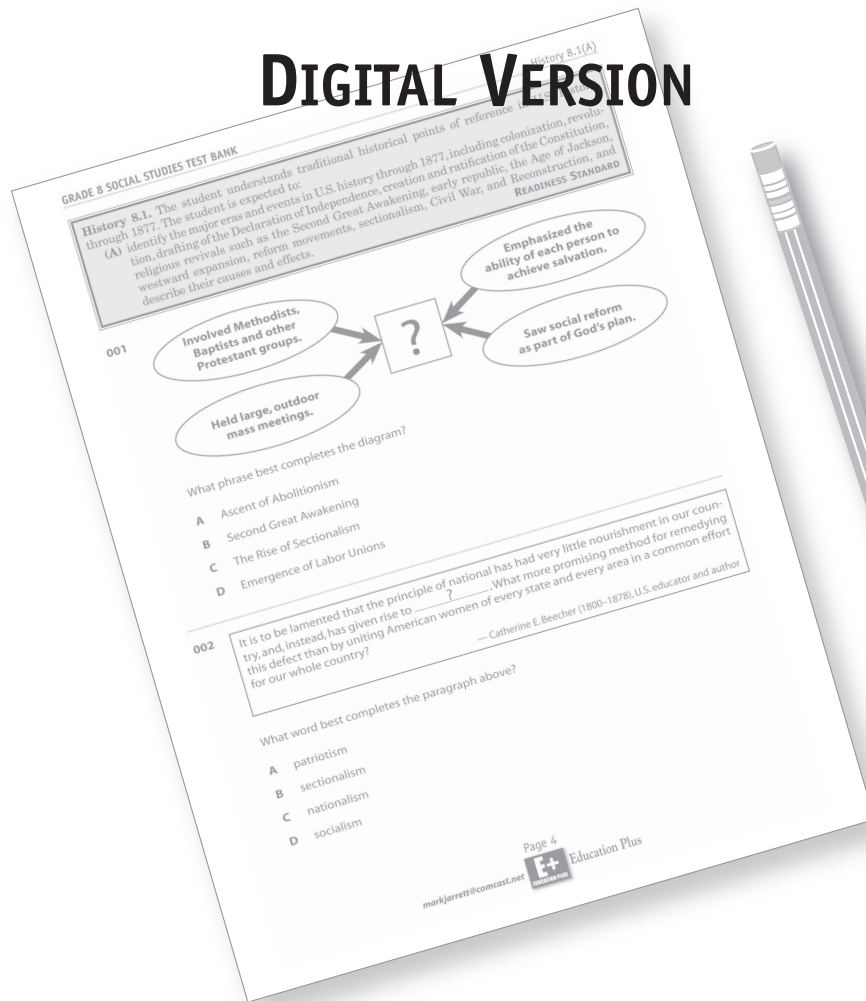


GRADE 8 SOCIAL STUDIES TEST BANK

DIGITAL VERSION



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ISBN 0-9835171-3-4

[978-0-9835171-3-9]

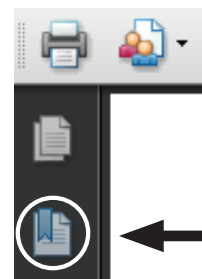
HOW TO USE THIS TEST BANK

This school year, your students will take the STAAR Test in Grade 8 Social Studies. This challenging test will cover 36 Readiness Standards and 56 Supporting Standards. This Grade 8 Social Studies Test Bank, with its wide range of questions, is designed to help your students perform their best on the test. You will find that all of the TEKS are covered, with a multitude of questions for every TEKS. This test bank will provide you with ample practice questions to create unit tests, a midterm, and a practice final exam. You will still have enough questions left over for classroom quizzes and additional practice in preparation for the STAAR Test.

HOW THIS TEST BANK IS ORGANIZED

This test bank is organized to follow the TEKS. Each TEKS, found in a gray box at the top of the page, begins a new section. There are at least three or more STAAR-type questions for each TEKS. The questions run the gamut from easy to challenging — both in content and cognitive complexity. They also cover all of the performance level descriptors from Level I to Level III (“Advance Academic Performance”). Each question is designed to test student mastery of a specific TEKS. These questions are different from those in *Mastering the TEKS in Grade 8 Social Studies* and cannot be found in any other resource, so they will provide you with a true snapshot of what your students know for diagnostic purposes and to prepare them for the STAAR Test. Most importantly, you will find maps, documentary excerpts, photographs, and diagrams as part of many questions — just like those on the actual STAAR Test.

