

2019 STAAR U.S. History Rationales

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| 1 | Option A is correct | This excerpt discusses the “Just Say No” campaign championed by First Lady Nancy Reagan in the early 1980s that was part of the War on Drugs. The purpose of the campaign was to discourage children from using drugs or alcohol by offering children various ways of saying “no.” For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option B is incorrect | The “Just Say No” campaign was intended to solve the problem of drug and alcohol abuse among children, not the harmful effects of video-game violence on children. |
| | Option C is incorrect | The “Just Say No” campaign was intended to solve the problem of drug and alcohol abuse among children, not the harmful effects of children eating too much sugar and salt. |
| | Option D is incorrect | The “Just Say No” campaign was intended to solve the problem of drug and alcohol abuse among children, not the harmful effects of inappropriate and unsuitable music lyrics on children. |

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| 2 | Option H is correct | The photograph shows the headquarters of a group fighting for women’s suffrage. Suffrage is the right to vote. The phrase on the main sign—“Men of Ohio! Give the Women a Square Deal”—shows that the group’s goal is to encourage men to support granting women this right. The caption—“Come in and Learn Why Women Ought to Vote”—expands on this idea. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option F is incorrect | Poll taxes and literacy tests were used to prevent some people from voting. At this time in U.S. history, abolishing poll taxes and literacy tests would have not helped women who were denied the vote based on their gender. |
| | Option G is incorrect | At this time in U.S. history, state legislatures chose the U.S. senators for their states. Direct election of senators would not have helped women who were denied the vote based on their gender as they would not have been allowed to participate in those elections. |
| | Option J is incorrect | Lowering the voting age for women would not have helped women who were denied the vote based on their gender rather than their age. |

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| 3 | Option D is correct | Pearl Harbor is a U.S. naval base in Hawaii that was attacked by Japanese aircraft on December 7, 1941. The attack damaged or destroyed 19 American ships and killed more than 2,300 Americans. The following day President Franklin D. Roosevelt asked Congress to declare war on Japan. |
| | Option A is incorrect | The German annexation of Austria happened in 1938. The United States did not officially enter World War II until 1941, after the attack on Pearl Harbor. |
| | Option B is incorrect | The Soviet occupation of Germany started in 1945 after World War II ended. The United States officially entered World War II in 1941. |
| | Option C is incorrect | The landing of Allied soldiers on Normandy Beach happened in 1944 after the United States entered World War II. |

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| 4 | Option G is correct | The Bessemer steel process was the first inexpensive way to mass-produce steel from raw iron. It was introduced in the 1850s. This process strengthened the steel and lowered its cost. This made the construction of railroads, buildings, and bridges much less expensive. |
| | Option F is incorrect | The mechanical reaper was invented in 1831, decades before the Bessemer steel process was introduced. |
| | Option H is incorrect | Transistors are made from silicon and germanium, not steel. They were invented in the late 1940s, almost a hundred years after the Bessemer steel process was introduced. |
| | Option J is incorrect | The electric lightbulb was invented in 1879 after the Bessemer steel process was introduced. The electric lightbulb does not rely on steel and did not benefit from the Bessemer steel process. |

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| 5 | Option A is correct | The Civil Rights Act of 1957 led to the establishment of the Civil Rights Division within the Justice Department. The new division allowed federal prosecutors to obtain court injunctions against people or organizations that interfered with the right to vote. Federal prosecutors could now enforce laws prohibiting discrimination. |
| | Option B is incorrect | The main purpose of the Civil Rights Division was to protect voter rights, not to integrate public schools. The integration of public schools was advanced by <i>Brown v. Board of Education</i> in 1954. |
| | Option C is incorrect | The main purpose of the Civil Rights Division was to protect voter rights, not to enforce privacy protections. |
| | Option D is incorrect | The main purpose of the Civil Rights Division was to protect voter rights, not to integrate the military. President Harry Truman integrated the military in 1948 through Executive Order 9981. |

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| 6 | Option G is correct | This guarantee is from the Fifth Amendment. It requires the government to pay for private property taken for public use. The guarantee could affect the establishment of a new national park if the land needed for the park was private property. In that case, the government would have to buy the land at a fair price in order to create the park. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a photograph. |
| | Option F is incorrect | This guarantee is from the Fourth Amendment. It is related to a person's due process rights and protects people from unreasonable search and seizure. This guarantee does not affect the establishment of national parks. |
| | Option H is incorrect | This guarantee is from the Fourth Amendment. It requires law enforcement to explain reasons for warrants to judges. This guarantee does not affect the establishment of national parks. |
| | Option J is incorrect | This guarantee is from the Seventh Amendment. It allows people to have a trial by jury in civil cases that involve more than twenty dollars. This guarantee does not affect the establishment of national parks. |

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| 7 | Option B is correct | Flappers of the 1920s were young women who embraced a lifestyle that rejected traditional norms of behavior and roles for women. They cut their hair very short, wore makeup and short skirts, danced in jazz clubs, and worked outside of the home. This shift away from traditional female roles was attractive to many women. |
| | Option A is incorrect | Flapper culture embraced the idea of women working outside the home. The popularity of flappers was not associated with a decrease in the number of women working. |
| | Option C is incorrect | During the 1920s credit and installment plans were primarily used for the purchase of large durable goods such as automobiles and household appliances. Such purchases were not a major influence on the popularity of flappers. |
| | Option D is incorrect | Crime increased, rather than decreased, during Prohibition. Organized crime groups illegally made, transported, and sold alcoholic beverages during the 1920s. |

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| 8 | Option F is correct | In the late 1930s through the 1960s, many people feared that communism was a threat to American society. The House Committee on Un-American Activities (HUAC) investigated people who were allegedly associated with the Communist Party. This led to a climate of distrust and fear in the United States. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option G is incorrect | The Civilian Conservation Corps was a public work relief program for unemployed, unmarried men from 1933 to 1942. It was not associated with the Cold War. |
| | Option H is incorrect | The Navajo Code Talkers were a group of Native American soldiers who served in World War II. They were not involved in the Cold War. |
| | Option J is incorrect | The Flying Tigers were a group of American pilots who fought in World War II. They were not involved in the Cold War. |

