

2021 Grade 8 Social Studies Rationales

Item#	Rationale	
1	Option D is correct	Before the invention of barbed wire, effective fencing was not available to most farmers. Wooden fences were too expensive. Single strands of wire were too easily broken. Barbed-wire fencing provided a way to protect crops from wild animals and herds of grazing cattle and sheep. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	Barbed-wire fencing helped farmers protect their crops; it did not impact the ability of farmers to effectively irrigate their land.
	Option B is incorrect	Barbed-wire fencing helped farmers protect their crops; it did not impact the ability of farmers to break up soil.
	Option C is incorrect	Barbed-wire fencing helped farmers protect their crops; it did not impact the ability of farmers to harvest cotton.

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Item#	Rationale	
2	Option F is correct	The First Amendment prohibits Congress from passing legislation that would prevent the free exercise of religion. That protection enables religious groups to share and promote their beliefs. For this item the student applies critical-thinking skills to interpret information from a diagram.
	Option G is incorrect	The First Amendment protects the free exercise of religion; therefore, the amendment prohibits the creation of a national religion.
	Option H is incorrect	The First Amendment protects the free exercise of religion. It does not prohibit public worship services.
	Option J is incorrect	The First Amendment protects the free exercise of religion. It does not prevent religious groups from establishing schools.

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Item#	Rationale	
3	Option B is correct	The distance between Great Britain and North America led to slow communication between the British government and the American colonies. As a result, it became unofficial British policy to ignore trade regulations and internal colonial affairs. This lack of enforcement allowed the colonists to develop their own representative institutions. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	Slow communication with the British government did not help the colonies unite for trade and defense. The colonies were so opposed to unification that they rejected the Albany Plan of Union proposed by Benjamin Franklin in 1754.
	Option C is incorrect	Slow communication with the British government increased rather than decreased smuggling.
	Option D is incorrect	The British government possessed a well-established navy before the American colonies were founded. The first attempt to create a colonial navy occurred in 1775. Permission of the British government was not sought.

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Item#	Rationale	
4	Option J is correct	Transcendentalism was an American school of thought developed in the early 1800s. Transcendentalists stressed that a connection with nature was critical to finding one's place in the universe. The excerpt describes transcendental ideals by describing the importance of the natural world to the happiness of man. For this item the student applies critical-thinking skills to find the main idea.
	Option F is incorrect	The excerpt describes the importance of the natural world to the happiness of man. The excerpt does not explain natural events.
	Option G is incorrect	The excerpt describes the importance of the natural world to the happiness of man. The excerpt does not focus on the role of science.
	Option H is incorrect	The excerpt describes the importance of the natural world to the happiness of man. The excerpt does not focus on a connection between historical events and the natural world.

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Item#	Rationale	
5	Option C is correct	The Thirteenth Amendment ended the practice of slavery and involuntary servitude in the United States. The large number of freed slaves in the South had few resources and economic opportunities available to them. Sharecropping enabled many former slaves to earn a living. In the sharecropping system, people farmed a plot of land in exchange for giving the landowner a share of their crop. For this item the student applies critical-thinking skills to use a primary source to acquire information.
	Option A is incorrect	The Thirteenth Amendment abolished slavery. The amendment did not allow slave owners to recapture former slaves.
	Option B is incorrect	The Thirteenth Amendment abolished slavery. The amendment did not require redistribution of land.
	Option D is incorrect	The Thirteenth Amendment abolished slavery. The amendment did not require former Confederate leaders to give money to former slaves.

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Item#	Rationale	
6	Option J is correct	The photograph shows Abraham Lincoln visiting the battlefield at Antietam in 1862. The American Civil War took place between 1861 and 1865. The Battle of Antietam happened on September 17, 1862, in Maryland along Antietam Creek. For this item the student applies critical-thinking skills to interpret information from a photograph.
	Option F is incorrect	The early republic era includes the years after the American Revolution when the United States was developing as a nation. The Battle of Antietam occurred in 1862 during the Civil War, not during the early republic era.
	Option G is incorrect	The age of Jackson includes the years surrounding Andrew Jackson’s presidency in the 1820s and 1830s. The Battle of Antietam occurred in 1862 during the Civil War, not during the Age of Jackson.
	Option H is incorrect	The era of westward expansion includes the early-to mid-1800s when the United States was expanding its boundaries. This photograph shows an event of the Civil War, not an event having to do with westward expansion.

