

2023 STAAR Grade 8 Social Studies Rationales

Item#	Rationale	
1	Option A is correct	The First Amendment includes specific freedoms, including the freedom of religion. One effect of this includes protecting ministers who deliver religious messages to anyone who chooses to listen.
	Option B is incorrect	The First Amendment protects the freedom of religion, including the freedom to not engage with any religion. Because of this, political leaders cannot require religious tests to hold office.
	Option C is incorrect	The Establishment Clause, which is part of the First Amendment, ensures that a national religion cannot be established.
	Option D is incorrect	An effect of the First Amendment does not include political leaders requiring churches to pay taxes.

Item#	Rationale	
2	Option C is correct	The Whigs, who took their name from earlier opponents of royal oppression, saw President Jackson as ruling like a king and exceeding his constitutional powers as president. For this item, the student applies critical-thinking skills to organize and interpret information from a visual.
	Option A is incorrect	The Whigs did not accuse Jackson of an extravagant lifestyle; that came in the campaign against Martin Van Buren during the election of 1840.
	Option B is incorrect	President Jackson did not attempt to start a war with Great Britain during his presidency.
	Option D is incorrect	President Jackson did not try to reduce the number of members of the Supreme Court; he simply ignored the court's ruling in <i>Worcester v. Georgia</i> in 1832. The number of justices did increase from 7 to 9 in 1837.

Item#	Rationale	
3	Part A: Option C is correct	Frederick Douglass shared his personal experiences as an escaped enslaved person and hoped this would persuade Northerners to help end all slavery in the United States. For this item, the student applies critical-thinking skills to support a point of view on a social studies issue.
	Part A: Option A is incorrect	Although Frederick Douglass was an adviser to political leaders, he was not elected to office.
	Part A: Option B is incorrect	Frederick Douglass and William Lloyd Garrison were both opposed to slavery, and Douglass worked with abolitionists to end slavery.
	Part A: Option D is incorrect	Although Frederick Douglass noted that his own education was lacking, he did not argue that education was the main way to challenge slavery.
	Part B: Option D is correct	Frederick Douglass was important to the abolitionist movement because his personal narrative as an enslaved person revealed the inhumanity of the system in which he grew up. For this item, the student applies critical-thinking skills to support a point of view on a social studies issue.
	Part B: Option A is incorrect	Frederick Douglass was a good speaker; however, the content of his speeches being about his own experiences are what made his impact so powerful, not his acquaintance with William Lloyd Garrison.
	Part B: Option B is incorrect	Frederick Douglass was a good speaker; however, the content of his speeches being about his own experiences are what made his impact so powerful, not his impression on William Lloyd Garrison.
	Part B: Option C is incorrect	Frederick Douglass was important to the abolitionist movement because his personal narrative as an enslaved person revealed the inhumanity of the system in which he grew up. Frederick Douglass was uncomfortable speaking because he did not think he had the capabilities to speak and be understood. He believed this based on his life of slavery and lack of education. He wanted to share information about life in enslavement to help people understand, empathize with enslaved people, and end slavery.

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4	Option D is correct	To balance the interests of both the large and small states, the framers divided the power between the two houses. For this item, the student applies critical-thinking skills to acquire information about the founding of the United States.
	Option A is incorrect	The Great Compromise did not address issues of voting rights.
	Option B is incorrect	The Great Compromise solved the issues of state representation, not issues between Federalists and Anti-Federalists.
	Option C is incorrect	The Great Compromise focused on representation, not taxation.

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Item#	Rationale	
5	Option B is correct	The plantation system in the southern colonies focused on agriculture, especially the growing of cash crops. This was made possible by the region’s longer growing season. For this item, the student applies critical-thinking skills to interpret information from a chart.
	Option A is incorrect	The characteristics of the New England colonies during the late 1600s supported shipbuilding and lumber harvesting rather than agriculture. The industrialization of the northern economy would not occur until the 1800s.
	Option C is incorrect	The economy of the southern colonies relied on agriculture and cash crops. Industrialization occurred primarily in the North and did not begin until the 1800s.
	Option D is incorrect	While the New England colonies did have a large portion of their population living in rural areas, it was not in order to increase agricultural production.