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| 9 | Option B is correct | In this news conference, President Eisenhower expressed concern that if Indochina fell to communism, it would start a chain reaction and communism would spread throughout Southeast Asia. This concern was known as the “domino theory” and influenced U.S. foreign policy in the 1950s and 1960s. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option A is incorrect | The excerpt describes possible consequences that may result from the spread of communism in Asia. It does not discuss a trade imbalance between the United States and Asia. |
| | Option C is incorrect | The excerpt describes possible consequences that may result from the spread of communism in Asia. It does not discuss educational opportunities in Asia. |
| | Option D is incorrect | The excerpt describes possible consequences that may result from the spread of communism in Asia. It does not discuss an environmental disaster in Asia. |

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| 10 | Option J is correct | The diagram describes factors that led to the expansion of labor unions in the United States in the late 1800s. Factory workers had to endure long hours, low wages, and dangerous working conditions. Labor unions emerged to help workers organize and fight for better working conditions. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships. |
| | Option F is incorrect | The diagram connects factory production and working conditions to the expansion of labor unions in the late 1800s. It does not describe factors that led to the ratification of an amendment to expand voting rights. |
| | Option G is incorrect | The diagram connects factory production and working conditions to the expansion of labor unions in the late 1800s. It does not describe factors that led to the building of a railroad across the United States. |
| | Option H is incorrect | The diagram connects factory production and working conditions to the expansion of labor unions in the late 1800s. It does not describe factors that led to the passage of laws banning the sale and consumption of alcohol. |

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| 11 | Option B is correct | Hillary Clinton served as First Lady of the United States from 1993 to 2001. She served as Secretary of State from 2009 until 2013. For this item the student applies critical-thinking skills to categorize information into two categories: those positions held by Hillary Clinton and those not held by Hillary Clinton. |
| | Option A is incorrect | Hillary Clinton did not serve as a Supreme Court Justice or as President of the United States. |
| | Option C is incorrect | Hillary Clinton did not serve as Speaker of the House of Representatives, but she did serve as a Senator for the state of New York from 2001 to 2009. |
| | Option D is incorrect | Hillary Clinton did not serve as the U.S. Attorney General or as Governor of Arkansas. |

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| 12 | Option H is correct | These amendments were passed after the Civil War to protect the rights of former slaves. The Thirteenth Amendment abolished slavery. The Fourteenth Amendment granted citizenship and equal protection under the law. The Fifteenth Amendment affirmed that the right of citizens to vote shall not be denied or limited on the basis of race, color, or previous condition of servitude. |
| | Option F is incorrect | The three amendments all focused on the rights of former slaves. The amendments did not give women the right to vote or address other rights that women were denied. |
| | Option G is incorrect | These amendments did not address the readmission of states that had seceded from the Union during the Civil War. That process was addressed by the Reconstruction Acts. |
| | Option J is incorrect | While President Andrew Johnson was impeached during Reconstruction, these amendments did not address presidential impeachment proceedings. |

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| 13 | Option C is correct | The purpose of this poster was to encourage Americans to volunteer with local agencies or participate in programs to help with the war effort. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a poster. |
| | Option A is incorrect | This poster does not encourage citizens to join the military. It encourages them to aid the war effort through voluntary actions on the home front. |
| | Option B is incorrect | This poster does not serve to inform citizens about wartime dangers. It encourages them to aid the war effort through voluntary actions on the home front. |
| | Option D is incorrect | This poster does not serve to notify citizens about mandatory programs regarding national security. It encourages them to aid the war effort through voluntary actions on the home front. |

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| 14 | Option J is correct | During the Vietnam War, television networks extensively covered the conflict by broadcasting graphic and uncensored images. This type of media exposure resulted in a negative public opinion of U.S. involvement in Vietnam. For this item the student applies critical-thinking skills to find the main idea and draw conclusions. |
| | Option F is incorrect | This excerpt describes the effect of television on public opinion. It does not describe the embedding of journalists with combat troops. |
| | Option G is incorrect | This excerpt describes the effect of television on public opinion. It does not describe the role of the Office of War Information (OWI) that was created during World War II. The OWI controlled the content and imagery of war messages and centralized information to inspire patriotism and support for World War II. |
| | Option H is incorrect | This excerpt describes the effect of television on public opinion. It does not describe improvements in media. |

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| 15 | Option D is correct | In the mid-1960s, the U.S. Navy started using satellites to identify the position of submarines. The use of satellites to help identify locations of military vehicles and to help with navigation expanded in the early 1970s. Global Positioning System (GPS) became available to the general public in the early 1990s. GPS allows people to find specific locations as they drive or walk around cities. |
| | Option A is incorrect | The first gas pump was a pump that dispensed kerosene for fuel stoves and lamps at a grocery store in the late 1880s. It was not initially designed for the military. |
| | Option B is incorrect | Credit cards were invented to help customers make purchases at companies. They were not initially designed for the military. |
| | Option C is incorrect | The polio vaccine was invented to address a public health concern. It was not initially designed for the military. |

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| 16 | Option F is correct | The headline describes the increase in the number of African American members of Congress since 1959. During the Civil Rights movement, activists helped expand minority rights, including the right to vote. Barriers to voting such as literacy tests and poll taxes were gradually ended and voter participation increased as a result. Increased voter participation led to changes in congressional representation at the national level. For this item the student applies critical-thinking skills to analyze and interpret social studies information in news headlines. |
| | Option G is incorrect | The Senate’s support for a treaty to expand trade with African nations is a foreign policy decision. The treaty would not have been a result of the Civil Rights movement, which was about domestic or internal policies. |
| | Option H is incorrect | The Twenty-Sixth Amendment was ratified in 1971. It lowered the federal voting age to 18 to match the age for the military draft during the Vietnam War. |
| | Option J is incorrect | The U.S. government ended the military draft at the close of the Vietnam War. The draft has not been reinstated. |

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| 17 | Option C is correct | During World War II, the leaders of Nazi Germany ordered the systematic government-sponsored killing of Jewish people in a genocide that is today known as the Holocaust. |
| | Option A is incorrect | The internment of Japanese Americans during World War II was not known as the Holocaust. |
| | Option B is incorrect | There was no official Allied plan to liberate concentration camps during World War II. Many of the concentration camps were discovered as Allied soldiers moved across Europe into Nazi-occupied territories. |
| | Option D is incorrect | The Japanese military strategy to destroy U.S. aircraft carriers was not known as the Holocaust. |