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Item#	Rationale	
7	Option C is correct	In <i>Marbury v. Madison</i> (1803), the U.S. Supreme Court struck down as unconstitutional a part of the Judiciary Act of 1789. The ruling in this case established the Court's power of judicial review. The Supreme Court found that federal courts have the power to invalidate acts of other branches of government when they violate the Constitution. This is one of the checks and balances central to the function of the federal government. For this item the student applies critical-thinking skills to make generalizations.
	Option A is incorrect	In <i>McCulloch v. Maryland</i> (1819), the Supreme Court ruled that Congress had implied powers under the Necessary and Proper Clause of Article I, Section 8 of the Constitution to create the Second Bank of the United States and that the state of Maryland lacked the power to tax the Bank. The ruling gave Congress broad discretionary power and struck down the states' rights arguments presented by Maryland.
	Option B is incorrect	<i>Gibbons v. Ogden</i> (1824) vastly expanded the powers of Congress through a single clause in the Constitution: the Commerce Clause of Article I, Section 8. The Court ruled that under that clause Congress had powers to regulate any aspect of commerce that crossed state lines.
	Option D is incorrect	In <i>Dred Scott v. Sandford</i> (1857), the Supreme Court ruled that African Americans, whether free or slave, were not American citizens and could not sue in federal court. The Court also ruled that Congress lacked power to ban slavery in U.S. territories. Finally, the Court declared that the rights of slaveholders were constitutionally protected by the Fifth Amendment because slaves were categorized as property.

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Item#	Rationale	
8	Option F is correct	The Mississippi Territory was largely unsettled by Americans in the late 1700s and early 1800s. The soil was fertile, and the many rivers flowing through the territory supplied fresh water. The sediments deposited along the riverbanks made the area attractive to farmers. For this item the student applies critical-thinking skills to interpret information from a map.
	Option G is incorrect	The Mississippi Territory did not contain many mountain passes for mining.
	Option H is incorrect	While there are natural harbors in the Mississippi Territory, the whaling industry did not attract settlers there. Whaling attracted settlers to the northeastern United States.
	Option J is incorrect	The Mississippi Territory did not contain the grassy plains required for cattle ranching.

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Item#	Rationale	
9	Option D is correct	The Anti-Federalists advocated for states' rights and supported protection of individual civil liberties during the debates to ratify the U.S. Constitution. The ideals of the Democratic-Republican Party mirrored those of the Anti-Federalist Party. They supported republicanism and social equality and opposed elitism. The Democratic-Republicans also attracted artisans and farmers who were eager to challenge the power of Northern upper-class merchants. For this item the student applies critical-thinking skills to draw conclusions.
	Option A is incorrect	Democratic-Republicans supported a weak national government. They believed power should be concentrated at the state level.
	Option B is incorrect	Farmers, artisans, and former Anti-Federalists joined the Democratic-Republicans because of their support for states' rights, not their views on immigration.
	Option C is incorrect	Democratic-Republicans disagreed with the use of tariffs as they made goods more expensive for the people.

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Item#	Rationale	
10	Option F is correct	Dorothea Dix was a prominent reformer in the United States in the 1800s. She traveled through the United States studying the condition of prisoners. She found that individuals with mental illness were mistreated and campaigned for better conditions and the creation of hospitals to serve them. For this item the student applies critical-thinking skills to make generalizations.
	Option G is incorrect	Dorothea Dix advocated for mental health reform; doctors receive medical licenses from the states.
	Option H is incorrect	Dorothea Dix advocated for mental health reform, not for harsher punishments.
	Option J is incorrect	Dorothea Dix advocated for mental health reform, not for the distribution of land to the poor.

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Item#	Rationale	
11	Option C is correct	Manifest Destiny is the idea that the United States had a God-given right to expand from the Atlantic Ocean to the Pacific Ocean. This quote from John L. O’Sullivan was referring to the dispute with Great Britain over the Oregon Territory. O’Sullivan’s words captured the opinion of many Americans about the country’s right to expand. For this item the student applies critical-thinking skills to find the main idea.
	Option A is incorrect	This is an excerpt from Thomas Paine’s <i>Common Sense</i> addressing the American Revolution. It expresses Paine’s concern that some Americans would stop supporting the revolution when the going got tough. It does not describe Manifest Destiny.
	Option B is incorrect	This excerpt from the Emancipation Proclamation declared that slaves in the Confederacy were free. It does not describe Manifest Destiny.
	Option D is incorrect	This is an excerpt from The Declaration of Rights and Sentiments. It calls for women’s suffrage, not Manifest Destiny.

