

**STAAR CONNECTION™**

**Diagnostic Series™**

**Social Studies**

**8**

**teacher**

**v2**

**(revised for streamlined TEKS)**



**KAMICO®**

**Instructional Media, Inc.**

# STAAR CONNECTION™

Social Studies

8

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Diagnostic Series™

XXIII/iii/MMXXII

Version 2

**(revised for streamlined TEKS)**



**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 *STAAR CONNECTION 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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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Diagnostic Series™**  
**Grade 8 Social Studies**  
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**State of Texas Assessment of Academic Readiness  
Grade 8 Social Studies 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 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, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and ***Readiness Standard***
  - (B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War. ***Supporting Standard***
- (2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to
  - (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and ***Readiness Standard***
  - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. ***Supporting Standard***
- (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; ***Readiness Standard***
  - (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and ***Supporting Standard***

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

***Supporting Standard***

- (4) **History.** The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to

- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War; ***Readiness Standard***

- (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

***Supporting Standard***

- (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and

***Readiness Standard***

- (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.

***Readiness Standard***

- (5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to

- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government; ***Readiness Standard***

- (B) summarize arguments regarding protective tariffs, taxation, and the banking system; ***Supporting Standard***

- (C) explain the origin and development of American political parties;

***Readiness Standard***

- (D) explain the causes, important events, and effects of the War of 1812;  
***Supporting Standard***
  - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington’s Farewell Address and the Monroe Doctrine; ***Readiness Standard***
  - (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and ***Supporting Standard***
  - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, *Worcester v. Georgia*, and the Trail of Tears.  
***Supporting Standard***
- (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; ***Readiness Standard***
  - (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and ***Readiness Standard***
  - (C) explain the causes and effects of the U.S.–Mexican War and their impact on the United States. ***Readiness Standard***
- (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; ***Supporting Standard***
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks; ***Supporting Standard***
  - (C) analyze the impact of slavery on different sections of the United States; and ***Readiness Standard***
  - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.  
***Supporting Standard***

- (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, and heroes such as Congressional Medal of Honor recipients William Carney and Philip Bazaar; ***Supporting Standard***
  - (B) explain the causes of the Civil War, particularly the central role of the expansion of slavery and other contributing factors, including sectionalism and states' rights; ***Readiness Standard***
  - (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and ***Readiness Standard***
  - (D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address. ***Supporting Standard***
- (9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; ***Supporting Standard***
  - (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and ***Supporting Standard***
  - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups. ***Readiness Standard***



## Reporting Category 2: Geography and Culture

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

- (10) **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 directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries; ***Supporting Standard***
  - (B) compare places and regions of the United States in terms of physical and human characteristics; and ***Readiness Standard***
  - (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States. ***Readiness Standard***
- (11) **Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. 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; and ***Readiness Standard***
  - (B) describe the positive and negative consequences of human modification of the physical environment of the United States. ***Supporting Standard***
- (23) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; ***Readiness Standard***
  - (B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs; ***Supporting Standard***

- (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed; ***Supporting Standard***
  - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and ***Supporting Standard***
  - (E) identify the political, social, and economic contributions of women to American society. ***Supporting Standard***
- (24) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to
- (A) describe and evaluate the historical development of the abolitionist movement; and ***Readiness Standard***
  - (B) evaluate the impact of reform movements, including educational reform, temperance, the women’s rights movement, prison reform, the labor reform movement, and care of the disabled. ***Readiness Standard***
- (25) **Culture.** The student understands the impact of religion on the American way of life. The student is expected to
- (A) trace the development of religious freedom in the United States; ***Supporting Standard***
  - (B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and ***Supporting Standard***
  - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. ***Readiness Standard***
- (26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to
- (A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the “Battle Hymn of the Republic,” and transcendental literature; and ***Supporting Standard***
  - (B) analyze the relationship between the arts and continuity and change in the American way of life. ***Supporting Standard***

### **Reporting Category 3: Government and Citizenship**

**The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.**

- (15) **Government.** The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. 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, and the Federalist Papers, on the U.S. system of government; ***Readiness Standard***
  - (B) summarize the strengths and weaknesses of the Articles of Confederation; ***Supporting Standard***
  - (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 ***Readiness Standard***
  - (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; and ***Readiness Standard***
  - (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America. ***Supporting Standard***
- (16) **Government.** The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to
- (A) summarize the purposes for amending the U.S. Constitution; and ***Readiness Standard***
  - (B) describe the impact of the 13th, 14th, and 15th amendments. ***Readiness Standard***