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| 18 | Option H is correct | The Servicemen’s Readjustment Act of 1944, or the GI Bill, was created to help veterans of World War II. It included financial aid for tuition and expenses related to college or trade schools. The GI Bill continues to provide money to veterans for education-related expenses. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option F is incorrect | Social Security is a federal insurance program that pays benefits to retired workers and to those who are disabled. It does not provide tuition assistance and other education benefits to veterans. |
| | Option G is incorrect | The Twenty-Sixth Amendment lowered the federal voting age to 18. It does not provide tuition assistance and other education benefits to veterans. |
| | Option J is incorrect | The Americans with Disabilities Act was passed in 1990. It is a civil rights law that prohibits discrimination against individuals with disabilities. It does not provide tuition assistance and other education benefits to veterans. |

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| 19 | Option D is correct | During the 1950s the United States was committed to a foreign policy of containment, or preventing the spread of communism. When communist North Korea invaded noncommunist South Korea, the United States led the United Nations' military response. |
| | Option A is incorrect | Promoting trade in Southeast Asia was not a reason for U.S. intervention in Korea. The United States was responding to North Korea's invasion of South Korea. |
| | Option B is incorrect | Responding to a surprise attack against a U.S. naval base was not a reason for U.S. intervention in Korea. The United States was responding to North Korea's invasion of South Korea. A surprise attack against a U.S. naval base caused U.S. entry into World War II. |
| | Option C is incorrect | Defeating international terrorist groups was not a reason for U.S. intervention in Korea. The United States was responding to North Korea's invasion of South Korea. |

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| 20 | Option H is correct | Alexis de Tocqueville describes representative democracy when he says that America governs itself because members of Congress and the president are elected by the people. This excerpt from the Nineteenth Amendment gives women the right to vote. This constitutional provision advanced democracy by including women in the voting population. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option F is incorrect | This excerpt from the Fourth Amendment protects citizens against unreasonable search and seizure. It does not involve the election of representatives. |
| | Option G is incorrect | This excerpt from the Thirteenth Amendment abolished slavery in the United States. It does not involve the election of representatives. |
| | Option J is incorrect | This excerpt from the Twenty-Fifth Amendment describes the process for vice-presidential succession. It does not describe the election of representatives. |

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| 21 | Option B is correct | The 2009 Affordable Care Act was a comprehensive health care reform law. Its primary goals were to make affordable health insurance available to more people, expand the Medicaid program, and support innovative medical care delivery methods designed to lower the costs of health care generally. |
| | Option A is incorrect | The primary goal of the Affordable Care Act was to expand access to health insurance for all individuals, not to eliminate state medical programs. |
| | Option C is incorrect | The primary goal of the Affordable Care Act was to expand access to health insurance for all individuals. The act did not focus on the elderly and was not intended to transfer private medical care for the elderly to the national government. |
| | Option D is incorrect | The primary goal of the Affordable Care Act was to expand access to health insurance for all individuals. The goal was not to reduce restrictions on healthcare providers. |

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| 22 | Option F is correct | As industrialization, immigration, and the availability of factory jobs increased, the populations of American cities grew. The increased urban population created an increased need for city services, including street cleaning and other sanitation services. For this item the student applies critical-thinking skills to analyze and interpret social studies information in an image. |
| | Option G is incorrect | A larger urban population contributed most to the need for a permanent sanitation group in large urban areas such as New York, not the passage of labor laws. |
| | Option H is incorrect | A larger urban population contributed most to the need for a permanent sanitation group in large urban areas such as New York, not a reduction in the regulation of urban railway systems. |
| | Option J is incorrect | Immigration quotas would have reduced the number of people coming into urban areas, reducing the need for a permanent sanitation group. |

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| 23 | Option C is correct | Opened in August 1914, the Panama Canal connects the Pacific and the Atlantic Oceans. Before the canal the fastest route for ships traveling between the east and west coasts of the United States was to travel around the southern tip of South America. The opening of the canal significantly reduced the travel time and distance for ships traveling this route. |
| | Option A is incorrect | The opening of the Panama Canal in 1914 affected trade and travel, not efforts to reduce the spread of communism and socialism in Latin America. These efforts occurred decades after the opening of the canal. |
| | Option B is incorrect | The North American Free Trade Agreement was signed by the United States, Canada, and Mexico in 1992. The opening of the Panama Canal in 1914 did not impact this agreement. |
| | Option D is incorrect | The opening of the Panama Canal in 1914 did not create tension between the United States and Latin American countries over immigration. Most immigrants to the United States were coming from European countries at this time. |

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| 24 | Option J is correct | The motto <i>E pluribus unum</i> shown on this seal is Latin for "Out of Many, One." For this item the student applies critical-thinking skills to analyze and interpret social studies information in a visual. |
| | Option F is incorrect | <i>E pluribus unum</i> means "Out of Many, One." It does not mean "Liberty, Fraternity, Equality." |
| | Option G is incorrect | <i>E pluribus unum</i> means "Out of Many, One." It does not mean "Justice for All." |
| | Option H is incorrect | <i>E pluribus unum</i> means "Out of Many, One." It does not mean "America First." |

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| 25 | Option A is correct | <p>During the 1960s and 1970s, the term “credibility gap” was used to describe the difference between events and the information that the government provided to the public about those events. Watergate refers to the scandal surrounding the attempted burglary of the Democratic National Committee headquarters in 1972. The credibility gap combined with President Nixon’s involvement in the Watergate scandal caused many Americans to have less trust in government and elected officials. For this item the student applies critical-thinking skills to identify cause-and-effect relationships and make generalizations.</p> |
| | Option B is incorrect | <p>The Equal Rights Amendment (ERA) was proposed to provide a constitutional guarantee that rights would be protected regardless of gender. It was sent to the states for ratification in 1972. Conservative opponents argued that ratification of the ERA would be detrimental to women. As a result, the amendment failed to achieve ratification. The failure did not lead to a loss of trust in the federal government.</p> |
| | Option C is incorrect | <p>President Jimmy Carter negotiated a peace treaty between Egypt and Israel in 1978 called the Camp David Accords. At the time it was viewed by the American public as a positive step toward peace in the Middle East. It did not lead to a loss of trust in the federal government.</p> |
| | Option D is incorrect | <p>The Marshall Plan was introduced in 1948 and was designed to help rebuild Europe after World War II. The plan stimulated the European and American economies and was viewed positively by the American people. It did not lead to a loss of trust in the federal government.</p> |

