

**STAAR CONNECTION™**

**Diagnostic Series™**

U.S. History

**EOC**

teacher



**KAMICO®**

**Instructional Media, Inc.**

# STAAR CONNECTION™

## EOC U.S. History

Teacher Edition

# Diagnostic Series™

III/i/MMXIII  
Version 1



**KAMICO®**

Instructional Media, Inc.

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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Introduction**

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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**State of Texas Assessment of Academic Readiness  
EOC U.S. History Assessment  
Eligible Texas Essential Knowledge and Skills**

**Reporting Category 1:  
History**

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

- (1) **History.** The student understands the principles included in the Celebrate Freedom Week program. The student is expected to
  - (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; ***Supporting Standard***
  - (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and ***Supporting Standard***
  - (C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. ***Supporting Standard***
- (2) **History.** The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to
  - (A) identify the major characteristics that define an historical era; ***Supporting Standard***
  - (B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; ***Readiness Standard***
  - (C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and ***Supporting Standard***
  - (D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914–1918 (World War I), 1929 (the Great Depression begins), 1939–1945 (World War II), 1957 (*Sputnik* launch ignites U.S.–Soviet space race), 1968–1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama). ***Supporting Standard***

- (3) **History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to
- (A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; **Readiness Standard**
  - (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; **Readiness Standard**
  - (C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and **Readiness Standard**
  - (D) describe the optimism of the many immigrants who sought a better life in America. **Supporting Standard**
- (4) **History.** The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to
- (A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power; **Readiness Standard**
  - (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; **Supporting Standard**
  - (C) identify the causes of World War I and reasons for U.S. entry; **Readiness Standard**
  - (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing; **Supporting Standard**
  - (E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front; **Supporting Standard**
  - (F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and **Readiness Standard**
  - (G) analyze significant events such as the Battle of Argonne Forest. **Supporting Standard**

- (5) **History.** The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to
- (A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments; ***Readiness Standard***
  - (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and ***Supporting Standard***
  - (C) evaluate the impact of third parties, including the Populist and Progressive parties. ***Supporting Standard***
- (6) **History.** The student understands significant events, social issues, and individuals of the 1920s. The student is expected to
- (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and ***Readiness Standard***
  - (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. ***Supporting Standard***
- (7) **History.** The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to
- (A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor; ***Readiness Standard***
  - (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort; ***Supporting Standard***
  - (C) analyze the function of the U.S. Office of War Information; ***Supporting Standard***
  - (D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons; ***Readiness Standard***

- (E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;  
***Supporting Standard***
  - (F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and ***Supporting Standard***
  - (G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities. ***Readiness Standard***
- (8) **History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to
- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy’s role in the Cuban Missile Crisis; ***Readiness Standard***
  - (B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers; ***Supporting Standard***
  - (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy; ***Readiness Standard***
  - (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; ***Readiness Standard***
  - (E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and ***Supporting Standard***
  - (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. ***Readiness Standard***



- (9) **History.** The student understands the impact of the American civil rights movement. The student is expected to
- (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; **Readiness Standard**
  - (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; **Supporting Standard**
  - (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan; **Supporting Standard**
  - (D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.; **Supporting Standard**
  - (E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement; **Supporting Standard**
  - (F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; **Readiness Standard**
  - (G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; **Supporting Standard**
  - (H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and **Readiness Standard**
  - (I) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement. **Supporting Standard**

- (10) **History.** The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to
- (A) describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente; ***Supporting Standard***
  - (B) describe Ronald Reagan’s leadership in domestic and international policies, including Reaganomics and Peace Through Strength; ***Supporting Standard***
  - (C) compare the impact of energy on the American way of life over time; ***Supporting Standard***
  - (D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; ***Readiness Standard***
  - (E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and ***Supporting Standard***
  - (F) describe significant societal issues of this time period. ***Supporting Standard***
- (11) **History.** The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to
- (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror; ***Readiness Standard***
  - (B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum; ***Supporting Standard***
  - (D) analyze the impact of third parties on presidential elections; and ***Supporting Standard***
  - (E) discuss the historical significance of the 2008 presidential election. ***Supporting Standard***