Because the test bank follows the TEKS themselves, navigating the test bank’s many pages of questions is quite easy. Each TEKS appears in order and each new TEKS begins on a separate page. (The TEKS appear in the same order as in the Texas Standards, and not as they appear in the TEA’s Assessed Curriculum booklet.) You will find a convenient list of bookmarks alongside the test bank, listing all of the TEKS. Simply click on the triangle next to **Grade 8 Social Studies TEKS** in the column alongside the test bank. Then click on the particular TEKS you want. The bookmark will immediately take you to that part of the test bank.



HOW TO USE THIS TEST BANK

This test bank is only available as a PDF file. After you purchase the test bank, we will furnish your district with a unique password needed to open it for use by your district. You will also need *Adobe Acrobat Reader* to navigate the test bank. If you don’t have a copy of *Adobe Acrobat Reader*, go to www.adobe.com and download a free copy of this program. Once you open the test bank, you will find three convenient ways to copy items from the test bank to incorporate into your own tests:

Copy-Paste Method. You will need to use your word processing software, such as Microsoft Word, Wordperfect, or Apple’s Pages, for this method.

1. First, create a new, blank word processing document on your computer screen.
2. Then open the test bank with your *Adobe Acrobat Reader* or *Preview*.
 - A. **If you are using Adobe Acrobat Reader 9.** Along the top menu of your computer, find the “Tools” menu. Highlight that menu, and slide your cursor down to “Select and Zoom.” Use your cursor to open the “Snapshot Tool.” Using the “Snapshot Tool,” highlight the question you wish to use. Select “Copy” and then paste the question in the blank Word document you just created. This also works by simply using the *Preview* program that may come with your computer.

- B. If you are using Adobe Acrobat Reader 10.** If you go to the top menu and open “**Edit**,” a dropdown menu should appear. Go to “**Take a Snapshot**,” and follow the same directions as above for **Adobe Acrobat Reader 9**. You can also copy items by simply highlighting them, opening the “**Edit**” menu at the top, and clicking “**Copy**.” Then place your cursor on your blank document and click “**Paste**.” Images will also copy if you highlight the image separately.
- 3.** We suggest you copy a question into your Word file without its number so that you can renumber it based on its position in the new document you are creating. Remember, also, that when you copy questions this way you are copying an image so you may not be able to alter the text. Finally, don’t forget to name and save your new Word file.

Cut and Paste Method. The second method to use the test bank is to print out copies of the questions you want and paste them onto a page of paper. You can then photocopy the page with the hand-pasted items to create copies of the test for your students.

Retype Questions Method. A third method is to retype the questions you wish to use by using your word processing program. You may need to copy and paste graphics, maps and other visuals to insert them into your typed questions. You might also use “**Screen Capture**” to copy and paste an image or map that goes with the question. This method gives you complete control to change the wording of any question.

CLUSTER QUESTIONS

The Texas Education Agency had announced that some of the questions on the STAAR might be cluster questions — several related questions on the same piece of data (i.e. a map or political cartoon) — or even several pieces of data. However, the TEA has not released any actual cluster questions. Indeed, they may never appear on the actual STAAR. Nevertheless, you can use these cluster questions for pedagogical purposes, or break them up into separate questions by repeating the data that appears in the first question.

SOCIAL STUDIES SKILLS

The Texas Education Agency has also announced that it will not test the Social Studies Skills TEKS in isolation, but will focus on the content TEKS. However, many assessment items on STAAR will be dual coded with both their content TEKS and skills TEKS. For *pedagogical purposes* there are also several questions at the end of the test bank focused specifically on the Social Studies Skills TEKS. These items are provided to assess mastery of the relevant skills, but such items **will not** appear as such on the STAAR itself. We have also noted which content areas relate to these skills items.

TROUBLE-SHOOTING

For your convenience, we have appended a complete Answer Key at the end of this Test Bank. If you are having trouble or have any problem or question, we are here to help. Simply email **Education Plus** at MarkJarrett@comcast.net.