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| 26 | Option G is correct | During the early 1900s, political machines, such as New York City’s Tammany Hall, were known for being corrupt. George Washington Plunkitt, a Tammany Hall official, used inside knowledge about a new public park to reap a dishonest profit for himself. He bought the land the city planned to use for the park. Then he sold it to the city for a high price at taxpayer expense. Plunkitt tried to justify his greed and dishonesty by saying that he helped the public get their park. For this item the student applies critical-thinking skills to summarize the main idea. |
| | Option F is incorrect | This excerpt describes a political boss’s attempt to make a profit. It does not describe an effort to help immigrants assimilate to life in the United States. |
| | Option H is incorrect | This excerpt describes a political boss’s dishonest use of eminent domain to buy and sell private land for public use. George Washington Plunkitt was not a leader of the reform-seeking Progressive movement and he did not protest eminent domain. |
| | Option J is incorrect | This excerpt was by a political boss, or leader of a political machine, not by a muckraker, or journalist who reported on social problems. The speaker presents justification for corrupt activities rather than exposing the problem. |

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| 27 | Option A is correct | President Lyndon B. Johnson signed Executive Order 11246 to outline non-discriminatory hiring practices and affirmative action rules for federal contractors. Affirmative action is an active effort to improve opportunities for groups who have been historically discriminated against. For this item the student applies critical-thinking skills to analyze a primary source and answer a historical question. |
| | Option B is incorrect | The purpose of the executive order was to protect against discriminatory hiring practices, not to guarantee a minimum wage for workers. |
| | Option C is incorrect | The purpose of the executive order was to protect against discriminatory hiring practices, not to give corporate tax cuts to companies. |
| | Option D is incorrect | The purpose of the executive order was to protect against discriminatory hiring practices, not to provide on-the-job training for new employees. |

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| 28 | Option F is correct | The Treaty of Versailles was the official agreement negotiated between Germany and the Allies to establish peace after World War I. Part of the treaty involved the creation of an international organization to preserve peace. Members of the organization were required to send military forces to protect the security of other member nations. The U.S. Senate refused to ratify the treaty because it wanted to retain control over U.S. involvement in foreign conflicts. |
| | Option G is incorrect | The United States, France, and Great Britain disagreed over the type and severity of punishment for Germany after World War I. This was not a reason why the U.S. Senate refused to ratify the Treaty of Versailles. |
| | Option H is incorrect | The Treaty of Versailles did not address secret alliances. The Senate was concerned about the requirement of the United States to join the League of Nations and come to the aid of member nations. |
| | Option J is incorrect | The Treaty of Versailles reduced Germany’s military to very low levels and prohibited them from having certain types of weapons. This was not a reason why the U.S. Senate failed to ratify the Treaty of Versailles. |

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| 29 | Option D is correct | In the late 1800s, African Americans in the South experienced oppression, discrimination, and racial violence. Many African Americans migrated to other parts of the country to escape these conditions and improve their economic situation. For this item the student applies critical-thinking skills to identify cause-and-effect relationships. |
| | Option A is incorrect | Exodusters did not migrate to the Great Plains to escape drought conditions. They migrated to escape oppression and discrimination in the South. |
| | Option B is incorrect | While some exodusters did eventually reunite with family members who migrated to the Great Plains before them, the primary reason exodusters left the South was to escape oppression and discrimination. |
| | Option C is incorrect | Many African Americans left the South before and during World War I to find jobs in wartime industries as part of the Great Migration. However, exodusters migrated to the Great Plains in the late 1800s. |

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| 30 | Option F is correct | In the 1920s many investors borrowed money in order to buy stocks. When the stock market crashed and stock prices fell, investors could not sell the stocks at prices high enough to repay the loans. When investors could not pay back the money they had borrowed, banks began to fail, which contributed to the Great Depression. |
| | Option G is incorrect | Investment in the stock market contributed to the Great Depression because people were unable to repay the money they borrowed to buy stocks. Government taxes on the selling of stocks decreased during this period and did not contribute to the Great Depression. |
| | Option H is incorrect | Investment in the stock market contributed to the Great Depression because people were unable to repay the money they borrowed to buy stocks. The Great Depression did not occur because financial institutions reported or failed to report earnings to investors. |
| | Option J is incorrect | Investment in the stock market contributed to the Great Depression because people were unable to repay the money they borrowed to buy stocks. It was not because foreign countries delayed paying earnings to stockholders. |

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| 31 | Option A is correct | Entrepreneurs like Steve Jobs and Jeff Bezos helped make goods more accessible to people through the use of computer technology. Steve Jobs was a co-founder of Apple, Inc. and Jeff Bezos founded Amazon.com, Inc. Because of their contributions, more people are able to use their computers to shop for goods online. |
| | Option B is incorrect | Steve Jobs and Jeff Bezos have directly affected the twenty-first century economy through computer and online shopping. They are not directly associated with restaurant owners opening franchises in other countries. |
| | Option C is incorrect | Steve Jobs and Jeff Bezos have directly affected the twenty-first century economy through computer and online shopping. They are not directly associated with people getting hired after high school graduation. |
| | Option D is incorrect | Steve Jobs and Jeff Bezos have directly affected the twenty-first century economy through computer and online shopping. They are not directly associated with banks offering home loans to people who want to buy homes. |

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| 32 | Option G is correct | When the United States entered World War II, federal defense spending increased significantly. Factories were contracted to produce military supplies, weapons, and equipment. The level of industrial production increased. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships. |
| | Option F is incorrect | The government increased rather than decreased its use of propaganda to generate moral and financial support for the war. |
| | Option H is incorrect | The government introduced and expanded rather than reduced rationing programs in the United States to help conserve resources needed to participate in the war. |
| | Option J is incorrect | The unemployment rate decreased rather than increased as a result of U.S. entry into World War II and increased national defense spending. |