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Item#	Rationale	
6	Option D is correct	Spain primarily colonized large parts of North and South America for reasons that included wanting to find sources of gold and spreading Catholicism. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	England primarily established colonies in North America to gain land, to exercise religious freedom, and to seek wealth.
	Option B is incorrect	France primarily established colonies in North America to develop trade opportunities and spread the Catholic faith.
	Option C is incorrect	Germany did not colonize large areas of North or South America, nor did they aim to spread the Catholic faith.

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7	Score 2 points for correct answers that include reference to any two:	<p><u>Proclamation of 1763:</u> The British restricted/prevented westward expansion and settlement.</p> <p><u>Stamp Act:</u> All colonists had to pay taxes on documents and paper. Taxes had to be paid in silver, which was difficult to acquire.</p> <p><u>Lack of representation in Parliament:</u> Colonists had to pay taxes that were created by a government in which they did not have representation.</p> <p><u>British economic policies following the French and Indian War:</u> The British used taxes from the colonies to pay off debt from the war.</p>
	Score 1 point:	Response provides only half of the correct details.
	Score 0 points:	Does not provide a response, or the response is incorrect or irrelevant.

Item#	Rationale	
8	Option A is correct	Congress is granted the ability to pass laws over presidential veto by securing a two-thirds majority in both the House of Representatives and the Senate. For this item, the student applies critical-thinking skills to use valid primary sources to acquire information about the United States.
	Option B is incorrect	While Congress has the power to ratify amendments, this power was not a way of addressing the grievance in the excerpt.
	Option C is incorrect	While the House of Representatives has the power to introduce tax bills, this power is not a way of addressing the grievance in the excerpt.
	Option D is incorrect	While the Senate has the power to ratify treaties, this power is not a way of addressing the grievance in the excerpt.

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Item#	Rationale	
9	Option D is correct	Pro-slavery Southerners wrote the Lecompton Constitution, but it was never accepted by Congress. The Lecompton Constitution permitted slavery and did not allow free blacks to live in Kansas. For this item, the student applies critical-thinking skills to interpret a primary source.
	Option A is incorrect	Opponents of Manifest Destiny were not in favor of the expansion of slavery and would not have written the Lecompton Constitution.
	Option B is incorrect	Supporters of abolitionism were not in favor of the expansion of slavery and would not have written the Lecompton Constitution.
	Option C is incorrect	Anti-slavery Northerners were not in favor of the expansion of slavery and would not have written the Lecompton Constitution.

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Item#	Rationale	
10	Option C is correct	Areas to the east of the Appalachian Mountains were more densely populated because the Appalachians were a barrier to westward expansion. For this item, the student applies critical-thinking skills to interpret information from a map.
	Option A is incorrect	There are no very densely populated areas in the southern states on the map. Most very densely populated areas are located in the northern and mid-Atlantic states on the map.
	Option B is incorrect	The Proclamation of 1763 was a British policy that was no longer in effect in 1790. It also did not prevent movement away from coastal areas; it only limited how far west people could settle.
	Option D is incorrect	The Appalachian Mountains, not the Rocky Mountains, were a barrier to expansion in 1790.

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11	Option D is correct	Slater’s mill contributed to the rapid growth of the U.S. textile industry because it introduced British industrial production methods to the United States economy. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	Slater’s mill contributed to significant growth in the U.S. textile industry. Labor laws during this time did not limit child labor. Factories established after the opening of Slater’s mill often employed children.
	Option B is incorrect	Interchangeable parts increased the production of many goods, including textiles, and were important to the American Industrial Revolution. Slater’s mill did not limit the need for interchangeable parts.
	Option C is incorrect	Slater’s mill is not associated with contributing to the enactment of expanded regulations on foreign trade.