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Item#	Rationale	
12	Option J is correct	George Washington wrote this letter while his men were camped for the winter at Valley Forge, Pennsylvania. He expressed his concern that the Continental Army might starve or disband because of the poor conditions. The Continental Army lacked the clothing and supplies needed to endure the harsh winter. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option F is incorrect	This letter was written in 1777. It describes Washington's concerns for his men during the winter at Valley Forge. The Battle of Yorktown was the final battle of the American Revolution and happened in 1781.
	Option G is incorrect	This letter was written in 1777. It describes Washington's concerns for his men during the winter at Valley Forge. The Battle of Bunker Hill was fought earlier in June 1775.
	Option H is incorrect	This letter was written in 1777. It describes Washington's concerns for his men during the winter at Valley Forge. It does not describe the low morale after the British army captured New York City in the summer of 1776.

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Item#	Rationale	
13	Option D is correct	Sharecropping was a widespread practice in the American South during Reconstruction. Landowners contracted with poor white and African American farmers to work the land. Landlords provided sharecroppers with a piece of land, supplies, and occasionally housing on credit. Sharecroppers were required to give the landowner a portion of the crops or a share of the profits in exchange. Sharecroppers ended up tied to the land because they were not able to fully repay their debts. For this item the student applies critical-thinking skills to make generalizations.
	Option A is incorrect	Sharecropping affected farmers by keeping them in debt; it did not impact the development of technology for agriculture.
	Option B is incorrect	Corn was grown as food for people and animals. The practice of sharecropping did not change the region's dependence on corn production.
	Option C is incorrect	Sharecroppers were not able to make their landlords to purchase supplies from the federal government.

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Item#	Rationale	
14	Option G is correct	The diagram describes the key industries and central geographic features of New England and Mid-Atlantic colonies. Fishing was a key industry in New England because of the existence of natural harbors and the large number of available ships. The Mid-Atlantic region focused on farming, so it exported agricultural goods. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option F is incorrect	Slave labor was used primarily for agriculture in the American South, not in the New England region. Chinese laborers were not used in the Mid-Atlantic colonies.
	Option H is incorrect	Plantations were primarily established in the Southern colonies, not in New England. Textile factories were commonly located in the New England area, not in the Mid-Atlantic.
	Option J is incorrect	New England was heavily forested and would not need to import lumber from other regions.

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Item#	Rationale	
15	Option A is correct	Alexander Hamilton developed a plan to stabilize the U.S. economy and strengthen the central government after the American Revolution. The creation of a national bank was a part of Hamilton's economic plan. A national bank would allow the government to collect taxes, hold government funds, and make loans. Hamilton believed that these were all vital functions for the economic success of the new nation. For this item the student applies critical-thinking skills to draw conclusions.
	Option B is incorrect	The national bank was for the use of the federal government. The bank did not replace existing state banks.
	Option C is incorrect	The national bank would provide economic stability, not support foreign competition.
	Option D is incorrect	The national bank would provide economic stability. The ability to regulate interstate commerce is given to Congress in Article I, Section 8 of the U.S. Constitution.

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Item#	Rationale	
16	Option J is correct	Boston, Massachusetts, and San Francisco, California, are both located on the coast. Boston is on the Atlantic coast, and San Francisco is on the Pacific coast. For this item the student applies critical-thinking skills to compare and contrast.
	Option F is incorrect	A Mediterranean climate has warm, wet winters with frequent winds and hot, dry summers. San Francisco has a Mediterranean climate. Boston has a continental climate, with very cold, snowy winters and warm or hot summers.
	Option G is incorrect	There are no active volcanoes near either city.
	Option H is incorrect	Neither city has a desert climate.