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| 33 | Option D is correct | Imperialism refers to the economic, military, and cultural influence of one country over another. As a result of the Spanish-American War and other actions, the United States acquired territories in Latin America and the Pacific. Positioning of the eagle and wording of the cartoon caption address the challenge of managing and maintaining control of territories that are far away from the continental United States. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a political cartoon. |
| | Option A is incorrect | The cartoon does not have any words or symbols regarding self-government. The cartoon illustrates the difficulty of managing territories that are far from the continental United States. |
| | Option B is incorrect | While imperialism may have improved access to overseas trade markets, this cartoon's words and symbols do not convey that message. The cartoon illustrates the difficulty of managing territories that are far away from the continental United States. |
| | Option C is incorrect | While U.S. territorial expansion may have angered some European powers, this cartoon's words and symbols do not convey that message. The cartoon illustrates the difficulty of managing territories that are far away from the continental United States. |

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| 34 | Option F is correct | During the early 1900s, journalists and writers reported unsanitary conditions and corruption that affected the food-packing and drug industries. Consumers were often getting mislabeled or harmful products. These conditions resulted in significant public outcry and prompted Congress to pass the Pure Food and Drug Act to protect consumers. |
| | Option G is incorrect | The purpose of the act was to protect consumers, not to lower the cost of essential foods and drugs. |
| | Option H is incorrect | The purpose of the act was to protect consumers, not to prevent shortages by regulating the supply of food and drugs. |
| | Option J is incorrect | The purpose of the act was to protect consumers, not to reduce production costs for food and drug manufacturers. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 35 | Option D is correct | During the twentieth century, cities expanded outward as more people moved for professional jobs. This expansion, or urban sprawl, led cities to absorb the land that used to be used for farming or agricultural purposes. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option A is incorrect | This excerpt describes a shift in the labor force from rural jobs to urban jobs. It does not describe people moving to rural areas. |
| | Option B is incorrect | While pollution levels might have increased as a result of the shift described in this excerpt, the government increased, rather than decreased, regulations over air quality in this time period. |
| | Option C is incorrect | This excerpt describes a shift in the labor force from rural jobs to urban jobs. It does not suggest that erosion developed because farmers used outdated farming techniques. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 36 | Option J is correct | When settlers migrated to the Great Plains in the late 1800s, they adapted to the region’s conditions of few trees, hard soil, and dry weather. Because there was little wood available, settlers had to use sod, or dirt with grass in it, to build their homes. Steel plows were used to break up the sod to plant crops. Farmers also developed dry farming techniques. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships. |
| | Option F is incorrect | While sharecroppers in the Deep South likely used steel plows, the geographic conditions of the Deep South did not lead people to build sod houses or use dry farming techniques. |
| | Option G is incorrect | While migrant workers in the Southwest likely used dry farming techniques and steel plows, the geographic conditions of the Southwest did not lead migrant workers to build sod houses. |
| | Option H is incorrect | Gold rush opportunities drew miners to California and the Pacific Northwest. The geographic conditions in California and the Pacific Northwest did not lead miners to build sod houses, use steel plows, or develop dry farming techniques. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 37 | Option C is correct | In August 1990 Iraq's leader, Saddam Hussein, ordered the invasion and occupation of Kuwait. His goals were to obtain Kuwait's oil reserves, cancel a debt owed to Kuwait, and expand Iraqi power in the Middle East. The United States and its allies began a military offensive against Iraq in January 1991 after United Nations sanctions failed to convince Iraq to withdraw from Kuwait. |
| | Option A is incorrect | The United States fought in the Persian Gulf War because Iraq invaded and occupied Kuwait, not because of a communist revolution in Iraq. |
| | Option B is incorrect | The United States fought in the Persian Gulf War because Iraq invaded and occupied Kuwait, not because Iraq was supplying weapons to al-Qaeda terrorists. |
| | Option D is incorrect | The United States fought in the Persian Gulf War because Iraq invaded and occupied Kuwait, not because Iraq financed the Soviet invasion of Afghanistan. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 38 | Option F is correct | In the early 1900s, more than 15 million immigrants came to the United States. This large influx of immigrants, many from Eastern and Southern Europe, created a strong movement among many Americans to assimilate, or absorb, immigrants into American culture. |
| | Option G is incorrect | The Americanization movement was prompted by a desire to assimilate European immigrants into American culture in the early 1900s, not to strengthen laws that enforced racial segregation in the South between the mid-1870s and the mid-1950s. |
| | Option H is incorrect | The Americanization movement was prompted by a desire to assimilate European immigrants into American culture during the early 1900s. The Americanization movement began before the rise of tensions between the Soviet Union and the United States. |
| | Option J is incorrect | The Americanization movement was prompted by a desire to assimilate European immigrants into American culture, not concern about environmental issues in the western United States. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 39 | Option B is correct | The ballot initiative process outlined in the diagram shows that citizens may put proposed laws directly on the ballot instead of relying on the state government. This reform gives citizens more direct influence on the law-making process. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a diagram. |
| | Option A is incorrect | The initiative process does not affect the election of members to Congress. |
| | Option C is incorrect | The initiative process does not include provisions for removing people from office. |
| | Option D is incorrect | The initiative process does not prohibit primary elections. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 40 | Option F is correct | The Social Security Administration was created as part of the Social Security Act of 1935. Social Security is a social insurance program designed to pay retired workers an income after retirement. It also helps people with disabilities and other needs. |
| | Option G is incorrect | The Securities and Exchange Commission (SEC) was created in 1934 as part of the New Deal to regulate the stock market and protect investors. |
| | Option H is incorrect | The Federal Deposit Insurance Corporation (FDIC) was created in 1933 as part of the New Deal to protect deposits against bank failures. |
| | Option J is incorrect | The Farm Credit Administration was created in 1933 as part of the New Deal to provide credit to farmers, ranchers, and cooperatives in rural America. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 41 | Option A is correct | Congress passed the Gulf of Tonkin Resolution in 1964 in response to reports that two U.S. ships had been attacked off the coast of Vietnam. It gave the president the executive authority to take all necessary measures to retaliate against armed attacks and prevent further aggression. This authority did not require a declaration of war from Congress. |