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Item#	Rationale	
12	Option D is correct	The Pilgrims landed in this location, which is Plymouth, Massachusetts. For this item, the student applies critical-thinking skills to organize and interpret information from a map.
	Option A is incorrect	The location indicated was the first permanent English settlement of Jamestown, Virginia.
	Option B is incorrect	This location is Baltimore, Maryland, and is not where the Pilgrims landed.
	Option C is incorrect	This location is New York, New York, which is not where the Pilgrims landed.

Item#	Rationale	
13	Option "All states had to approve amendments." is correct	The Articles of Confederation required a unanimous agreement to amend them. This made changing the Articles very difficult and prevented the central government from responding to new challenges. For this item, the student applies critical-thinking skills to analyze information by applying absolute and relative chronology through categorizing.
	Option "States coined their own money." is correct	The Articles of Confederation did not grant the central government the power to coin money. Interstate trade became difficult and confusing without one national, uniform system of currency.
	Option "The one-house legislature was based on population." is incorrect	Under the Articles of Confederation, the one-house legislature was not based on population. Each state had one vote regardless of the size of its population.
	Option "The central government held too much power." is incorrect	The central government under the Articles of Confederation was weak in relation to the power of the individual state governments.
	Option "Slavery was banned in the Northwest Territory." is incorrect	While slavery was banned in the Northwest Territory under the 1787 Northwest Ordinance, this piece of legislation was considered an accomplishment of the government under the Articles of Confederation.

Item#	Rationale	
14	Option B is correct	The Reconstruction Act of 1867 created five military districts in the South and gave the U.S. military martial-law powers to enforce federal laws and protect the rights of African Americans.
	Option A is incorrect	Martial law was established by the Reconstruction Act of 1867 and gave authority to U.S. troops to enforce laws, not to prevent businesses from being taken over, a practice embodied in the term "carpetbaggers."
	Option C is incorrect	The U.S. military provided supplies to formerly enslaved people along the Atlantic Coast but did not supply weapons.
	Option D is incorrect	The Fourteenth Amendment contained a clause that former Confederate leaders could not run for state or national office, but it did not prevent African Americans from running for public office. During Reconstruction, thousands of African Americans were elected to local, state, and federal offices.

Item#	Rationale	
15	Option "experiences of individuals" is correct	The First Great Awakening placed greater importance on the experiences of the individual than on religious doctrine.
	Option "advancements of the arts" is incorrect	The First Great Awakening was not an art movement.
	Option "system of slavery" is incorrect	George Whitefield helped advance the First Great Awakening in the thirteen British colonies, but not as a support for slavery in the thirteen colonies.
	Option "democratic feelings" is correct	The First Great Awakening in the thirteen British colonies promoted spiritual equality and contributed to the spread of democratic feelings, encouraging a sense of independence among many colonists.
	Option "economic opportunities" is incorrect	The First Great Awakening in the thirteen British colonies promoted spiritual equality and contributed to the spread of democratic feelings. It did not spread economic opportunities in the colonies.
	Option "technological advances" is incorrect	The First Great Awakening did not lead to advances in technology in the 1730s and 1740s.

Item#	Rationale	
16	Option D is correct	The list includes governmental actions that affected trade and the colonial economy. Following the American Revolution, the newly established United States supported the development of a government that would intervene in the affairs of private businesses at a minimal level. For this item, the student applies critical-thinking skills to interpret information.
	Option A is incorrect	The list includes governmental actions that affected trade and the colonial economy. These laws encouraged the Founders to limit government interference with private businesses, not with foreign relations or policy.
	Option B is incorrect	The list includes governmental actions that affected trade and the colonial economy. Following the establishment of the United States, the Founders prioritized protecting the rights of citizens to avoid forming an authoritarian government.
	Option C is incorrect	The Founders did not promote the establishment of taxes on the states. The Articles of Confederation and the Constitution did not provide the federal government with the ability to tax the states.