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Item#	Rationale	
17	Option B is correct	The Pilgrims traveled to North America seeking freedom from religious persecution in England. After they arrived in North America, the settlers agreed on a set of rules and guidelines they believed would allow their community to survive in their new home. This social contract was called the Mayflower Compact; it represents the origins of self-government in U.S. history. For this item the student applies critical-thinking skills to draw conclusions.
	Option A is incorrect	The British and the French were competing to claim territory in North America. The Pilgrims' arrival did not lead to an alliance between them.
	Option C is incorrect	The Pilgrims separated from the Church of England before their arrival in America.
	Option D is incorrect	The first slaves arrived in Jamestown, Virginia, in 1619. This event introduced the slave trade to the Atlantic colonies.

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Item#	Rationale	
18	Option F is correct	Article II, Section 2 of the Constitution declares that the president of the United States is commander in chief of the armed forces. The president is a civilian elected by the people of the country. Making him the commander in chief places the military under control of the civil power of the country. For this item the student applies critical-thinking skills to acquire information from a primary source.
	Option G is incorrect	The excerpt focuses on who controls the military and how much power the military has, not how congressmen and presidents are sworn into office.
	Option H is incorrect	The excerpt focuses on who controls the military and how much power the military has, not the power of the president and Congress to make treaties.
	Option J is incorrect	The excerpt focuses on who controls the military and how much power the military has, not how soldiers are recruited into the military.

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Item#	Rationale	
19	Option C is correct	The favorable climate conditions in the South contributed to growth of the plantation system and the use of slave labor on plantations. Enslaved laborers in the North were predominantly used in skilled trades and factories as the northern climate did not support large-scale agricultural production. For this item the student applies critical-thinking skills to compare and contrast.
	Option A is incorrect	The majority of gold mines existed in the American West, not in the North.
	Option B is incorrect	Cash-crop production was predominantly in the South. Most agriculture in the North was subsistence farming on small farms.
	Option D is incorrect	While many slaves in the North worked as craftsman, they were not employed on plantations.

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Item#	Rationale	
20	Option J is correct	In the letter a Swedish immigrant is describing the vast resources available in the Midwest. In the mid-1800s many European immigrants came to the American Midwest seeking farmland. The land was largely unsettled and fertile, and there was an abundance of natural resources. For this item the student applies critical-thinking skills to make generalizations.
	Option F is incorrect	Steel mills were found in large cities in the East.
	Option G is incorrect	The Swedish immigrated to the American Midwest for economic opportunities, not to participate in the abolitionist movement.
	Option H is incorrect	In the mid 1800s, the American Midwest was mostly rural with very few large cities. Large cities could be found primarily in the northeastern United States.

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Item#	Rationale	
21	Option A is correct	John Paul Jones served as a leader of the American naval forces during the American Revolutionary War. He was promoted to captain in 1776 and served as the captain of the <i>Providence</i> . As a captain, he captured many British naval vessels and conducted several raids. For this item the student applies critical-thinking skills to draw a conclusion.
	Option B is incorrect	John Paul Jones fought against the British in the Revolutionary War, not in the Barbary Wars.
	Option C is incorrect	John Paul Jones led naval battles during the American Revolutionary War. The Navy's first steam-powered warship was built during the War of 1812.
	Option D is incorrect	John Paul Jones fought against the British in the Revolutionary War. Benjamin Stoddart, the first secretary of the Navy, was appointed in 1789.

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Item#	Rationale	
22	Option G is correct	The timeline shows the historical development of the abolitionist movement. The Quakers played a major role in the abolitionist movement to end slavery. William Lloyd Garrison and Frederick Douglass used their publications to promote the cause of abolition. Harriet Beecher Stowe's book <i>Uncle Tom's Cabin</i> described the horrors of slavery and was used to support the abolitionist movement. For this item the student applies critical-thinking skills to find the main idea.
	Option F is incorrect	The timeline shows the development of the abolitionist movement to end slavery. The suffrage movement focused on gaining voting rights for women.
	Option H is incorrect	The timeline shows the development of the abolitionist movement to end slavery. The temperance movement was devoted to stopping the sale and consumption of alcohol in the United States.
	Option J is incorrect	The timeline shows the development of the abolitionist movement to end slavery. The Transcendentalist movement was an American art movement that supported introspection and a relationship with nature.