| | Option B is incorrect | The Gulf of Tonkin Resolution did not authorize the president to choose the Senate Majority Leader. The Senate Majority Leader is elected by the members of the party in power in the Senate at the beginning of each Congress. |
| | Option C is incorrect | The Gulf of Tonkin Resolution did not allow the president to introduce bills to Congress. Only Congress members have the power to introduce bills to Congress. |
| | Option D is incorrect | The Gulf of Tonkin Resolution did not expand the president's right to executive privilege, or withholding certain information from Congress, the courts, or the public. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 42 | Option J is correct | The Tenth Amendment is part of the Bill of Rights. This amendment was meant to protect rights and powers that were not explicitly listed in the rest of the Bill of Rights. For this item the student applies critical-thinking skills to analyze a primary source and answer a historical question. |
| | Option F is incorrect | The goal of the Tenth Amendment is to limit the power of the federal government, not to restrict civil liberties. |
| | Option G is incorrect | The goal of the Tenth Amendment is to limit the power of the federal government, not to limit due process rights. |
| | Option H is incorrect | The goal of the Tenth Amendment is to limit the power of the federal government, not to restrain the power of judges who make rulings based on personal opinion rather than existing law. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 43 | Option A is correct | Henry Ford introduced the assembly line to the car manufacturing process in 1913. On an assembly line, each worker completes one specific part of the production process. Materials are moved from workstation to workstation, allowing pieces to be put together until the product is completed. This method increased the speed at which items were made and helped lower costs of production. Lower production costs resulted in lower-priced cars. |
| | Option B is incorrect | Henry Ford’s manufacturing methods helped to make cars more affordable for people. They did not reduce the amount of fuel cars needed to operate efficiently. |
| | Option C is incorrect | Cars produced in the early 1900s were small and relatively slow. They did not replace railroads as the fastest way to ship goods. |
| | Option D is incorrect | The goal of assembly line production was to lower production costs by producing large quantities of identical products. Cars produced on the assembly line were not customized. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 44 | Option G is correct | During the 1930s the Supreme Court ruled against several important New Deal programs. As a result President Franklin D. Roosevelt proposed a bill in 1937 to increase the number of Supreme Court justices. He hoped to change the makeup of the court so that his New Deal programs would not be ruled unconstitutional. |
| | Option F is incorrect | President Roosevelt wanted to increase the number of Supreme Court justices because the Court ruled against some New Deal programs, not the use of the gold standard. |
| | Option H is incorrect | The Supreme Court ruled in favor of internment camps in <i>Korematsu v. United States</i> . |
| | Option J is incorrect | The Supreme Court did not rule against rationing programs during World War II. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 45 | Option A is correct | Congress created the Federal Reserve, or Fed, as a central banking system. The Fed helps provide stability for the national economy. Among other responsibilities the Fed controls interest rates, helps deal with unemployment, and supervises and regulates banks and other financial institutions. |
| | Option B is incorrect | Raising money for wartime needs by was not a goal of the Federal Reserve Act of 1913. |
| | Option C is incorrect | The Federal Reserve Act did not ensure low-interest loans. The Fed lowers and raises interest rates in response to national economic needs, not the needs of individual entrepreneurs. |
| | Option D is incorrect | The Federal Reserve Act did not break up corporate trusts. The Fed regulates banks and other financial institutions to ensure stability, not to encourage competition. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 46 | Option H is correct | This mural is an example of cultural pride among Mexican Americans. The Chicano Mural Movement began in the 1960s in Mexican American neighborhoods throughout the southwestern United States and celebrated Mexican American culture. Artists painted images on public structures to illustrate contributions made by Mexican Americans to American society. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a photograph. |
| | Option F is incorrect | This 1978 mural is significant because it demonstrates Mexican American cultural pride. It was not painted by artists from the Beat Generation, a 1950s movement that focused on social nonconformity. |
| | Option G is incorrect | This mural is significant because it demonstrates Mexican American cultural pride. It was not commissioned by the federal government. |
| | Option J is incorrect | This mural was painted in 1978. The Works Progress Administration was a New Deal program active during the 1930s and 1940s. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 47 | Option A is correct | In 1924 the U.S. government passed the American Indian Citizenship Act. This act granted citizenship to all American Indians born in the United States. |
| | Option B is incorrect | The U.S. government created schools in the late 1870s to assimilate young American Indians into mainstream U.S. culture. The government granted citizenship to American Indians in 1924. |
| | Option C is incorrect | The U.S. government granted citizenship to American Indians in 1924. The U.S. government did not provide retirement benefits for American Indians. |
| | Option D is incorrect | The U.S. government granted citizenship to American Indians in 1924. The U.S. government did not guarantee jobs for American Indians in urban areas. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 48 | Option H is correct | In 1957 the Soviet Union launched <i>Sputnik I</i> , the earth's first artificial satellite. Over the next thirty years, the United States and the Soviet Union competed against one another for superiority in space travel and exploration. This Cold War competition is known as the space race. |
| | Option F is incorrect | U.S. military troops were sent to Korea in 1950, while <i>Sputnik I</i> was launched in 1957. |
| | Option G is incorrect | The United States ended its involvement in Vietnam in 1975, while <i>Sputnik I</i> was launched in 1957. |
| | Option J is incorrect | The Marshall Plan was implemented in 1948, while <i>Sputnik I</i> was launched in 1957. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 49 | Option A is correct | Pete Hernandez was convicted of murder by an all-white jury at a time when Mexican Americans were excluded from serving on juries in Texas. In the landmark Supreme Court case <i>Hernandez v. Texas</i> , Chief Justice Earl Warren delivered the unanimous decision, extending constitutional protection to Mexican Americans and barring group-based discrimination. The court held that Mexican Americans were a distinct group entitled to the same equal protection rights as other groups. For this item the student applies critical-thinking skills to find the main idea and draw conclusions. |
| | Option B is incorrect | This Supreme Court decision supported the right to be tried by a jury of your peers. It did not eliminate due process protections. |
| | Option C is incorrect | This Supreme Court decision did not limit free expression, a right guaranteed by the First Amendment. |
| | Option D is incorrect | This Supreme Court decision did not expand religious freedom. |