OTHER RESOURCES

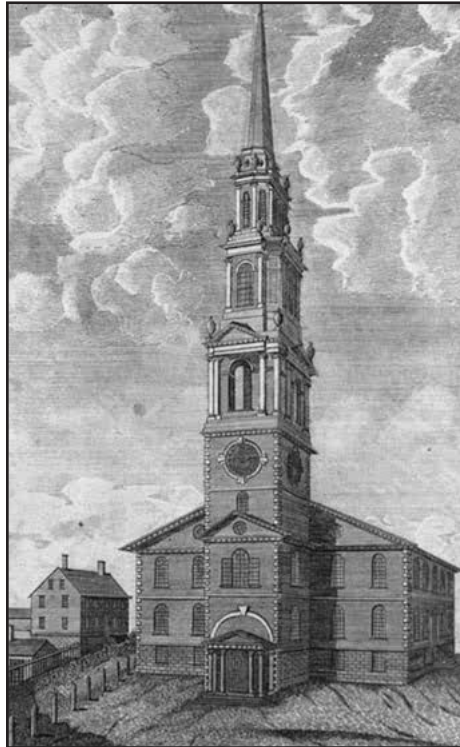
We recommend that in addition to using the assessment items in this test bank, you help prepare your students with two products from our affiliated company, Jarrett Publishing Company. These include *Mastering the Grade 8 Social Studies TEKS* and *A Bilingual Glossary of Grade 8 Social Studies Terms*. For more information about these products, visit www.jarrettpub.com or telephone (800) 859-7679.

History 8.3. The student understands the foundations of representative government in the United States. The student is expected to:

- (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.

SUPPORTING STANDARD

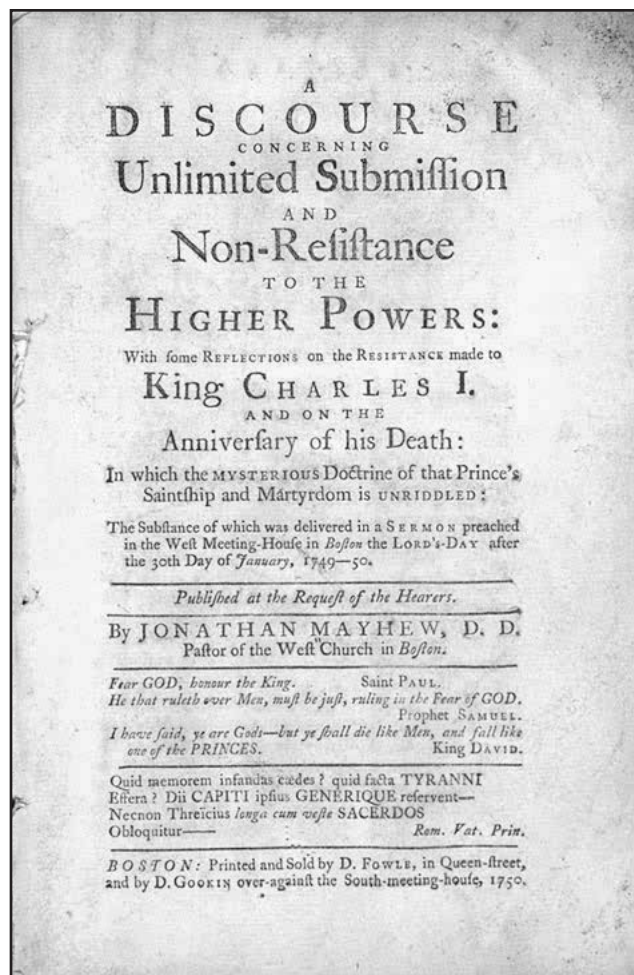
050



The photographs above show churches built in colonial times. One way in which churches encouraged the growth of representative government in the colonies was by —

- A** providing a public setting where people could discuss issues
- B** imposing greater uniformity of views upon their members
- C** opposing toleration of those holding other religious beliefs
- D** establishing a system of authority by church leaders

051



Jonathan Mayhew, a Protestant minister, gave this sermon in 1750. Based on this evidence, what is one way in which religion encouraged the growth of representative government in the colonies?

- A Church ministers sometimes criticized the royal government.
- B Church ministers commanded colonists to obey royal officials.
- C Church ministers promised salvation to all those attacking the royal government.
- D Church ministers argued in favor of the divine right of kings.