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Item#	Rationale	
23	Option C is correct	The Free-Soil Party focused on preventing the expansion of slavery into the western territories of the United States. The Republican Party of the mid-1800s was formed by members of the Free-Soil Party and others who also felt strongly about abolition and preventing the expansion of slavery. For this item the student applies critical-thinking skills to compare and contrast.
	Option A is incorrect	The Free-Soil Party and the Republican Party were against the expansion of slavery so they did not support attempts to prevent slaves from reaching the North.
	Option B is incorrect	The Free-Soil Party dissolved in 1854, prior to the implementation of safety regulations for factory workers, which were first established in the late 1800s.
	Option D is incorrect	The Free-Soil Party and Republican Party supported the establishment of American Indian reservations as a way to make more western lands available for settlement.

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Item#	Rationale	
24	Option G is correct	The Virginia colony was founded as a joint stock company in 1607. A joint stock company is owned by shareholders and its purpose is to return a profit for its members. The Massachusetts Bay Colony was founded by Puritans escaping religious persecution in England. For this item the student applies critical-thinking skills to make generalizations.
	Option F is incorrect	The Virginia colony was founded for profit, not to be able to practice a religion. The Massachusetts Bay Colony was founded by Puritans to escape religious persecution in England, not to provide military defense.
	Option H is incorrect	Georgia was the colony founded to serve as a buffer against the Spanish in Florida and to help those in debt.
	Option J is incorrect	The Massachusetts Bay Colony was founded by Puritans to escape religious persecution in England, not to provide a place for criminals.

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Item#	Rationale	
25	Option D is correct	The cotton gin was patented by Eli Whitney in 1794. This innovation increased the efficiency of cotton processing by using machinery to remove the seeds and husks from large quantities of cotton faster than it could be done by hand. With the use of the cotton gin, more cotton could be processed to meet the growing demand of textile mills that made cotton cloth. The plantation system expanded to meet the demand for more cotton. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	The cotton gin did not improve the fertility of soil; it increased the efficiency of processing cotton.
	Option B is incorrect	Mercantilism is an economic practice that requires a favorable balance of trade between colonies and their mother country. The cotton gin did not affect the expansion of mercantilism.
	Option C is incorrect	The cotton gin did not increase the efficiency of irrigation; it increased the efficiency of processing cotton.

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Item#	Rationale	
26	Option H is correct	Samuel Worcester and a group of missionaries were living on Cherokee land. In 1830 the state of Georgia passed legislation that prevented whites from living on Cherokee land without a license from the state. Worcester believed that the state of Georgia could not impose its own laws on the Cherokee. The Supreme Court ruled that the Cherokee nation was considered a sovereign nation and declared Georgia's law unconstitutional. For this item the student applies critical-thinking skills to summarize.
	Option F is incorrect	<i>Worcester v. Georgia</i> dealt with the sovereignty of the Cherokee nation, not the taxation of Cherokee lands.
	Option G is incorrect	<i>Worcester v. Georgia</i> dealt with the sovereignty of the Cherokee nation, not the use of subsistence farming.
	Option J is incorrect	<i>Worcester v. Georgia</i> dealt with the sovereignty of the Cherokee nation, not the acculturation of the Cherokee people.

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Item#	Rationale	
27	Option B is correct	The Louisiana Territory was vital to the westward expansion of the United States and to the success of early American commerce. The Louisiana Territory was claimed by the French, but ceded to the Spanish in the 1760s. Spain had allowed the United States to use the port of New Orleans, but with limited access. France gained control of the territory and the port was reopened to the United States in 1801. Thomas Jefferson negotiated with France to purchase the Louisiana Territory to help ensure that access to the port of New Orleans would not be restricted again. For this item the student applies critical-thinking skills to make generalizations.
	Option A is incorrect	The Louisiana Territory was controlled by the French at the time of the Louisiana Purchase, not the British.
	Option C is incorrect	The Louisiana Territory was controlled by the French at the time of the Louisiana Purchase, not the Russians.
	Option D is incorrect	The Appalachian Mountains were already a part of the United States at the time of the Louisiana Purchase.