**Reporting Category 2:  
Geography and Culture**

**The student will demonstrate an understanding of geographic and cultural influences on U.S. history.**

- (12) **Geography.** The student understands the impact of geographic factors on major events. The student is expected to
- (A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and ***Readiness Standard***
  - (B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.  
***Supporting Standard***
- (13) **Geography.** The student understands the causes and effects of migration and immigration on American society. The student is expected to
- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and ***Readiness Standard***
  - (B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.  
***Readiness Standard***
- (14) **Geography.** The student understands the relationship between population growth and modernization on the physical environment. The student is expected to
- (A) identify the effects of population growth and distribution on the physical environment; ***Readiness Standard***
  - (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and ***Supporting Standard***
  - (C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights. ***Supporting Standard***

- (25) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to
- (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;  
**Supporting Standard**
  - (B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;  
**Readiness Standard**
  - (C) identify the impact of popular American culture on the rest of the world over time; and **Supporting Standard**
  - (D) analyze the global diffusion of American culture through the entertainment industry via various media. **Supporting Standard**
- (26) **Culture.** The student understands how people from various groups contribute to our national identity. The student is expected to
- (A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; **Readiness Standard**
  - (B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture; **Supporting Standard**
  - (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; **Readiness Standard**
  - (D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;  
**Supporting Standard**
  - (E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”; and **Supporting Standard**
  - (F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez. **Supporting Standard**

**Reporting Category 3:  
Government and Citizenship**

**The student will demonstrate an understanding of the role of government and the civic process in U.S. history.**

- (19) **Government.** The student understands changes over time in the role of government. The student is expected to
- (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government; ***Readiness Standard***
  - (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11; ***Readiness Standard***
  - (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; ***Supporting Standard***
  - (D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and ***Supporting Standard***
  - (E) evaluate the pros and cons of U.S. participation in international organizations and treaties. ***Supporting Standard***
- (20) **Government.** The student understands the changing relationships among the three branches of the federal government. The student is expected to
- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and ***Supporting Standard***
  - (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt’s attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000. ***Readiness Standard***



- (21) **Government.** The student understands the impact of constitutional issues on American society. The student is expected to
- (A) analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*; and **Readiness Standard**
  - (B) discuss historical reasons why the constitution has been amended.  
**Supporting Standard**
- (22) **Citizenship.** The student understands the concept of American exceptionalism. The student is expected to
- (A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire. **Supporting Standard**
- (23) **Citizenship.** The student understands efforts to expand the democratic process. The student is expected to
- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; **Readiness Standard**
  - (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and **Supporting Standard**
  - (C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union." **Supporting Standard**
- (24) **Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to
- (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton. **Supporting Standard**

**Reporting Category 4:  
Economics, Science, Technology, and Society**

**The student will demonstrate an understanding of economic and technological influences on U.S. history.**

- (15) **Economics.** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to
- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century; ***Supporting Standard***
  - (B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act; ***Readiness Standard***
  - (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; ***Supporting Standard***
  - (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and ***Readiness Standard***
  - (E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money. ***Supporting Standard***
- (16) **Economics.** The student understands significant economic developments between World War I and World War II. The student is expected to
- (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies; ***Supporting Standard***
  - (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System; ***Readiness Standard***
  - (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others; ***Readiness Standard***

- (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and  
**Supporting Standard**
  - (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens. **Supporting Standard**
- (17) **Economics.** The student understands the economic effects of World War II and the Cold War. The student is expected to
- (A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment; **Readiness Standard**
  - (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business; **Readiness Standard**
  - (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s; **Supporting Standard**
  - (D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and  
**Supporting Standard**
  - (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). **Readiness Standard**
- (18) **Economics.** The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to
- (A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and  
**Supporting Standard**
  - (B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.  
**Supporting Standard**