052 How did the Great Awakening (1720–1750) encourage the growth of representative government in the colonies?

- A Preachers encouraged notions of equality.
- B Preachers advised obedience to royal authority.
- C Preachers accused many women of being witches.
- D Preachers threatened opponents with damnation.

- 053** Which religious practice encouraged the growth of representative government in the colonies?
- A** Some Protestants were used to electing members to govern their own churches.
 - B** Puritan ministers controlled the government of Massachusetts in early colonial times.
 - C** The colony of New York welcomed people of different faiths.
 - D** Most colonists in Virginia belonged to the Church of England.
-

054

Olaudah Equiano, a former slave, watched the preacher George Whitefield deliver a sermon in Philadelphia in 1766:

"I came to a church crowded with people; the churchyard was full likewise, and a number of people were even mounted on ladders, looking in at the windows When I got into the church I saw this pious man exhorting the people with the greatest fervor and earnestness, and sweating as much as I ever did while in slavery. I was very much struck and impressed with this ..."

— Olaudah Equiano

What was one consequence of meetings such as the one described in the excerpt above?

- A** Colonists grew accustomed to meeting in large assemblies.
- B** Colonists stopped attending their local churches.
- C** Colonists lost interest in disputes over British taxes.
- D** Colonists decided that force was the best means of resolving conflicts.

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

- (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.

SUPPORTING STANDARD

146



Based on these headlines, what conclusion could be drawn about slavery?

- A The issue of slavery was important as territories became new states in the West.
- B Slavery in the United States was no longer a controversial issue by the 1850s.
- C Congress was always able to reach a compromise on slavery.
- D Western territories refused to allow slavery in their territories.

147

I hold that in the present state of civilization, where two races of different origin, and distinguished by color and other physical differences, as well as intellect, are brought together, the relation now existing in the slaveholding states between the two is, instead of an evil, a positive good.

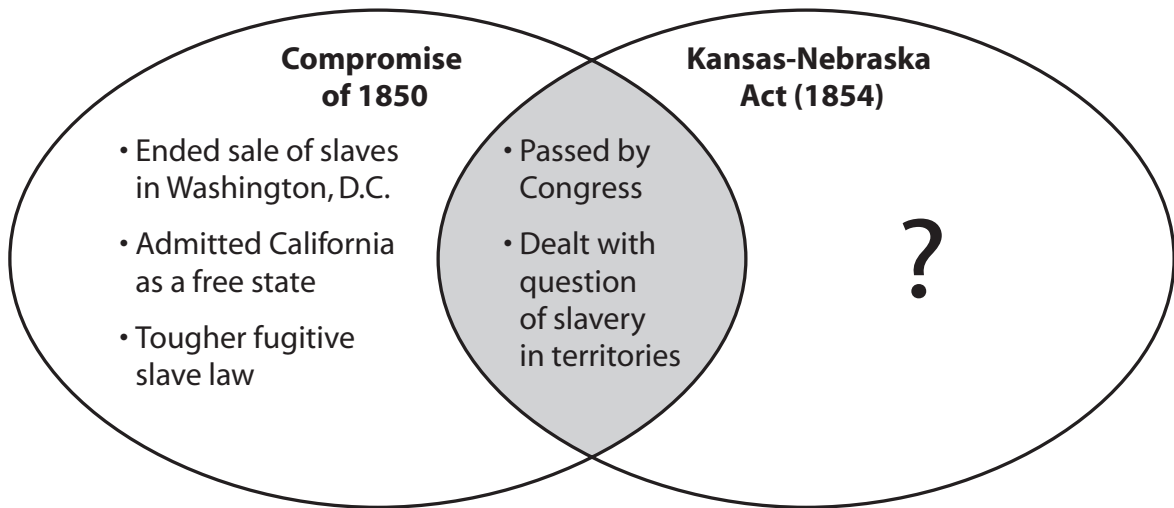
Whose views are expressed in this excerpt?

- A William Lloyd Garrison
- B Harriet Tubman
- C Harriet Beecher Stowe
- D John C. Calhoun

148 How were the effects of the Missouri Compromise and the Compromise of 1850 similar?

- A** They both permitted slavery in the North.
- B** They both included provisions for the return of escaped slaves to their owners.
- C** They both resolved disputes over whether to admit particular territories as new states.
- D** They both limited the power of Congress to prohibit slavery in the territories.