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Item#	Rationale	
28	Option F is correct	In the early-to-mid 1800s parts of the U.S. began to industrialize. Many immigrants came to United States in this time period because of the many job opportunities available in factories. The growing labor force allowed businesses to expand and increase production. For this item the student applies critical-thinking skills to draw a conclusion.
	Option G is incorrect	Few immigrants provided American business owners with capital to invest in the early-to mid 1800s.
	Option H is incorrect	Industrialization led to the decline of cottage industries in the early-to-mid 1800s.
	Option J is incorrect	The concept of interchangeable parts is attributed to Eli Whitney and the concept of the assembly line was popularized by Henry Ford. Both men were born in the United States. Interchangeable parts and the assembly line were the major factors that allowed the mass production of goods.

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Item#	Rationale	
29	Option C is correct	The Fundamental Orders of Connecticut acted as a constitution for the Connecticut Colony from 1639 to 1669. The Fundamental Orders established a court system, elections, and term limits for representatives. It contributed to the tradition of self-government in America and promoted democratic ideals. For this item the student applies critical-thinking skills to find the main idea.
	Option A is incorrect	The Fundamental Orders of Connecticut is important because of contributions to colonial self-government; it did not outlaw protected tariffs.
	Option B is incorrect	The Fundamental Orders of Connecticut is important because of contributions to colonial self-government; it did not grant woman the right to vote.
	Option D is incorrect	The Fundamental Orders of Connecticut is important because of contributions to colonial self-government; it did not propose the creation of an independent country.

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Item#	Rationale	
30	Option F is correct	The Battle of Vicksburg occurred from May 18th to July 4th, 1863, during the Civil War. The Battle of Vicksburg was a part of a larger Union campaign to weaken the Confederacy by taking control of Vicksburg and gaining control over the Mississippi River. By gaining control of the Mississippi River, the Union would be able to divide the Confederacy in two and prevent Confederate troops from distributing supplies. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option G is incorrect	The Battle of Fort Sumter of 1861 is considered the opening engagement of the Civil War in the South.
	Option H is incorrect	The Battle of Antietam is considered the bloodiest battle of the Civil War, not the Battle of Vicksburg.
	Option J is incorrect	The Battle of Vicksburg was a Union Victory in the South; the Confederacy did not capture supplies from the North.

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Item#	Rationale	
31	Option C is correct	In the Declaration of Independence, unalienable rights meant rights that belong to all men and cannot be taken away. Thomas Jefferson lists three unalienable rights in the Declaration of Independence: life, liberty, and the pursuit of happiness. For this item the student applies critical-thinking skills to make generalizations.
	Option A is incorrect	Equality is not one of the three unalienable rights listed in the Declaration of Independence.
	Option B is incorrect	Wealth is not one of the three unalienable rights listed in the Declaration of Independence.
	Option D is incorrect	Patriotism is not one of the three unalienable rights listed in the Declaration of Independence.

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Item#	Rationale	
32	Option G is correct	The arguments expressed in the image were part of the debate over ratification of the Constitution in the 1780s. Delegates from each state met to revise the Articles of Confederation, but later decided to draft a new constitution for the United States. The Federalist Party supported the constitution and believed it provided a strong foundation for the new nation. The Anti-Federalists felt that the constitution gave the federal government too much power and did not protect the civil liberties of the people. For this item the student applies critical-thinking skills to interpret information from an image.
	Option F is incorrect	The group in the image is discussing the constitution. The Free Soil Party was established in the 1840s, after its ratification.
	Option H is incorrect	The group in the image is discussing ratification of the Constitution. Loyalists were American colonists that remained loyal to England during the American Revolution.
	Option J is incorrect	The arguments made by the people in the group would be supported by the Anti-Federalists. The Federalists felt that the constitution should be ratified as it was written.

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Item#	Rationale	
33	Option A is correct	Delegates to the Constitutional Convention disagreed about the number of representatives each state should have in Congress. Larger states desired representation to be based on population, while smaller states wanted equal representation. The Great Compromise created a bicameral, or two-house legislature to address those concerns. Each state received two representatives in the Senate while the number in the House of Representatives was based on the population of the state. For this item the student applies critical-thinking skills to draw conclusions.
	Option B is incorrect	The Great Compromise addressed representation in Congress. It did not enumerate powers of the federal government.
	Option C is incorrect	The Great Compromise addressed representation in the Congress. It did not address the power to veto legislation.
	Option D is incorrect	The Great Compromise addressed representation in the Congress. It did not establish the three branches of government.