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Item#	Rationale	
17	Option B is correct	The city of Vicksburg, Mississippi, was in the middle of the Confederate States of America. It was a strategic victory for the Union Army because it gave them more control of the Mississippi River.
	Option A is incorrect	The Battle at Chattanooga, not the Battle of Vicksburg, paved the way for the siege targeting Atlanta.
	Option C is incorrect	The Battle of Vicksburg did not prevent a Confederate invasion of the North, as Vicksburg was in the middle of the Confederacy, not on the border.
	Option D is incorrect	The victory at Antietam, not Vicksburg, paved the way for Lincoln’s Emancipation Proclamation.

Item#	Rationale	
18	Option C is correct	Industrialization in the 1800s attracted immigrants who came seeking employment opportunities, especially in the Northern cities. The increased immigrant population led to increased nativist feelings.
	Option A is incorrect	The United States was able to produce more goods domestically and did not rely on imported goods.
	Option B is incorrect	While industrialization reduced U.S. dependence on foreign-produced goods, it did not lead to isolationist views about conflicts in other countries.
	Option D is incorrect	While industrialization increased demand for Southern-grown cotton, it did not directly lead to concerns over slavery.

Item#	Rationale	
19	Option C is correct	People protested the passage of the Intolerable Acts, which were laws passed by Parliament that punished the people of Boston following the Boston Tea Party. Colonists were forced to house and feed British soldiers to help pay for the cost of the troops protecting the colonists. People tried to continue expanding self-government in the colonies even after the period of salutary neglect. These actions were part of the Revolutionary Period.
	Option A is incorrect	Reconstruction occurred after the end of the Civil War, from 1865 to 1877.
	Option B is incorrect	Sectionalism was the era leading up to the outbreak of the Civil War in 1861.
	Option D is incorrect	The early republic was the era from the late 1780s to the 1820s.

Item#	Rationale	
20	Option "Wrote about the hardships of slavery" is a contribution made by Harriet Beecher Stowe	In her novel, <i>Uncle Tom's Cabin</i> , Harriet Beecher Stowe wrote about the hardships of slavery.
	Option "Worked to improve conditions for the mentally ill" is a contribution by Dorothea Dix	Dorothea Dix advocated for the mentally ill, and her work helped create the first mental asylums.
	Option "Led efforts to promote women's right to vote" is a contribution by Elizabeth Cady Stanton	Elizabeth Cady Stanton was a writer and activist who was an important leader in the women's suffrage movement.
	Option "Argued for universal access to education" is an incorrect response	None of these three individuals argued for universal access to education.

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Item#	Rationale	
21	Option B is correct	The addition of the territory ceded by Mexico led to increased debate over expanding slavery.
	Option A is incorrect	The Mexican Cession is associated with increasing debate over the expansion of slavery and increased sectional tension, not with the unification of different cultural groups.
	Option C is incorrect	The border established in 1848 following the Mexican Cession was not temporary.
	Option D is incorrect	The Mexican Cession is not associated with contributing to the development of a canal system.

Item#	Rationale	
22	Option B is correct	In <i>Gibbons v. Ogden</i> , the U.S. Supreme Court held that states may be subject to federal regulation of commerce. For this item, the student applies critical-thinking skills to use valid primary sources to acquire information about the United States.
	Option E is correct	The U.S. Supreme Court ruled that states had the authority to regulate trade only within their borders; only the federal government could regulate trade between states.
	Option A is incorrect	Only the federal government has the power to control commerce that involves foreign countries.
	Option C is incorrect	The U.S. Supreme Court decision made it clear that the power to regulate interstate commerce remained with the federal government only.
	Option D is incorrect	The U.S. Supreme Court decision clarified that the power to regulate interstate commerce was denied to the states.