149



Which of the following completes the diagram?

- A** Prohibited slavery in Kansas
- B** Overturned the Missouri Compromise
- C** Opposed by Senator Stephen Douglas
- D** Supported by the new Republican Party

150

"Mr. President, I hold in my hand a series of resolutions which I desire to submit to the consideration of this body. Taken together, they propose an amicable arrangement of all questions in controversy between the free and slave states, growing out of the subject of slavery

Therefore, 1st Resolved, that California with suitable boundaries, ought, upon her application to be admitted as one of the States of this Union ...

2d Resolved, that as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the Republic of Mexico, it is inexpedient for Congress to provide by law, either for its introduction into or exclusion from any part of said territory ...

7th Resolved, that more effectual provision ought to be made by law ... for the restitution and delivery of persons bound to service or labor in any State who may escape into any other State or Territory in the Union."

— Henry Clay addressing the U.S. Senate

What legislation did Henry Clay introduce in this speech?

- A** The Missouri Compromise
- B** The Compromise Tariff of 1833
- C** The Compromise of 1850
- D** The Kansas-Nebraska Act

151 Which set of events is in chronological order?

A

1. Kansas-Nebraska Act
2. *Dred Scott* decision
3. Missouri Compromise
4. Lincoln-Douglas debates
5. Compromise of 1850

B

1. Compromise of 1850
2. Missouri Compromise
3. *Dred Scott* decision
4. Kansas-Nebraska Act
5. Lincoln-Douglas debates

C

1. Missouri Compromise
2. Compromise of 1850
3. Kansas-Nebraska Act
4. *Dred Scott* decision
5. Lincoln-Douglas debates

D

1. *Dred Scott* decision
2. Kansas-Nebraska Act
3. Compromise of 1850
4. Missouri Compromise
5. Lincoln-Douglas debates

152

Section 32. That the Constitution, and all laws of the United States which are not locally inapplicable, shall have the same force and effect within the said Territory of Kansas as elsewhere within the United States, except the eighth section of the act preparatory to the admission of Missouri into the Union, approved March [6, 1820], which, being inconsistent with the principle of non-intervention by Congress with slavery in the States and Territories, as recognized by the legislation of [1850] commonly called the Compromise Measures, is hereby declared inoperative and void; it being the true intent and meaning of this act not to legislate slavery into any Territory or State, nor to exclude it therefrom, but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States.

In what law can this provision be found?

- A Missouri Compromise
- B Force Bill
- C Compromise of 1850
- D Kansas-Nebraska Act

153

That the Constitution, and all laws of the United States which are not locally inapplicable, shall have the same force and effect within the said Territory of _____?_____ as elsewhere within the United States, except the [Missouri Compromise of 1820], which, being inconsistent with the principle of non-intervention by Congress with slavery in the States and Territories ... is hereby declared inoperative and void

Which of the following completes the excerpt?

