

STAAR Spring 2024 Grade 8 Social Studies Rationales

Item Position	Rationale	
1	Option C is correct	As labor demands increased in various industries, workers moved to cities to find work, causing urban populations to grow. For this item, the student applies critical-thinking skills to interpret information from a chart.
	Option A is incorrect	Living conditions were poor in the cities. Diseases spread easily, there were no sewers, and families lived in tenement housing.
	Option B is incorrect	Decreasing rural land prices would pull people to rural, not to urban, areas.
	Option D is incorrect	Decreasing agricultural output would result in less food for urban workers and would reduce urban populations, not increase them.

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2	Option "Conflict over issue of mercantilism": American Revolution Era	Issues over the British colonial trade policy of mercantilism caused resentment among American colonists, leading to the American Revolution.
	Option "Ideas of Thomas Paine inspired action": American Revolution Era	In <i>Common Sense</i> , Thomas Paine argued for independence from Great Britain, leading to greater support for independence in the American colonies.
	Option "Conflict over issue of slavery": Civil War Era	Disagreements about the expansion of slavery into western territories caused conflict between Northern and Southern lawmakers, leading to the Civil War.
	Option "Ideas of Jefferson Davis inspired action": Civil War Era	Jefferson Davis became the first and only president of the Confederate States of America, leading it through the Civil War.

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Item Position	Rationale	
3	Option B is correct	During the early 1800s, the government allowed the market to steer the economy. The limited involvement of the government in the economy protected the rights of businesses by promoting property rights, encouraging competition, and allowing the market to set the prices of goods and services.
	Option A is incorrect	In a free-enterprise system, the government does not set the prices of goods and services; rather, prices are determined by the forces of supply and demand.
	Option C is incorrect	In a free-enterprise system, the government does not monopolize markets.
	Option D is incorrect	In a free-enterprise system, most of the means of production are owned by private individuals or businesses, not by the government.

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Item Position	Rationale	
4	Option D is correct	President Andrew Jackson used the spoils system, which involved appointing people to government offices in exchange for their support for his election campaign. Some of these appointees took advantage of their new roles. For this item, the student applies critical-thinking skills by using valid secondary sources to acquire information about the United States.
	Option A is incorrect	Although the nullification crisis did lead to sectional conflict, President Jackson said that states did not have the right to nullify laws.
	Option B is incorrect	As president, Jackson had the power to enforce laws. The issue described in the excerpt is related to his placing of unqualified or corrupt people in positions of power.
	Option C is incorrect	There are no term limits for government employees.

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Item Position	Rationale	
5	Option C is correct	German immigrants were drawn to the United States by economic opportunities and the availability of farmland.
	Option A is incorrect	German immigrants were not part of a forced migration. They voluntarily left Germany to settle in various parts of the United States. Africans historically were kidnapped and enslaved to provide labor in America.
	Option B is incorrect	The Irish, not the Germans, were pushed to migrate out of their home country because of the loss of a staple crop, the potato, during the Irish Potato Famine of the 1840s.
	Option D is incorrect	German immigrants did not come to the United States seeking to get rich from gold or natural resources. They wanted to farm.

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Item Position	Rationale	
6	Part A: Option A is correct	Frederick Douglass used his personal story and his oration and writing skills to spread awareness of the conditions of slavery. He did this through his newspaper and his autobiography. For this item, the student applies critical-thinking skills by drawing conclusions about a primary source.
	Part A: Option B is incorrect	<i>The North Star</i> was primarily used to spread awareness of the conditions that enslaved people were subjected to. Douglass is not associated with using <i>The North Star</i> to employ runaway enslaved people, nor does the excerpt support this.
	Part A: Option C is incorrect	Frederick Douglass’s newspaper primarily targeted Northerners and abolitionists, and Douglass was not attempting to persuade Southern plantation owners to end slavery.
	Part A: Option D is incorrect	Frederick Douglass promoted the education of newly freed enslaved people; however, he is not associated with opening a school for them.
	Part B: Option D is correct	This quote describes an enslaved person being marked with her enslaver’s initials; this is one example of the horrors and injustices of slavery. For this item, the student applies critical-thinking skills to interpret information.
	Part B: Option A is incorrect	This quote describes attacking “ramparts” of slavery, whether they are supported by the government or religion. It does not support the correct answer to Part A.
	Part B: Option B is incorrect	This quote does not describe a horror associated with the conditions of slavery and does not support the correct answer to Part A.
	Part B: Option C is incorrect	This quote positively describes a survivor of enslavement following her escape from slavery. It does not support the correct answer to Part A.

