


Texas Through-year Assessment Pilot (TTAP) Item Samplers – Grade 8 Social Studies

Provided are three sets of examples that demonstrate the difference between the difficulty level classifications within the same standard. The items are categorized as Did Not Meet, Approaches, Meets, or Masters. More information about item difficulty can be found on TTAP Individual Student Reports (ISRs).

Item Sampler Set 1

8.5(B): summarize arguments regarding protective tariffs, taxation, and the banking system

Did Not Meet 8.1.5.B	Approaches 8.1.5.B	Meets 8.1.5.B	Masters 8.1.5.B						
<p>Which arguments were made for and against the Tariff of 1828?</p> <p>Move the correct answer to each box in the table.</p> <p>It would raise the cost of living by making imported goods more expensive.</p> <p>It would help keep the economy stable and pay off wartime debt.</p> <p>It would promote U.S. manufactured goods over foreign goods.</p> <p>It would result in fewer foreign markets for southern agricultural goods.</p> <table><tr><th>Argument Supporting the Tariff</th><th>Argument Opposing the Tariff</th></tr><tr><td><div></div></td><td><div></div></td></tr><tr><td><div></div></td><td><div></div></td></tr></table> <p>Answer: Opposing, Supporting, Supporting, Against</p>	Argument Supporting the Tariff	Argument Opposing the Tariff	<div></div>	<div></div>	<div></div>	<div></div>	<p>This cartoon from 1832 shows president Andrew Jackson after his veto of the Second Bank of the United States.</p> <div></div> <p>Which conclusion can be made about the cartoonist's message?</p> <p>A. The cartoonist was expressing loyalty to Jackson and support of his veto of the bank charter.</p> <p>B. The cartoonist believed that Jackson lacked the power to win the fight over establishing the Second Bank.</p> <p>C. The cartoonist felt that Jackson had overstepped his power by Ignoring the Constitution and the will of Congress.</p> <p>D. The cartoonist respected Jackson's dedication to his citizens and not to the powerful financial Institutions.</p> <p>Answer: C</p>	<p>This excerpt is taken from a speech given by a U.S. vice president.</p> <div><p>"The great and leading principle is, that the General Government emanated from the people of the several States . . . and in case of a deliberate, palpable, and dangerous exercise of power not delegated, [the States] have the right, in the last resort, to use the language of the Virginia Resolutions, "to [stop] the progress of the evil, and [to maintain], within their respective limits, the authorities, fights, and liberties [pertaining] to them."</p><p>—John C. Calhoun, Fort Hill Address, July 26, 1831</p></div> <p>Which statement BEST explains how the principle defended in the excerpt led to a crisis?</p> <p>A. New York attempted to nullify the constitutions of newly admitted states.</p> <p>B. Western states called for the nullification of the entire U.S. Constitution.</p> <p>C. South Carolina believed that states had the right to ignore and block enforcement of federal laws.</p> <p>D. Congress attempted to strike down state trade laws that it deemed contradictory to federal laws.</p> <p>Answer: C</p>	<p>Which statements about the Second National Bank of the United States would Andrew Jackson MOST LIKELY agree with?</p> <p>Select TWO correct answers.</p> <p>A. It hurt most factory owners.</p> <p>B. It represented wealthy elite interests.</p> <p>C. It damaged Northern Industry.</p> <p>D. It weakened states' rights.</p> <p>Answer: B, D</p>
Argument Supporting the Tariff	Argument Opposing the Tariff								
<div></div>	<div></div>								
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Item Sampler Set 2

8.25(C): analyze the impact of the First Amendment guarantees of religious freedom on the American way of life