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Item#	Rationale	
23	Option A is correct	President Jackson used this proclamation to address the constitutional question of whether states can nullify federal laws. For this item, the student applies critical-thinking skills by using primary sources to acquire information about the United States.
	Option B is incorrect	While the power of eminent domain is included in the U.S. Constitution, the question of whether the federal government can take control of private property was not raised and debated because of the actions described in the excerpt.
	Option C is incorrect	While reciprocity is included in the U.S. Constitution, the question of whether states can apply full faith and credit to one another was not raised and debated because of the actions described in the excerpt.
	Option D is incorrect	While due process is included in the U.S. Constitution, the question of whether the federal government can guarantee due process was not raised and debated because of the actions described in the excerpt.

Item#	Rationale	
24	Part A: Option B is correct	James Madison advocated for federalism because it split governmental power between two levels, state and federal. Each has its powers, and some are shared, ultimately limiting the power of each. For this item, the student applies critical-thinking skills to use a valid primary source to acquire information about the United States.
	Part A: Option A is incorrect	James Madison advocated for federalism because it split the government into different levels of power between state governments and the national government.
	Part A: Option C is incorrect	James Madison does not argue that federalism will prevent conflict.
	Part A: Option D is incorrect	James Madison’s mention of security refers to securing the rights of the people, not military security.
	Part B: Option D is correct	James Madison believed that federalism would help protect the rights of the people. For this item, the student applies critical-thinking skills to use a valid primary source to acquire information about the United States.
	Part B: Option A is incorrect	James Madison did not argue that federalism was effective because power was surrendered by the people.
	Part B: Option B is incorrect	James Madison believed that different levels of government would restrict the others’ powers; he did not believe in a single government body or power.
	Part B: Option C is incorrect	This statement does not support the answer to Part A. James Madison argued in favor of federalism and of supporting state governments and one national government; he did not limit his support to local governments.

Item#	Rationale	
25	Option A is correct	Thinkers of the Enlightenment, such as John Locke, helped inspire citizens to seek out representative government. For this item, the student applies critical-thinking skills by doing an analysis to categorize information.
	Option B is incorrect	The ideas of John Smith and other English soldiers did not lead to the growth of representative government.
	Option C is incorrect	This is an economic need that does not fit with the table and would not be a reason for the growth of representative democracy.
	Option D is incorrect	This is an economic interest, and it is not related to the growth of a representative government.

Item#	Rationale	
26	Option B is correct	As an early American writer, Walt Whitman wrote about and celebrated the individualism the American people believed they possessed. For this item, the student applies critical-thinking skills by drawing inferences from a primary source.
	Option A is incorrect	"Song of Myself" describes individualism and does not include references to the civic responsibilities of citizens.
	Option C is incorrect	The goal of the temperance movement was to stop the sale and consumption of alcohol. This excerpt does not contain any reference to the temperance movement.
	Option D is incorrect	The goal of the Hudson River School of art was to capture the natural beauty of the American landscape. This excerpt does not reference that art movement.

Item#	Rationale	
27	Options "Declares wars" and "Makes the laws" are powers of the Legislative Branch	The U.S. Constitution gives the legislative branch the power to declare wars and to make (write) laws in Article I.
	Options "Commands armed forces" and "Enforces the laws" are powers of the Executive Branch	The U.S. Constitution gives the executive branch the power to command the armed forces and to enforce laws in Article II.
	Options "Declares laws unconstitutional" and "Interprets the laws" are powers of the Judicial Branch	The U.S. Constitution gives the judicial branch the power to interpret laws and declare them unconstitutional in Article III and in the U.S. Supreme Court decision of <i>Marbury v. Madison</i> .

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Item#	Rationale	
28	Option D is correct	Many Chinese immigrants came to take part in the gold rush. They also helped construct the Transcontinental Railroad.
	Option A is incorrect	This quotation is describing an immigrant from Ireland who fled the potato famine. Because of their Catholic faith, Irish immigrants were often discriminated against.
	Option B is incorrect	This quotation is describing a German immigrant. Many Germans left to avoid political problems and settled in the Midwest, where they began farming.
	Option C is incorrect	This quotation is referring to an immigrant from Scotland who left to avoid harsh English rule. Additionally, much Scottish immigration to the Carolina backcountry occurred in the eighteenth century.