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Item Position	Rationale	
7	Option D is correct	The principle of judicial review was established by Chief Justice John Marshall in the Supreme Court case <i>Marbury v. Madison</i> .
	Option A is incorrect	The principle of individual rights was applied in the Bill of Rights, not <i>Marbury v. Madison</i> .
	Option B is incorrect	The principle of separation of powers in the U.S. government was established through the U.S. Constitution, not <i>Marbury v. Madison</i> .
	Option C is incorrect	The principle of consent of the governed was applied in the Declaration of Independence, not <i>Marbury v. Madison</i> .

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Item Position	Rationale	
8	Option B is correct	Requirements were passed by Southern states during the Reconstruction Era to intentionally restrict the voting rights of African Americans. For this item, the student applies critical-thinking skills to interpret information.
	Option A is incorrect	These requirements did not apply to the ability of citizens to take out loans.
	Option C is incorrect	These requirements did not apply to military enlistment.
	Option D is incorrect	These requirements did not apply to operating a business.

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Item Position	Rationale	
9	Score 2 points for correct answers that include reference to both bail and punishments	<p><u>Bail</u></p> <ul style="list-style-type: none"> • Bail must be relevant to the severity of the crime committed. • Bail has to be relevant to the history of the accused. <p><u>Punishments</u></p> <ul style="list-style-type: none"> • Mistreatment or torture, including excessive physical or mental punishments of individuals in jail, is prohibited. • Punishment for crimes must be equivalent to the severity of the crimes. • Fines must be fair and cannot lead to the loss of personal property without due process.
	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.

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Item Position	Rationale	
10	Option D is correct	The artist’s fascination with nature was a response to increasing industrialization and urbanization. For this item, the student applies critical-thinking skills by drawing inferences from a primary source.
	Option A is incorrect	Hudson River School artists would not have wanted to see natural landscapes harvested for trade. Their fascination with nature was a response to increasing industrialization and urbanization.
	Option B is incorrect	Hudson River School artists did not create works that reflected growing sectionalism. Their fascination with nature was a response to increasing industrialization and urbanization.
	Option C is incorrect	An outgrowth of the Romantic movement, the Hudson River School was the first native school of painting in the United States. It was strongly nationalistic both in its proud celebration of the natural beauty of the American landscape and in the desire of its artists to become independent of European schools of painting.

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Item Position	Rationale	
11	Option B is correct	The First Amendment prohibits the government from making laws that limit religious freedoms or the practice of certain religious beliefs.
	Option A is incorrect	Several conflicts occurred between individuals of different faiths in the United States during this period, even with the First Amendment in place.
	Option C is incorrect	The First Amendment does not allow for unifying citizens under one common religion; it allows for all beliefs to be practiced within the United States.
	Option D is incorrect	The First Amendment does not provide funding to preserve religious places.

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Item Position	Rationale	
12	Option C is correct	During Reconstruction, African American men were successfully elected to public office, increasing political representation for African Americans and supporting legislation that would benefit their communities. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The Fifteenth Amendment dealt with voting rights, not access to education.
	Option B is incorrect	The Fifteenth Amendment dealt with voting rights, not land distribution.
	Option D is incorrect	The Fifteenth Amendment dealt with voting rights, not military service.