2019 STAAR U.S. History Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 50 | Option F is correct | Completed in 1869, the Transcontinental Railroad allowed merchants and farmers to transport goods and materials more quickly and cheaply. This increased access to goods helped promote westward settlement, encouraging more people to move. |
| | Option G is incorrect | While completion of the Transcontinental Railroad helped people and businesses settle and expand in the West, companies and individuals were responsible for raising money to build factories along the routes. |
| | Option H is incorrect | The Transcontinental Railroad was not responsible for funding the building of schools. State and local governments are responsible for funding schools. |
| | Option J is incorrect | The Transcontinental Railroad was not responsible for establishing military forts along the routes. The federal government is responsible for building military forts. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 51 | Option A is correct | Betty Friedan’s book <i>The Feminine Mystique</i> was published in 1963. She argued that women would find greater personal fulfillment outside of traditional gender roles. The book inspired women to question the traditional roles of women in society. |
| | Option B is incorrect | <i>The Feminine Mystique</i> did not focus attention on environmental problems. |
| | Option C is incorrect | <i>The Feminine Mystique</i> did not advocate for the passage of consumer safety laws. |
| | Option D is incorrect | <i>The Feminine Mystique</i> did not bring attention to racial discrimination in government hiring practices. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 52 | Option G is correct | The United States and Israel have been allies since Israel was created in 1948. The two countries work together to achieve common goals in the Middle East. For this item the student applies critical-thinking skills to draw inferences and conclusions. |
| | Option F is incorrect | Egypt became an independent country in 1922. It was not created in 1948. |
| | Option H is incorrect | Kuwait became an independent country in 1961. It was not created in 1948. |
| | Option J is incorrect | Saudi Arabia was founded in 1932. It was not created in 1948. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 53 | Option B is correct | A time-study analysis measures the amount of time it takes for a qualified worker to complete a specific job using a specific method. This type of study helps companies improve efficiency in the workplace by refining tasks and removing unnecessary steps in production. Efficiency is doing more work in less time. |
| | Option A is incorrect | Time-study analyses are used to improve efficiency, not to help diversify the workforce. |
| | Option C is incorrect | Time-study analyses are used to improve efficiency, not to help reduce the amount of goods in storage. |
| | Option D is incorrect | Time-study analyses are used to improve efficiency, not to help improve relations with inventory suppliers. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 54 | Option F is correct | Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was killed in 1914 by a Serbian man in Sarajevo. Austria-Hungary blamed the Serbian government for the assassination and declared war on Serbia. This series of events led to the start of World War I. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a news headline. |
| | Option G is incorrect | The Zimmermann telegram was intercepted by the British in January 1917 after World War I began. It was not an immediate consequence of the assassination of Archduke Franz Ferdinand. |
| | Option H is incorrect | The United States' refusal to join the League of Nations was a result of the negotiations at the end of the World War I. It was not an immediate consequence of the assassination of Archduke Franz Ferdinand. |
| | Option J is incorrect | The Russian monarchy was overthrown in 1917 as a result of an internal civil war. It was not an immediate consequence of the assassination of Archduke Franz Ferdinand. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 55 | Option C is correct | The interest groups on this list provide legal and social support for minorities. These groups help shape U.S. culture by focusing on protecting and expanding civil rights for minorities. For this item the student applies critical-thinking skills to analyze information by categorizing. |
| | Option A is incorrect | The groups on this list do not share a common focus on child labor. |
| | Option B is incorrect | The groups on this list do not share a common focus on immigration quotas. |
| | Option D is incorrect | The groups on this list do not lobby against equal pay for equal work. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 56 | Option G is correct | Nuclear weapons were first used at the end of World War II. The nuclear arms race is most associated with the Cold War that began after World War II. The Cold War was a time of rivalry between two world superpowers, the democratic United States and the communist Soviet Union. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a photograph. |
| | Option F is incorrect | The Roaring Twenties refers to the decade of the 1920s in U.S. history. Nuclear weapons were first used at the end of World War II. The nuclear arms race is most associated with the Cold War that began after World War II. |
| | Option H is incorrect | The Great Depression occurred years before nuclear weapons were developed. The nuclear bomb was not tested until 1945. |
| | Option J is incorrect | The Industrial Revolution happened in the late 1800s and early 1900s in the United States. Nuclear weapons were first used at the end of World War II. The nuclear arms race is most associated with the Cold War that began after World War II. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 57 | Option A is correct | Diffusion is the spread of culture from one group of people to another. The popularity of American music in China is an example of diffusion. |
| | Option B is incorrect | Free trade agreements may indirectly contribute to the sharing of culture. However, the United States has never had a free trade agreement with China. Over the years, there have been trade disputes between the United States and China. |
| | Option C is incorrect | China has a communist government. Communist countries generally try to block cultural influences from other countries. |
| | Option D is incorrect | Successful antitrust laws in China would affect competition among businesses within that country. They would not impact the spread of culture from the United States to China. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 58 | Option G is correct | The Great Depression began after the stock market crash of 1929 and left millions of people without jobs. With no way to pay bills, many individuals and families lost their homes. This excerpt describes how homeless and jobless young men and boys would catch rides on trains. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships. |
| | Option F is incorrect | World War I occurred between 1914 and 1918. The problem described in the excerpt occurred in 1932, long after World War I had ended. |
| | Option H is incorrect | While the government did make stricter bank regulations during this period, these regulations did not contribute to homelessness and unemployment during the Great Depression. |
| | Option J is incorrect | The Gilded Age began in the late 1800s and ended shortly after the turn of the century. The problem described in the excerpt occurred in 1932, long after the Gilded Age had ended. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 59 | Option D is correct | This map shows population increases of 10 million or more people in the states of California, Texas, and Florida between 1900 and 2000. The population increase is best explained by an increase in the number of economic opportunities in these states. New businesses and industries opened and encouraged people to move to these states. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a map. |
| | Option A is incorrect | California, Texas, and Florida did not experience population growth based on an increase in the number of coal-mining jobs. There are relatively few jobs in coal mining available in these three states. |
| | Option B is incorrect | California, Texas, and Florida did not experience population growth based on fewer environmental protection laws. The number of environmental protection laws increased, rather than decreased, during the period illustrated on this map. |