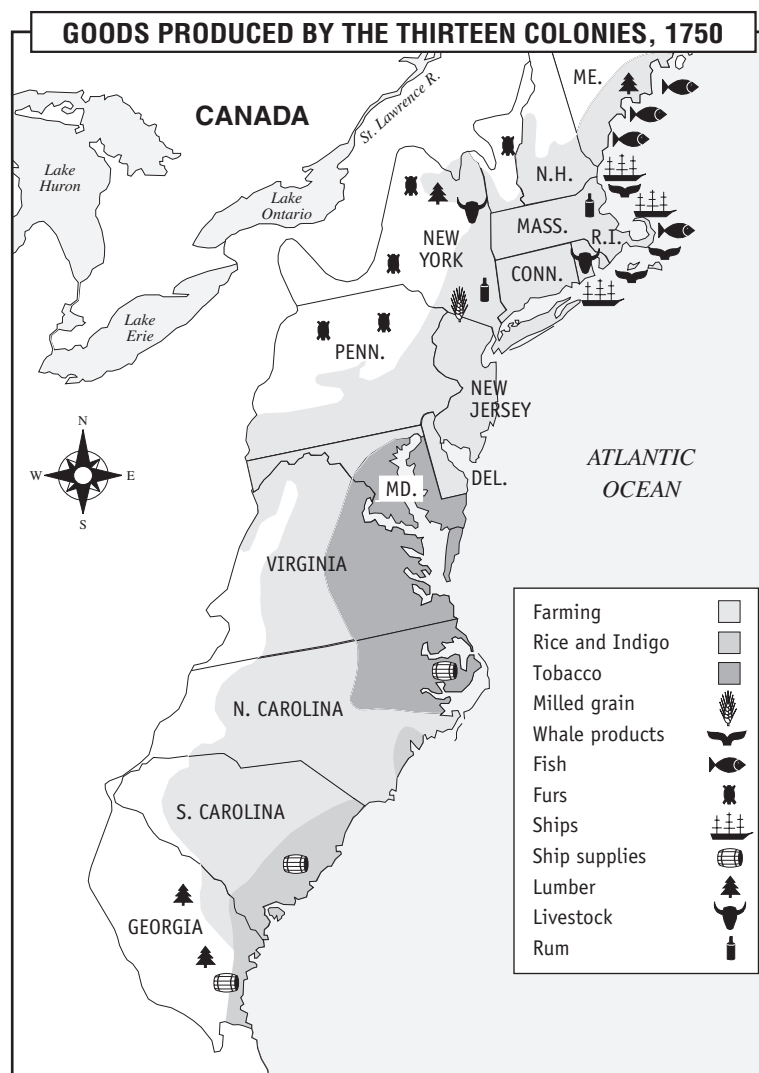
- A Missouri
- B Kansas
- C New Mexico
- D Washington, D.C.

Economics 8.12. 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.

SUPPORTING STANDARD

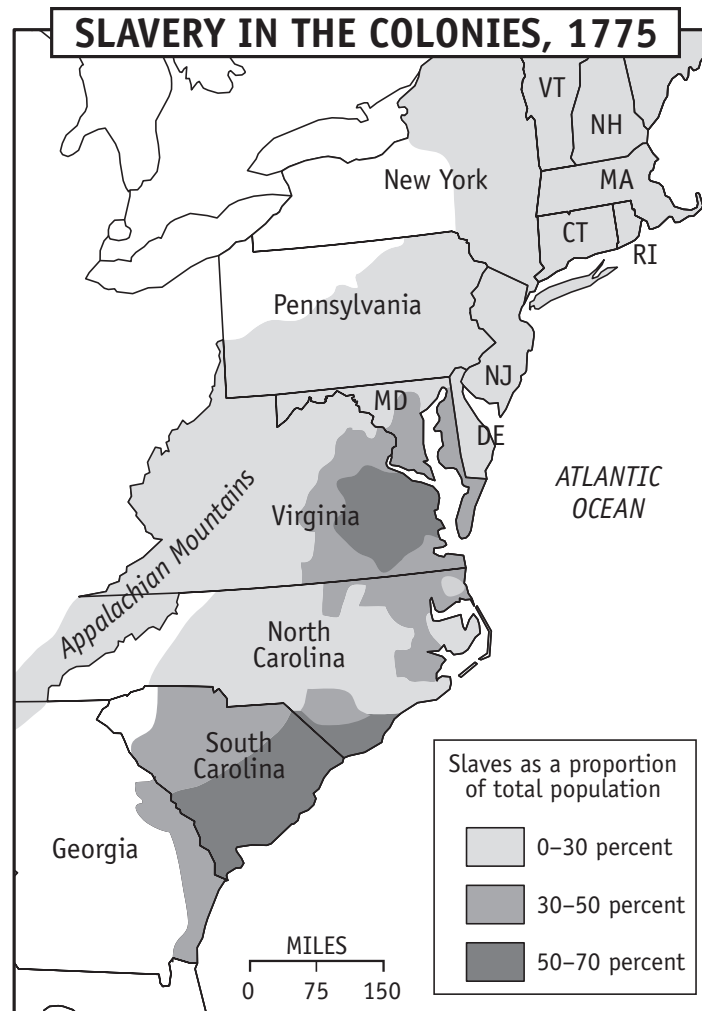
194



What caused some of the differences in the types of economic activities shown on this map?