- (27) **Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to
- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; **Readiness Standard**
  - (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and **Supporting Standard**
  - (C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. **Readiness Standard**
- (28) **Science, technology, and society.** The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to
- (A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States; **Readiness Standard**
  - (B) explain how space technology and exploration improve the quality of life; and **Supporting Standard**
  - (C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products. **Supporting Standard**

## Social Studies Skills

**These skills will not be listed under a separate reporting category. Instead, they will be incorporated into the test questions from reporting categories 1–4 and will be identified along with content standards.**

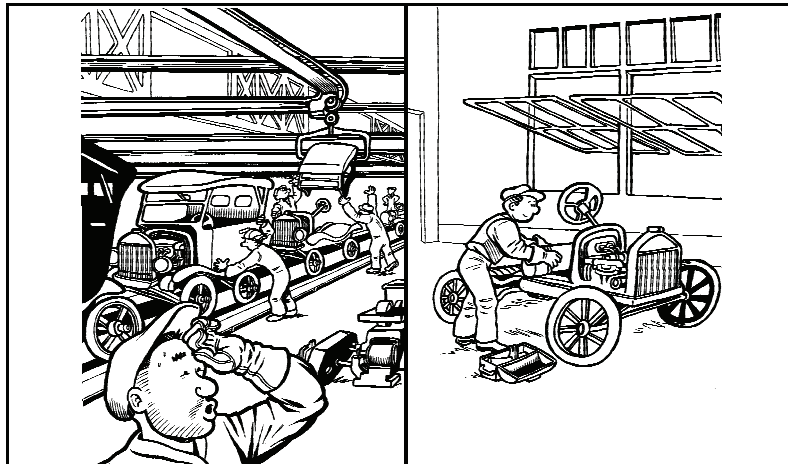
- (29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to
- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
  - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
  - (D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
  - (G) identify and support with historical evidence a point of view on a social studies issue or event; and
  - (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
- (30) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to
- (B) use correct social studies terminology to explain historical concepts.
- (31) **Social studies skills.** 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, and available databases.



Name \_\_\_\_\_ Date \_\_\_\_\_

- 1 Sandra Day O'Connor broke new ground for women in the legal field when she —
- A married John Jay O'Connor in 1952.
  - B graduated from Stanford University's law school in 1952.
  - C worked on her family's ranch in Arizona when she was a child.
  - D became the first woman to serve as a justice on the United States Supreme Court in 1981.

2



Henry Ford's assembly line —

- F significantly reduced assembly-line time, which lowered the cost of production. This reduced cost was passed on to the consumer.
- G created a surplus of automobile parts, which led to massive layoffs of thousands of workers.
- H significantly increased assembly-line time, which led to higher production costs. This increase was passed on to the consumer.
- J manufactured cars more slowly than previous methods, but at a lower cost. This savings was passed on to the consumer.

- 3** The Contract with America, created by Republicans before the midterm elections in 1994, resulted in —
- A** a Republican majority in Congress for the first time in 40 years.
  - B** a balanced budget amendment to the United States Constitution.
  - C** a Democratic president and a Democratic majority in Congress.
  - D** a prolonged recession that lasted until 2000.

**4**

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, . . ."

Identify where this quotation is from and why it is important.

- F** This quotation is from *Brown v. Board of Education*. This Supreme Court case abolished segregation in the public schools. It is important because it states that it is the government's duty to ensure that all students are provided with an equal education.
- G** This quotation is from the Constitution of the United States. It is important because it explains the reason for the Constitution and establishes the three branches of government.
- H** This quotation is from the Declaration of Independence. This document is important because it creates a government that exists to ensure that citizens are treated equally and have certain rights. If government does not support these rights, the people have the right to change the government.
- J** This quotation is from the Gettysburg Address. In this speech, President Abraham Lincoln asks for the people to remember those who have fallen in the Civil War, who gave their lives to hold our nation together and ensure that our government is of, for, and by the people.