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Item#	Rationale	
29	Option C is correct	Henry David Thoreau was an abolitionist who believed that slavery was wrong and that the U.S.-Mexican War was an excuse to expand slavery in the United States. He did not want his tax money going toward institutions and wars he did not support. For this item, the student applies critical-thinking skills to examine a primary source to acquire information about the United States.
	Option A is incorrect	The cause of Henry David Thoreau’s civil disobedience was not related to differences between the rich and the poor or the class system.
	Option B is incorrect	Henry David Thoreau’s problem with the poll tax was not related to increasing taxes nor to taxes being used in urban areas.
	Option D is incorrect	Henry David Thoreau’s concerns were about involvement in the U.S.-Mexican War, not with the Civil War.

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Item#	Rationale	
30	Option D is correct	The Treaty of Guadalupe Hidalgo ended the war between the United States and Mexico. Mexico ceded parts of its territory, which included most of the present-day southwestern United States. For this item, the student applies critical-thinking skills by interpreting information from a map.
	Option A is incorrect	This land was acquired following a war with Mexico, not Spain.
	Option B is incorrect	The war was fought against Mexico, not Great Britain.
	Option C is incorrect	This land was acquired through a treaty with Mexico, not France.

Item#	Rationale	
31	<p>Score two points for correct answers that include a reference to both:</p>	<p><u>Price of wheat:</u> The price of wheat went up. Wheat was more expensive.</p> <p><u>Reason price increased:</u> When there was less wheat, more people wanted to buy it, so sellers raised their prices. When there was less wheat, it had to be imported from other areas, so the price increased. For this item, the student applies critical-thinking skills by analyzing information to acquire information about the United States.</p>
	Score 1 point:	Response provides only half of the correct details.
	Score 0 points:	Does not provide a response, or the response is incorrect or irrelevant.

Item#	Rationale	
32	Option A is correct	The Declaration of Sentiments, modeled after the Declaration of Independence, listed areas in which women faced inequality and demanded women be granted the right to vote. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option B is incorrect	This document was created in support of the suffrage movement. This document listed inequalities faced by women and demanded women be granted the right to vote. The excerpt does not include references to the temperance movement.
	Option C is incorrect	This document was created in support of the suffrage movement. This document listed inequalities faced by women and demanded women be granted the right to vote. The excerpt does not include references to abolitionist beliefs.
	Option D is incorrect	This document was created in support of the suffrage movement. This document listed inequalities faced by women and demanded women be granted the right to vote. The excerpt does not include references to education reform.

Item#	Rationale	
33	Option C is correct	Prior to the Kansas-Nebraska Act, slavery was prohibited in areas above the 36th parallel. The Kansas-Nebraska Act repealed this and gave each territory the power to decide whether it wanted to allow slavery (i.e., popular sovereignty).
	Option A is incorrect	Although South Carolina did threaten to secede during the Nullification Crisis, it did not actually leave the union until Abraham Lincoln’s election in 1860.
	Option B is incorrect	The Missouri Compromise allowed Missouri to enter the union as a slave state and Maine to enter as a free state.
	Option D is incorrect	The Compromise of 1850 allowed California to enter the union as a free state.

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Item#	Rationale	
34	Option D is correct	Canals were a major means of transportation in the nineteenth century, providing a faster and less-expensive method than wagons to ship raw materials and manufactured goods before the advent of railroads. For this item, the student applies critical-thinking skills to organize and interpret information from maps.
	Option A is incorrect	While canals can be used as a source for irrigation, the canals on the map did not serve this function.
	Option B is incorrect	While canals can serve as a means of flood control, the canals on the map did not serve this function.
	Option C is incorrect	While canals can be used to supply freshwater, the canals on the map did not serve this function.