| | Option C is incorrect | California, Texas, and Florida did not experience population growth based on a lack of a sales tax on consumer goods. All three states had a sales tax through much of the 1900s. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 60 | Option G is correct | During the 1973 Arab-Israeli War, Arab members of the Organization of Petroleum Exporting Countries (OPEC) imposed an embargo against the United States in retaliation for U.S. pro-Israeli policies. The embargo contributed to gasoline shortages and price increases in the United States. President Richard Nixon asked Americans to conserve resources and support energy research in order to reduce U.S. dependence on foreign oil imports. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships. |
| | Option F is incorrect | The fall of Saigon happened in 1975 after the OPEC embargo and President Nixon’s introduction of “Project Independence.” U.S. involvement in the Vietnam War had nothing to do with U.S. dependence on foreign oil. |
| | Option H is incorrect | Iraq invaded Kuwait in 1990, years after the OPEC embargo and President Nixon’s introduction of “Project Independence.” |
| | Option J is incorrect | The illegal sale of weapons to Iran during the Iran-Contra Affair began in 1985, years after the OPEC embargo and President Nixon’s introduction of “Project Independence.” |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 61 | Option D is correct | This list describes a 1994 political plan known as the Contract with America. It outlined legislation proposed by leaders of the Republican Party majority in the House of Representatives. It called for reforms such as tax cuts, measures to reduce crime, tax breaks for the middle class, and a balanced budget. For this item the student applies critical-thinking skills to find the main idea and categorize. |
| | Option A is incorrect | The term New Frontier was used by President John F. Kennedy as a slogan to inspire America to support him. The phrase developed into a label for his administration's domestic and foreign programs. |
| | Option B is incorrect | The Great Society was a series of social programs introduced by President Lyndon B. Johnson in the 1960s. |
| | Option C is incorrect | The call for a Return to Normalcy was a presidential campaign slogan used by Warren G. Harding in 1920. The slogan referred to a return to the way of life before World War I. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 62 | Option G is correct | Executive Order 9066 provided the framework for the creation of internment camps. During World War II, people of Japanese descent were removed from their homes along the West coast and held in such camps. Opponents of the camps argued that this action violated the Fourteenth Amendment guarantee of equal protection. For this item the student applies critical-thinking skills to analyze a primary source and answer a historical question. |
| | Option F is incorrect | This executive order did not directly violate the First Amendment right to free speech. Internees were able to establish newspapers within the camps. |
| | Option H is incorrect | This executive order did not directly violate the Second Amendment right to bear arms. |
| | Option J is incorrect | This executive order did not directly violate the First Amendment right to religious freedom. Internees were able to establish churches within the camps. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 63 | Option B is correct | In the early 1900s, millions of immigrants came to the United States seeking jobs and other benefits. This wave of immigration caused some Americans to become alarmed and to support the growth of nativism, which is a policy of favoring native-born citizens over immigrants. In response, the U.S. government passed several laws restricting immigration. For this item the student applies critical-thinking skills to find the main idea and identify cause-and-effect relationships. |
| | Option A is incorrect | The government did not make labor unions completely illegal. |
| | Option C is incorrect | The government responded to these events by passing immigration restrictions, not by implementing a military draft. |
| | Option D is incorrect | The government responded to these events by passing immigration restrictions, not by establishing a federal income tax. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 64 | Option J is correct | President Franklin D. Roosevelt’s New Deal was part of the federal government’s attempts to provide jobs and relief for those suffering from the effects of the Great Depression. These New Deal programs expanded the government’s role to provide for the welfare of citizens. As a result, people began to depend more on the federal government for help. |
| | Option F is incorrect | The New Deal did not result in the federal government taking control of public education and universities. |
| | Option G is incorrect | The New Deal did not require corporations to obtain permission from state governments before hiring workers. |
| | Option H is incorrect | The New Deal did not require labor unions to provide justification to state governments before conducting strikes. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 65 | Option B is correct | A historical era is a period of time with distinctive characteristics usually labeled according to the significant events that took place within a specific time frame. |
| | Option A is incorrect | A historical era is a period of time with distinctive characteristics, not a collection of art. |
| | Option C is incorrect | A historical era is a period of time with distinctive characteristics, not a genre of music. |
| | Option D is incorrect | A historical era is not an important piece of legislation passed during a congressional session. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 66 | Option J is correct | The map illustrates a Cold War event known as the Cuban Missile Crisis. In 1962 Cuban premier Fidel Castro allowed the Soviet Union to place nuclear missiles in Cuba. As illustrated on this map, nuclear missiles launched from Cuba could have reached most of the continental United States. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a map. |
| | Option F is incorrect | The signing of an arms limitation treaty would have reduced the number of weapons produced by the Soviet Union, and potentially reduced the threat of Soviet missiles being launched from Cuba. However, an arms limitation treaty between the United States and the Soviet Union was not signed until 1972, years after this threat happened. |
| | Option G is incorrect | President John F. Kennedy, not the Soviets, ordered a naval blockade of Cuba in response to the placement of nuclear missiles in Cuba. The blockade was to keep the Soviet Union from delivering more nuclear missiles to Cuba. |
| | Option H is incorrect | The East German government, with assistance from the Soviet Union, did build a wall between East and West Berlin during this period. However, the threat on the map refers to the Soviet placement of nuclear missiles in Cuba, not increased tensions in Europe. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 67 | Option A is correct | Dr. Martin Luther King, Jr. was a leader of the modern U.S. Civil Rights movement. He used nonviolent methods, such as peaceful protests and acts of civil disobedience, to help achieve legal, economic, and social equality for African Americans. |
| | Option B is incorrect | A referendum is a public vote on a single political issue. Dr. Martin Luther King, Jr. is most associated with using nonviolent protests and civil disobedience to achieve civil rights, not obtaining signatures for a referendum. |
| | Option C is incorrect | Litigation refers to taking legal action, such as lawsuits, to enforce or defend a legal right. Dr. Martin Luther King, Jr. is most associated with using nonviolent protests and civil disobedience to achieve civil rights, not pursuing litigation through the court system. |
| | Option D is incorrect | A recall election is held to remove an elected official from public office. Dr. Martin Luther King, Jr. is most associated with using nonviolent protests and civil disobedience to achieve civil rights, not recalling elected officials. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 68 | Option J is correct | During World War I, the opposing armies used poison gas. Soldiers wore gas masks to protect themselves from the deadly effects of the gas. For this item the student applies critical-thinking skills to analyze and interpret social studies information in a photograph. |
| | Option F is incorrect | Gas masks were used to protect soldiers from the effects of poison gas, not to hide the identity of soldiers. |
| | Option G is incorrect | Gas masks were used to protect soldiers from the effects of poison gas, not to protect soldiers from spreading contagious diseases. |
| | Option H is incorrect | The photograph shows gas masks used to protect soldiers from the effects of poison gas, not night vision goggles. Night vision technology did not exist during World War I. |