- (17) **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 **Readiness Standard**
  - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. **Readiness Standard**
- (18) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) identify the origin of judicial review; **Supporting Standard**
  - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and **Supporting Standard**
  - (C) evaluate the impact of the landmark Supreme Court decision *Dred Scott v. Sandford* on life in the United States. **Supporting Standard**
- (19) **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; **Readiness Standard**
  - (B) summarize rights guaranteed in the Bill of Rights; and **Readiness Standard**
  - (C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries. **Supporting Standard**
- (20) **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to
- (A) evaluate the contributions of the Founding Fathers as models of civic virtue; and **Supporting Standard**
  - (B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. **Supporting Standard**

- (21) **Citizenship.** The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to
- (A) identify different points of view of political parties and interest groups on important historical issues; ***Supporting Standard***
  - (B) describe the importance of free speech and press in a constitutional republic; and ***Supporting Standard***
  - (C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas–Nebraska Act. ***Supporting Standard***
- (22) **Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and ***Supporting Standard***
  - (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton. ***Supporting Standard***

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

**The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.**

- (12) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to
- (A) identify economic differences among different regions of the United States; ***Supporting Standard***
  - (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and ***Readiness Standard***
  - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times. ***Readiness Standard***
- (13) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to
- (A) analyze the economic effects of the War of 1812; and ***Supporting Standard***
  - (B) identify the economic factors that brought about rapid industrialization and urbanization. ***Readiness Standard***
- (14) **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, including minimal government regulation, taxation, and property rights; and ***Supporting Standard***
  - (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877. ***Supporting Standard***

- (27) **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, the telegraph, and interchangeable parts; ***Readiness Standard***
  - (B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and ***Supporting Standard***
  - (C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad. ***Supporting Standard***
- (28) **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
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and ***Supporting Standard***
  - (B) identify examples of how industrialization changed life in the United States. ***Supporting Standard***

## Social Studies Skills

**These skills will not be listed under a separate reporting category. Instead, they will be incorporated in the test questions in 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 through established research methodologies from a variety of valid sources, including technology. The student is expected to
- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;
  - (B) analyze information by applying absolute and relative chronology through 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 bias and points of view created by the historical context surrounding an event;
  - (E) support a point of view on a social studies issue or event;
  - (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.
- (30) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to
- (A) use social studies terminology correctly.



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

- 1 What is one reason the Articles of Confederation failed as a framework for government?
- A It was too easy to change the articles resulting in too many amendments.
  - B The states did not have any representation in the federal government.
  - C The federal judiciary branch had too much power over state courts.
  - D The federal government was unable to deal with threats from rebellions.

- 2 Look at the table.

Region	Colony	Reason for Founding
Middle Colonies	New Jersey	consolidating territory/Quaker settlement
	New York	
	Delaware	commercial venture
	Pennsylvania	refuge for English Quakers
Southern Colonies	Maryland	refuge for English Catholics
	Georgia	deterrent to Spanish expansion
	Virginia	commercial venture
	North Carolina	commercial venture
	South Carolina	
New England Colonies	Massachusetts	refuge for English Puritans
	Connecticut	expansion of Massachusetts
	New Hampshire	
	Rhode Island	refuge for Massachusetts dissenters

New York, South Carolina, and New Hampshire were all established to be a —

- F refuge for English separatists.
- G deterrent to French expansion.
- H refuge for English Puritans.
- J commercial venture.