- 5** One legacy of FDR's New Deal was —
- A** a Supreme Court consisting of twelve members.
  - B** higher taxes on the poor.
  - C** increased power of the federal government.
  - D** decreased power of the federal government.
- 6** What impact did barbed wire have on the Great Plains?
- F** The countryside no longer served as a subject for painters of the American West since barbed wire was not as picturesque to paint as wooden fences or stone fences.
  - G** More cattle were lost as they crossed the wire to join cattle on the other side of the fence.
  - H** The land changed from undefined plains to a land of farming and widespread settlement.
  - J** The barbed wire served as a deterrent of Indian attacks.
- 7** The artist who helped create a national identity and stir patriotic pride by painting battle scenes and important events during the American Revolution was —
- A** Georgia O'Keefe.
  - B** Mary Cassatt.
  - C** Winslow Homer.
  - D** John Trumbull.



In addition to a successful acting career, Oprah Winfrey has had an important influence on society by —

- F** creating a talk show that served as a vehicle for politicians to express their concerns to the general public.
  - G** providing expensive vacations to many members of the audience who attended one of her shows.
  - H** interviewing hundreds of famous people.
  - J** forming Oprah's Book Club and encouraging people to read.
- 9** During the Vietnam War, youth voting rights activists held marches and demonstrations to protest the fact that 18-year-olds were being drafted to fight for our country, yet they were not allowed to vote. In March, 1971, Congress passed the 26th Amendment. This amendment —
- A** prohibited anyone under the age of 21 from attending marches or demonstrations that were held by voting rights activists.
  - B** provided more voting booths to accommodate the increase in voters.
  - C** allowed anyone to vote who had served in the military - regardless of age.
  - D** lowered the voting age from 21 to 18.

- 10** In 1978, United States President Jimmy Carter, President of the Arab Republic of Egypt Muhammad Anwar al-Sadat, and Prime Minister of Israel Menachem Begin met to discuss Arab-Israeli conflict. During their meeting, they created a framework for peace in the Middle East. This framework, known as the Camp David Accords, was created to achieve —
- F** peace between Jordan and Egypt, as well as all of Jordan's other neighbors.
  - G** the appointment of representatives of the inhabitants of the West Bank and Gaza to decide how they should govern themselves.
  - H** a withdrawal of the Palestinians from the West Bank and Gaza.
  - J** peace between Israel and Egypt, and also between Israel and each of its other neighbors.



**STAAR CONNECTION™**  
**Diagnostic Series™ EOC U.S. History**

For each grade or course, TEA has identified some of the TEKS eligible to be assessed on STAAR as readiness standards. These readiness standards will be emphasized on the STAAR assessments. The remaining TEKS eligible to be assessed on STAAR are considered supporting standards. Although supporting standards will be assessed, they will not be emphasized on STAAR. KAMICO® has shown whether each question assessed in this book is aligned to a readiness standard or a supporting standard.

**Readiness standards**

- are essential for success in the current grade or course,
- are important for preparedness for the next grade or course,
- support college and career readiness,
- necessitate in-depth instruction, and
- address broad and deep ideas.

Supporting standards, although introduced in the current grade or course,

- may be emphasized in a subsequent year,
- may be emphasized in a previous year,
- play a role in preparing students for the next grade or course but not a central role, and
- address more narrowly defined ideas.

**Assessment 1**

<b>Question Number</b>	<b>Answer</b>	<b>Reporting Category</b>	<b>TEKS</b>	<b>Readiness or Supporting Standard</b>	<b>Process Skill</b>
1	D	3	24B	Supporting	29B
2	F	1	6B	Supporting	29B
3	A	1	10E	Supporting	29B, 30B
4	H	1	1A	Supporting	29A
5	C	3	19A	Readiness	29B
6	H	2	12A	Readiness	29B
7	D	1 2	1C 25A	Supporting Supporting	29B
8	J	2	26D	Supporting	29B
9	D	1	8F	Readiness	29B
10	J	1	10D	Readiness	29B