Item#	Rationale	
35	Option A is correct	There were many battles before Saratoga, but this was a major victory that convinced the French to form an alliance with the United States and support the Americans in their war for independence against Great Britain.
	Option B is incorrect	The Declaration of Independence was signed on July 4, 1776, and thus preceded the victory at Saratoga in October 1777.
	Option C is incorrect	There were many more battles after Saratoga before the end of the American Revolution. The victory at the Battle of Yorktown in 1781 brought about the Treaty of Paris in 1783.
	Option D is incorrect	General George Washington was leader of the Continental Army from 1775 until the end of the American Revolution.

Item#	Rationale	
36	Option D is correct	The gold rush increased mining in the West, which was a major economic activity in the region during the 1850s. For this item, the student applies critical-thinking skills by organizing and interpreting information in a chart.
	Option A is incorrect	Tariffs would likely have either a positive or negative effect on both regions, not just the West.
	Option B is incorrect	The West did not reduce its agricultural output during this time but instead saw an increase in agricultural production as its population grew.
	Option C is incorrect	The West experienced an increase, not a decrease, in demand for consumer goods as its population grew because of the gold rush.

Item#	Rationale	
37	Option "history and experience prove that foreign influence is one of the most [harmful enemies] of Republican Government" is correct	This line from the excerpt emphasizes the effect President Washington believed forming permanent alliances would have on the U.S. government. For this item, the student applies critical-thinking skills by drawing conclusions about a primary source.
	Option "The name of American, which belongs to you, in your national capacity" is incorrect	This line from the excerpt emphasizes national identity; it does not address the formation of permanent alliances.
	Option "habits which lead to political prosperity, Religion and morality are indispensable supports" is incorrect	This line from the excerpt emphasizes ideals President Washington considered important; it does not address the formation of permanent alliances.
	Option "Promote then as an object of primary importance, Institutions for the general diffusion of knowledge" is incorrect	This line from the excerpt emphasizes the importance of educational institutions; it does not address the formation of permanent alliances.
	Option "As a very important source of strength & security, cherish public credit" is incorrect	This line from the excerpt emphasizes the importance of public credit; it does not address the formation of permanent alliances.

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Item#	Rationale	
38	Option C is correct	The excerpt is about the freedom of the press, which is a fundamental belief/right in the United States Constitution, because it promotes a democratic republic. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The excerpt is about the freedom of the press, which allows political parties to share information about their opponents.
	Option B is incorrect	The First Amendment protects the people from governmental review of information prior to its publication, which was one of the things that the Founding Fathers wanted to prevent.
	Option D is incorrect	The First Amendment protects the right of people to criticize elected officials.

Item#	Rationale	
39	Option C is correct	President Davis believed that the secession of the Southern states was a necessity forced by the actions of the United States and that the Confederacy would be the new government for the South, while President Lincoln believed in the preservation of the union. For this item, the student applies critical-thinking skills by using primary sources to acquire information about the United States.
	Option A is incorrect	President Davis believed that secession was being forced upon the Confederate states because of actions by the United States and that it was lawful based on text from the U.S. Constitution.
	Option B is incorrect	President Lincoln believed that the U.S. Constitution did not provide any right to wage war against the United States and that such an action was illegal.
	Option D is incorrect	President Lincoln believed that the U.S. Constitution did not give states the right to secede and that the union must be preserved.

Item#	Rationale	
40	Option B is correct	According to the excerpt, both enslaved people and free blacks were discriminated against. In the South, free blacks gradually began to lose their rights as freemen. In the North, many free blacks were excluded from jobs that were reserved for whites.
	Option A is incorrect	In the South, enslaved people could not travel freely, and over time the rights of free blacks were limited, including the ability to travel freely. In some areas of the North, there were limits on the freedoms of free blacks.
	Option C is incorrect	In the South, enslaved people could not own businesses, while free blacks may have owned businesses. However, over time the rights of free blacks were severely reduced. In the North, free blacks were allowed to own businesses, but there were restrictions in many areas.
	Option D is incorrect	In the South, enslaved people were often loaned out to work for other people, and in limited instances enslaved people were allowed to keep some of the money they earned. In the North, free blacks were paid for their labor, but in many situations, they were paid less than whites were.