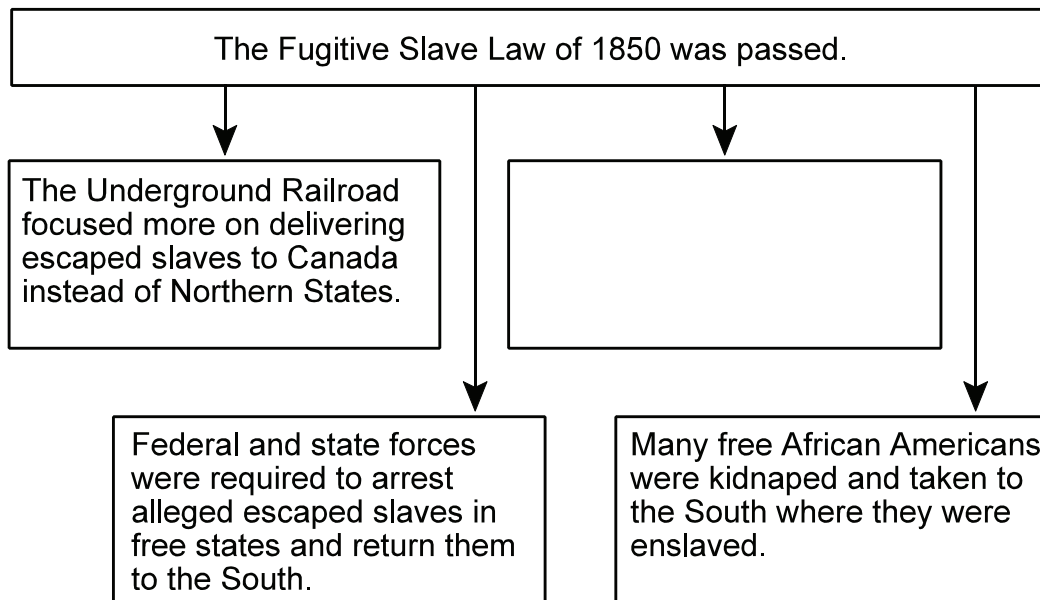
- 3** As a delegate to the Second Continental Congress, Thomas Jefferson helped the American colonies' effort to win independence by —
- A** serving as a spy to obtain the plans of British attacks.
  - B** drafting the Declaration of Independence.
  - C** traveling to Europe to secure help from the French.
  - D** leading a militia that defeated General Cornwallis's army in Virginia.



The map shows the location of which colony?

- F Delaware
- G Jamestown, Virginia
- H North Carolina
- J Rhode Island

- 5 Look at the diagram. It shows a cause and several effects of that cause.



Which of the following completes the diagram?

- A Texas leaders made territorial claims in New Mexico and asserted the right to bring slaves into the region.
- B Harriet Beecher Stowe was motivated to write *Uncle Tom's Cabin*, which spread key ideas behind the abolitionist movement.
- C Missouri was admitted to the Union as a slave state, and Maine was admitted as a free state.
- D Cotton replaced tobacco as the most important cash crop in the South, which meant the South needed a larger labor force.

6 Look at the portion of the outline.

III. Many ideas in the English Bill of Rights influenced the system of government in the United States.

A. \_\_\_\_\_

B. The head of state rules by consent of Parliament.

C. Citizens have certain individual rights.

1. They have the right to free speech in Parliament.
2. They have the right to petition the head of state.
3. They have the right to bear arms for self defense.

What belongs in the missing space?

- F Citizens are free to worship as they please, or not to worship at all.
- G The power of the head of state is limited by law.
- H Only the head of state can decide who pays taxes and how much they must pay.
- J All citizens are able to serve as head of state, regardless of race, religious beliefs, or wealth.

---

7 An **unalienable right** is —

- A a natural right that cannot be surrendered.
- B a right that belongs only to U.S. citizens.
- C a right guaranteed by the Mayflower Compact.
- D a right belonging to native-born Americans.

- 8 In 1857, the Supreme Court ruled that African American slaves were property and not citizens. This case was —
- F *Brown v. Board of Education.*
  - G *Gibbons v. Ogden.*
  - H *McCulloch v. Maryland.*
  - J *Dred Scott v. Sanford.*
- 

- 9 Southern colonies were better suited for large farms or plantations than Northern colonies because of their —
- A larger number of factories.
  - B proximity (nearness) to rivers and to the Atlantic Ocean.
  - C rich soil and warm climate.
  - D well-developed railway system.
- 

- 10 Which of the following contributed most to mass production during the Industrial Revolution?
- F the spinning jenny
  - G interchangeable parts
  - H the factory system
  - J the flying shuttle

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.



**STAAR CONNECTION™**  
**Diagnostic Series™ Gade 8 Social Studies**

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.

<b>Assessment 1</b>					
<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	1	1A	Readiness	29B
2	J	1	2B	Supporting	29C 29H
3	B	1	4B	Supporting	29B
4	G	2	10A	Supporting	29B 29C
5	B	2	24A	Readiness	29B
6	G	3	15A	Readiness	29B 29C
7	A	3	19A	Readiness	30A
8	J	3	18C	Supporting	29B
9	C	4	12B	Readiness	29B
10	G	4	27A	Readiness	29B