- A** Southern colonies were warmer with longer growing seasons.
- B** The New England colonies had the most fertile soil.
- C** The Mid-Atlantic colonies were too cold for farming activities.
- D** The most fertile land was west of the Appalachian Mountains.

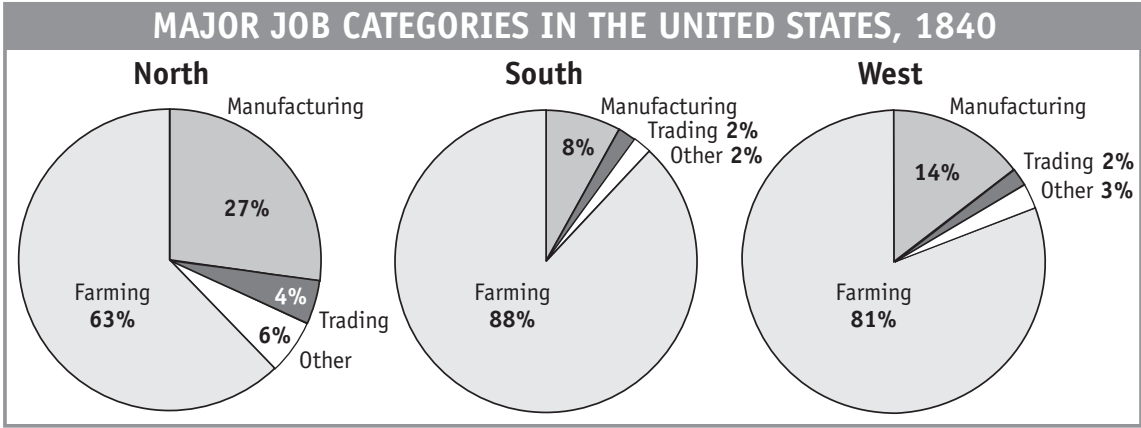
195



Which best explains the economic differences shown on the map?

- A** Most of the slaves who had once lived in New England had migrated to Canada.
- B** Slavery was more suitable to the South because of its geography and climate.
- C** Slavery was illegal in the New England and Mid-Atlantic colonies by 1775.
- D** Slaves were widely used by New England shipbuilders for hard labor.

196



- How did the Industrial Revolution contribute to the regional differences shown in the charts?
- A Manufacturing activities had come to dominate the South by 1840.
 - B The North grew cotton and other crops for factories in the West and South.
 - C The Northeast became the center of manufacturing while the South grew cash crops like cotton.
 - D Trading whiskey and processed foods became more important in the West than other trading activities in the North or South.

197

ESTIMATED AFRICAN-AMERICAN POPULATION IN THE THIRTEEN ENGLISH COLONIES, 1690–1730

Year	New England Colonies	Middle Colonies	Southern Colonies
1690	905	2,472	13,307
1700	1,680	5,361	22,476
1710	2,585	6,218	36,063
1720	3,956	10,825	54,058
1730	6,118	11,683	73,220

- Which of the following best explains the regional differences in the growth of African-American populations shown on the table?
- A New England was best suited for a large African-American population.
 - B Most slaves were given freedom and moved to the Middle Colonies.
 - C The African-American population grew fastest in the Middle Colonies.
 - D Southern plantations imported African-American slaves as field laborers.

- 198** In the early nineteenth century, differences between the North, South, and West encouraged the rise of sectionalism. Which of the following identifies a major cause of these differences?
- A** the competition between these sections to become the dominant manufacturing region
 - B** the different responses of each section of the country to the rise of manufacturing
 - C** the desire of each section to maintain slaves as household servants
 - D** the differences between these regions in accepting overseas immigration
-
- 199** Which section of the United States is correctly paired with an economic activity that was dominant in that section in the years before the Civil War?
- A** Northeast — gold mining
 - B** Great Plains — citrus crops
 - C** Southeast — cotton growing
 - D** Middle Atlantic States — sugar cane cultivation
-
- 200** Which correctly describes the impact of a geographic factor on New England's economy in the early 19th century?
- A** Its rich farmland supported the growing of rice and tobacco.
 - B** Its natural harbors promoted the growth of trade and manufacturing.
 - C** Its fertile soils encouraged the development of large plantations.
 - D** Its mountain regions cut it off from trade with the Western states.