<i>Did Not Meet 8.2.25.C</i>	<i>Approaches 8.2.25.C</i>	<i>Meets 8.2.25.C</i>	<i>Masters 8.2.25.C</i>
<p>How did the First Amendment's provision on religion affect the American way of life?</p> <p>A. It permitted states to financially support specific religions.</p> <p>B. It allowed public schools to engage in certain religious practices.</p> <p>C. It protected an individual's choices regarding religious practices.</p> <p>D. It established a list of formal religions that people could join.</p> <p>Answer: C</p>	<p>The First Amendment to the U.S. Constitution deals with religion, the press, speech, assembly, and petitioning the government.</p> <p>Which trend in early U.S. history showed the impact of the First Amendment?</p> <p>A. The establishment of state assemblies</p> <p>B. The growth of a wide variety of churches</p> <p>C. The reduction of the number of newspapers</p> <p>D. The banning of speech critical of the government</p> <p>Answer: B</p>	<p>This excerpt is from an essay written in the 1780s.</p> <div> <p>The Religion then of every man must be left to the conviction and conscience of every man; and it is the right of every man to exercise it as these may dictate. This right is in its nature an unalienable right.</p> <p>-James Madison</p> </div> <p>Based on the excerpt and your knowledge of U.S. history, which effect did the ideas expressed by Madison have on the country.</p> <p>Select TWO correct answers.</p> <p>A. The religious freedom included in the Constitution</p> <p>B. The Puritan religious influence in colonial New England</p> <p>C. The use of religion to justify slavery</p> <p>D. The introduction of new religions by foreign missionaries</p> <p>E. The diversity of religions in the United States</p> <p>Answer: A, E</p>	<p>This excerpt is from the original Constitution of Vermont.</p> <div> <p>And each member, before he takes his seat, shall make and subscribe the following declaration, . . .</p> <p>"I _____ do believe in on God, the Creator and Governor of the Diverse, the rewarder of the good and the punisher of the wicked. And I do acknowledge the scriptures of the old and new testament to be given by divine inspiration, and own and profess the protestant religion."</p> </div> <p>Complete the sentences by selecting the correct answers from the drop-down menus.</p> <p>The U.S. Constitution, written in 1787, guarantees</p> <div> <input checked="" type="checkbox"/> economic prosperity <input type="checkbox"/> universal suffrage <input type="checkbox"/> religious freedom </div> <p>The Vermont Constitution show that states tried to this right.</p> <div> <input checked="" type="checkbox"/> void <input type="checkbox"/> strengthen <input type="checkbox"/> limit </div> <p>Answer: religious freedom, limit</p>

Item Sampler Set 3

8.20(B): analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.

<i>Did Not Meet 8.3.20.B</i>	<i>Approaches 8.3.20.B</i>	<i>Meets 8.3.20.B</i>	<i>Masters 8.3.20.B</i>
<p>The image shows colonial protestors in the 1760's.</p>  <p>Protesters in Boston burn copies of the Stamp Act in August 1765. Library of Congress</p> <p>Which statement BEST explains the reason for the actions shown in the image?</p> <ul style="list-style-type: none"> A. The colonists did not want to be forced to trade with England. B. The colonists felt they were being taxed unfairly by England. C. The colonists wanted to break away from England. D. The colonists did not feel the law would raise enough money for England. <p>Answer: B</p>	<p>This excerpt describes a form of civil disobedience.</p> <div style="border: 1px solid black; padding: 5px;"> <p>The Underground Railroad was [intentional] and organized. Despite the illegality of their actions, people of all races, class[es], and genders participated in this widespread form of civil disobedience. -“What is the Underground Railroad?”, National Park Service</p> </div> <p>Which statement describes an impact of the civil disobedience described in the excerpt.</p> <ul style="list-style-type: none"> A. Slavery was forbidden in new territories. B. Many enslaved people escaped to freedom. C. Many plantation owners stopped enslaving people. D. Fugitive-slave laws were overturned in the courts. <p>Answer: B</p>	<p>This excerpt is about the experiences of an enslaved person.</p> <div style="border: 1px solid black; padding: 5px;"> <p>All the money I had with me was 15 cents; that a Quaker gentleman gave me ... , and he told me which way to start to get clear. I started for Boston. I travelled all that night ... I got to Providence on Sunday morning. My money was all gone. . . . [That night I] came to a farmer's house . . . ; a lady came. . . . She [gave me] a cup of water, and gave me a crust of brown bread. . . The old gentleman came in . . . After sitting awhile, he took me to the barn and gave me liberty to rest there for the night. — Leonard Black, "The Life and Sufferings of Leonard Black, a Fugitive from Slavery," 1847</p> </div> <p>Part A : Based on the excerpt and your knowledge of U.S. history, which statement describes the MOST DIRECT effect of such events?</p> <ul style="list-style-type: none"> A. They allowed enslaved people to legally sue for freedom in Northern states. B. They convinced members of Congress to ratify an amendment abolishing slavery. C. They provided an opportunity for sympathetic Americans to play a role in resisting slavery. D. They influenced Southern plantation owners to set aside assumptions about enslaved people. <p>Part B : Which statement provides evidence for the answer to part A?</p> <ul style="list-style-type: none"> A. "All the money I had with me was 75 cents; that a Quaker gentleman gave me." B. "I started for Boston. I travelled all that night." C. "I got to Providence on Sunday morning. My money was all gone." D. "[That night I] came to a farmer's house . . ." <p>Answer: C, A</p>	<p>Which reasons did Henry David Thoreau give for refusing to pay his taxes in the 1800s?</p> <p>Select TWO correct answers.</p> <ul style="list-style-type: none"> A. He was morally opposed to slavery. B. He did not want to support the war with Mexico. C. He believed he was not required to do so. D. He disagreed with his money being used for public education. E. He did not want to fund public services In Massachusetts. <p>Answer: A, B</p>