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Item#	Rationale	
34	Option J is correct	The map shows canals built in the United States by 1860. Canals are waterways that are man-made and that connect bodies of water to improve the transportation of goods and people. This allowed industrial urban centers to develop as shipping along the canals increased. For this item the student applies critical-thinking skills to interpret information from maps.
	Option F is incorrect	Canals increased economic activity along the canal route. Canals did not lead to a decline in farming.
	Option G is incorrect	Most of the major canals were in the North, not the South. Northern canals did not lead to increased competition among cotton growers in the South.
	Option H is incorrect	The canal system connected farmers in the interior of the United States to merchants in port cities along the Atlantic Coast. The canals caused international trade to increase, not decline.

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Item#	Rationale	
35	Option D is correct	Sectional disagreements over slavery and the expansion of slavery into the West led to the Civil War. Many Northerners and abolitionists opposed the expansion of slavery into new territories. Many Southerners favored the expansion of slavery. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	The disagreement over boundaries of the Oregon Territory led to tensions between the United States and Great Britain, not internal sectional conflict.
	Option B is incorrect	Opposition to immigration and women’s rights occurred in all sections of the United States. These issues were not a significant cause of sectional conflict.
	Option C is incorrect	The limits on free speech and press included in the Alien and Sedition Acts were broadly disliked in the United States and were repealed prior to the Civil War.

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Item#	Rationale	
36	Option H is correct	Maryland was originally founded as a haven for Catholics fleeing discrimination in England. The Toleration Act of 1649 secured religious freedom for Catholics, Anglicans, Puritans, and other Christian settlers in the colony of Maryland. For this item the student applies critical-thinking skills to make generalizations.
	Option F is incorrect	The Maryland Toleration Act of 1649 secured religious freedom; the act did not grant farmland to former indentured servants.
	Option G is incorrect	The Maryland Toleration Act of 1649 secured religious freedom; the act did not allow men without property to vote in elections.
	Option J is incorrect	The Maryland Toleration Act of 1649 secured religious freedom; the act did not grant citizenship to American Indians.

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Item#	Rationale	
37	Option A is correct	In 1453, the Ottoman Turks gained control of Constantinople. This enabled them to control the Silk Roads, which were the overland trade routes between Europe and Asia. Europeans depended on trade with Asia for spices, silks, and other important goods. European explorers wanted to find sea routes to Asia to gain access to the lucrative trade. Some of them sailed west and found the Americas. For this item the student applies critical-thinking skills to draw conclusions.
	Option B is incorrect	The primary goal of the earliest European exploration of the Americas was to find new trade routes to Asia, not to form new military alliances.
	Option C is incorrect	The primary goal of the earliest European exploration of the Americas was to find new trade routes to Asia, not to spread Christianity to Africa.
	Option D is incorrect	The primary goal of the earliest European exploration of the Americas was to find new trade routes to Asia, not new sources of labor.

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Item#	Rationale	
38	Option H is correct	The headlines describe the Intolerable Acts, a series of laws passed by Parliament to punish the colonists for the Boston Tea Party. The Boston Tea Party was an act of civil disobedience before the American Revolution. In 1774 the First Continental Congress met in Philadelphia to discuss the Intolerable Acts and to decide how to complain to King George III and Parliament. The delegates decided to send a petition to King George III that listed their grievances. For this item the student applies critical-thinking skills to interpret information from the headlines.
	Option F is incorrect	The colonists did not immediately declare war on Great Britain after the Intolerable Acts. The colonists petitioned King George in 1774 to address their grievances and later sent the Olive Branch Petition in 1775 to avoid going to war with Great Britain.
	Option G is incorrect	The Articles of Confederation were written in 1777, after the American Revolution.
	Option J is incorrect	The Bill of Rights was added to U.S. Constitution in 1791, after the American Revolution.

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Item#	Rationale	
39	Option D is correct	This diagram shows the growth of the plantation system and its relationship to the transatlantic slave trade. Cash crops such as rice, cotton, tobacco, and sugar cane were grown in large quantities on colonial farms. The use of enslaved labor led to increased profits for plantation owners because the owners did not have to pay wages. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	This diagram shows the relationship between the plantation system and the transatlantic slave trade. The use of slavery in agriculture did not impact the development of labor unions.
	Option B is incorrect	This diagram shows the relationship between the plantation system and the transatlantic slave trade. The use of slavery in agriculture did not lead to increased enrollment in the military.
	Option C is incorrect	This diagram shows the relationship between the plantation system and the transatlantic slave trade. Construction of roads and railroads did not cause the expansion of the slave trade.