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Item Position	Rationale	
13	Option B is correct	Gettysburg, the site of a significant victory for the Union and Lincoln’s Gettysburg Address, is located in Pennsylvania. For this item, the student applies critical-thinking skills to interpret information from a map.
	Option A is incorrect	No Civil War battles occurred in Maine, and Gettysburg is located in Pennsylvania.
	Option C is incorrect	Some Civil War battles occurred in Tennessee, but Gettysburg is located in Pennsylvania.
	Option D is incorrect	Some Civil War battles occurred in South Carolina, but Gettysburg is located in Pennsylvania.

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Item Position	Rationale	
14	Option A is correct	The Federalist Party supported a strong central government. This party wanted to increase taxes on whiskey to help pay the federal debt from the Revolutionary War; Democratic-Republicans were opposed to high taxes. This issue helped contribute to the development of American political parties.
	Option B is incorrect	State regulation of manufacturing was not an issue debated between Federalists and Democratic-Republicans.
	Option C is incorrect	The power to ratify treaties was not an issue debated between Federalists and Democratic-Republicans.
	Option D is incorrect	Although the role of the national government in maintaining currency was an issue presented by the Articles of Confederation, this issue had been resolved by the early republic era.

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Item Position	Rationale	
15	Option C is correct	The Monroe Doctrine stated that the United States would come to the aid of Western Hemisphere countries threatened with European colonization or recolonization. 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	The United States did not send any military expeditions to invade South American countries in the early 1800s.
	Option B is incorrect	The Monroe Doctrine did not imply a policy of territorial expansion to the Pacific Ocean.
	Option D is incorrect	Rather than leading the United States to develop a reliance on European military might, the Monroe Doctrine forewarned European countries not to colonize or recolonize the countries of the Western Hemisphere.

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Item Position	Rationale	
16	Option D is correct	The table shows that the populations of northern states were larger than those of southern states. This trend was a result of economic differences. The North relied on manufacturing, which led immigrants to northern cities for jobs, while the South was primarily focused on agriculture and relied on enslaved laborers. Furthermore, the southern population remained predominantly rural, with smaller populations than their urban counterparts. 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	The trend from the table shows that the populations of northern states were larger than those of southern states, suggesting that it was not harder for people to live in the North than in the South.
	Option B is incorrect	Although steam engines and other methods of transportation helped populations grow in larger southern cities such as New Orleans, there were few major urban hubs in the South. Furthermore, the table shows that the populations of southern states were smaller than those of northern states.
	Option C is incorrect	The South primarily focused on agriculture, because of an abundance of fertile soil. As a result, the southern population remained predominantly rural and thus was sparser than the urbanized northern population, as shown in the table.

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Item Position	Rationale	
17	Option D is correct	Citizens are required to obey laws at the federal, state, and local levels.
	Option A is incorrect	Citizens are not required to be informed or to vote.
	Option B is incorrect	Citizens are not required to run for office.
	Option C is incorrect	Citizens are not required to enlist in the military.

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Item Position	Rationale	
18	Option "Established a representative government" is correct	The House of Burgesses in Virginia contributed to the democratic tradition of the United States by providing an example of colonists establishing a representative government. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option "Established a method of checks and balances" is correct	The House of Burgesses contributed to the democratic tradition of the United States by providing an example of colonists establishing a method of checks and balances through the veto power. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option "Established a strict authoritarian government" is incorrect	The excerpt does not provide evidence of the House of Burgesses establishing an authoritarian government.
	Option "Established a judicial branch for the government" is incorrect	The excerpt does not provide evidence of the House of Burgesses establishing a separate judicial branch for the government.
	Option "Established a system centered around political parties" is incorrect	The excerpt does not provide evidence of the House of Burgesses adopting a political-party system.

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Item Position	Rationale	
19	Option C is correct	The Know-Nothing Party wanted to ensure that American-born Protestants controlled the political system in the United States. They spread anti-immigrant and anti-Catholic rhetoric in response to competition from new immigrants.
	Option A is incorrect	The use of enslaved labor did not lead to the creation of the Know-Nothing Party, although its Southern factions did support the expansion of slavery.
	Option B is incorrect	The Know-Nothing Party was created to prevent arriving immigrants from participating in the political system, not because of the westward expansion of national borders.
	Option D is incorrect	The expansion of executive power was a concern for the Whig party, which considered President Andrew Jackson a tyrannical leader, not for the Know-Nothing Party.