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Item#	Rationale	
40	Option F is correct	The excerpt is from a speech by Jefferson Davis. Davis was the president of the Confederate States of America, the country formed by the southern states that seceded from the United States. Abraham Lincoln believed that the secession of the southern states was unconstitutional and their fear that his administration would abolish slavery was unfounded. In his first inaugural address, Lincoln stated that the union created by the Constitution was perpetual, or permanent. The bonds that united the states could not be dissolved voluntarily. For this item the student applies critical-thinking skills to acquire information from a primary source.
	Option G is incorrect	Lincoln argued that secession was unconstitutional, but he did not ask the Supreme Court to use the power of judicial review to make a ruling.
	Option H is incorrect	Lincoln argued that secession was unconstitutional. He did not believe that leaving the Union was protected by the Constitution.
	Option J is incorrect	Lincoln argued that secession was unconstitutional. He did not attempt to amend the Constitution to appease Southern states.

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Item#	Rationale	
41	Option A is correct	In a free enterprise system companies are free to choose what products they will produce. People are free to choose which goods and services they are willing and able to purchase. Government interference in the economy is limited. In the early 1800s entrepreneurs were able to raise money and invest in companies because they had the freedom to develop the products they thought people would buy. For this item the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option B is incorrect	The free enterprise system encourages minimal government involvement in business, not the creation of immigration quotas.
	Option C is incorrect	The free enterprise system encourages minimal government involvement in business, not the creation of workplace safety regulations.
	Option D is incorrect	The free enterprise system encourages minimal government involvement in business, not the creation of taxes.

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Item#	Rationale	
42	Option H is correct	The Reconstruction Acts were passed by the Radical Republican-controlled Congress in 1867. The Radical Republicans wanted to protect the rights of the newly freed African Americans in the South with the power of the federal government. The South was divided into military districts and states were required to draft new constitutions and guarantee citizenship for the former enslaved people. For this item the student applies critical-thinking skills to draw conclusions.
	Option F is incorrect	The Radical Republicans and the Reconstruction Acts did not support the Democratic Party in the South.
	Option G is incorrect	The Reconstruction Acts supported political reintegration of the former Confederate states; they did not address rebuilding the Southern economy.
	Option J is incorrect	The Reconstruction Acts were intended to protect the rights of former slaves in the South, not to encourage former slaves to leave the South.

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Item#	Rationale	
43	Option B is correct	The Eighth Amendment prohibits the federal government from requiring persons accused of crimes to pay excessive fines or subjecting them to unnecessarily harsh or cruel punishments. Shoplifting is considered a minor crime or misdemeanor. Imposing a life sentence would be an unusually harsh punishment. For this item the student applies critical-thinking skills to make generalizations.
	Option A is incorrect	The Eighth Amendment protects people from punishments that are considered excessive; it does not protect people from the legal consequences of their actions.
	Option C is incorrect	The Eighth Amendment protects people from punishments that are considered excessive; it does not protect people from the legal consequences of their actions.
	Option D is incorrect	The Eighth Amendment protects people from punishments that are considered excessive; it does not protect people from the legal consequences of their actions.

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Item#	Rationale	
44	Option J is correct	These images show two agricultural innovations that allowed farmers to work more efficiently, harvesting more crops in less time. Prior to the creation of the steel plow, plows were often made of iron and wood. Farmers were required to stop frequently and remove soil from the plow to continue preparing their fields. The smooth surface of the steel plow prevented such stops, and the lighter material required less effort to pull. The mechanical reaper allowed farmers to harvest their crops faster and reduced the number of workers needed to do so. For this item the student applies critical-thinking skills to organize and interpret information from images.
	Option F is incorrect	The steel plow and the mechanical reaper made crop production more efficient. Neither innovation impacted the effectiveness of natural fertilizer.
	Option G is incorrect	The steel plow and the mechanical reaper made crop production more efficient. Neither innovation impacted the length of the harvest season.
	Option H is incorrect	The steel plow and the mechanical reaper made crop production more efficient. Neither innovation helped farmers locate water to irrigate their crops.