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Item Position	Rationale	
20	Option C is correct	In <i>Two Treatises of Government</i> , Locke wrote about the need for a social contract to protect every human’s natural rights, which include life, liberty, health, and possessions or property. For this item, the student applies critical-thinking skills to interpret information from a diagram.
	Option A is incorrect	Justice is fairness, and fairness relates to laws, courts, and law enforcement; it was not a natural right addressed by Locke.
	Option B is incorrect	A privilege is not something a human is born with but is an advantage or benefit given to a person. It is not a natural right.
	Option D is incorrect	During the time period when Locke wrote, education was not considered a natural right.

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Item Position	Rationale	
21	Option D is correct	New England’s access to harbors, such as in Boston, provided economic opportunities for trade. It also allowed residents opportunities to become shipbuilders or whalers.
	Option A is incorrect	New England’s main resources were its forests and access to materials that supported fishing and whaling. The region was not known for mineral resources.
	Option B is incorrect	New England summers were short, which meant that growing seasons were also short and that the region had to rely on imports from other areas.
	Option C is incorrect	New England soil was rocky and did not allow for sustainably planting cash crops (i.e., plantation farming). This led New England to focus its economy on manufacturing, shipbuilding, and whaling.

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Item Position	Rationale	
22	Option B is correct	An unusually thick fog served as necessary cover for the retreating army. For this item, the student applies critical-thinking skills to interpret information.
	Option A is incorrect	Washington’s army did not have superior transportation technology.
	Option C is incorrect	Thick fog, not swift-moving water, helped the army escape.
	Option D is incorrect	Washington forbade his soldiers from speaking and did not shout commands.

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Item Position	Rationale	
23	Option D is correct	The newly acquired territory resulting from the Treaty of Guadalupe Hidalgo increased the debate over slavery. Proslavery Southerners wanted to expand slavery into these new territories, and antislavery Northerners wanted to keep slavery out of the new territories.
	Option A is incorrect	The Treaty of Guadalupe Hidalgo did not decrease the debate over civil disobedience. Henry David Thoreau went to jail rather than pay taxes to support the U.S.-Mexican War, and he later wrote about civil disobedience.
	Option B is incorrect	President Andrew Jackson’s use of the spoils system was not debated as a result of the Treaty of Guadalupe Hidalgo.
	Option C is incorrect	The resulting incorporation into U.S. borders of the residents of the Mexican Cession territories increased the debate over immigration and over the meaning of citizenship for these residents.

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Item Position	Rationale	
24	Option C is correct	Although the Constitution does not specifically grant the president the power to purchase land from foreign governments, President Jefferson applied a loose interpretation of the Constitution to acquire new territories from France through the Louisiana Purchase in 1803. This demonstrated a new understanding of presidential powers. For this item, the student applies critical-thinking skills to interpret information.
	Option A is incorrect	Although the Louisiana Purchase emphasized political differences between the Federalists and the Democratic-Republicans, these political parties existed before the Louisiana Purchase in 1803.
	Option B is incorrect	The Louisiana Purchase did not improve diplomatic relations with Mexico, because Mexico was still a part of Spain until 1821.
	Option D is incorrect	The Senate had already been given the power to approve treaties when the U.S. Constitution was ratified in 1789.

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Item Position	Rationale	
25	Option "A national bank would help maintain public credit.": Alexander Hamilton	Hamilton believed it necessary to establish a national bank in order to safeguard public funds, maintain public credit, consolidate the debts of the states, and enact tariffs and subsidies.
	Option "Holding public funds and paying government debts requires a national bank.": Alexander Hamilton	Hamilton believed it necessary to establish a national bank in order to safeguard public funds, maintain public credit, consolidate the debts of the states, and enact tariffs and subsidies.
	Option "The Constitution does not give the government the power to set up a national bank.": Thomas Jefferson	Jefferson did not believe that the Constitution granted the federal government the power to establish corporations, which included the founding of a national bank.
	Option "A national bank would favor manufacturing at the expense of agriculture.": Thomas Jefferson	Jefferson argued that the creation of a national bank would lead to a financial monopoly that would favor manufacturers and merchants at the expense of family farmers and plantation owners.

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Item Position	Rationale	
26	Option A is correct	This statute restricted the government from making an established religion and promoted freedom of religion for individuals. For this item, the student applies critical-thinking skills to interpret information.
	Option B is incorrect	This statute promoted freedom of religion and did not require church attendance or permit government authority to be used to compel attendance.
	Option C is incorrect	This statute did not protect freedom of speech.
	Option D is incorrect	This statute allowed citizens more freedom to practice their religious beliefs, as opposed to restricting their religious freedom.

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Item Position	Rationale	
27	Option C is correct	One of the greatest successes for the Freedmen’s Bureau was the building of schools and the providing of newly freed enslaved people with access to an education.
	Option A is incorrect	Rights of citizenship were guaranteed by the Fourteenth Amendment, not the Freedmen’s Bureau.
	Option B is incorrect	Voting rights for African American men were provided by the Fifteenth Amendment, not the Freedmen’s Bureau.
	Option D is incorrect	The Freedmen’s Bureau is not associated with constructing factories to employ newly freed enslaved people.

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Item Position	Rationale	
28	Option D is correct	High numbers of immigrants provided labor for manufacturing. For this item, the student applies critical-thinking skills to interpret information from a graph.
	Option A is incorrect	Immigration did not cause widespread unemployment, since worker demand was high for the years shown on the graph.
	Option B is incorrect	Immigration did not increase the prices of imported goods, since higher domestic production increased the supply of goods in the market.
	Option C is incorrect	Immigration increased westward expansion and growth, as new immigrants left the East Coast and moved across the country.

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Item Position	Rationale	
29	Option "People are governed by state and national laws.": Federalism	Federalism is the division of power between state and national governments. The people must abide by the laws set by their individual states as well as by those created by the national government. For this item, the student applies critical-thinking skills by doing an analysis to categorize information.
	Option "Cruel punishments and excessive fines are prohibited.": Limited government	The prohibition of cruel punishments and excessive fines, as protected by the Eighth Amendment, is an example of a limitation placed on the power of government. For this item, the student applies critical-thinking skills by doing an analysis to categorize information.
	Option "Only Congress can make laws.": Separation of powers	The power of Congress to make laws is an example of the separation of powers between the branches of government. For this item, the student applies critical-thinking skills by doing an analysis to categorize information.
	Option "People can serve in the military." is incorrect	This is not an example of a constitutional principle.

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Item Position	Rationale	
30	Option A is correct	The Three-Fifths Compromise said that the whole number of enslaved African Americans was not weighed equally with the whole number of whites when determining proportional representation for the House of Representatives. 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	The Three-Fifths Compromise related to proportional representation in the House of Representatives and did not assert that the federal government was the authority on slavery.
	Option C is incorrect	The Three-Fifths Compromise was used to determine proportional representation in the House of Representatives and taxation, not to determine tax rates in specific states.
	Option D is incorrect	The Three-Fifths Compromise did not determine that enslaved people could not be taxed by the states; rather, it allowed for the proportional taxation of all people, including enslaved people.

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Item Position	Rationale	
31	Option D is correct	Ratifying the Fugitive Slave Act was seen by many Northerners as an infringement of their rights. It prevented citizens from interfering with the capture of escaped enslaved people and made assisting escaped enslaved people punishable by law.
	Option A is incorrect	Fugitive enslaved people did not want to take over western territories and establish local governments.
	Option B is incorrect	Runaway enslaved people were not given paid passage to leave the United States for a different country.
	Option C is incorrect	Southern government officials, not Northern officials, wanted to expand the institution of slavery.

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Item Position	Rationale	
32	Part A: Option C is correct	Lincoln references the Declaration of Independence in stating that this war is to determine whether a country dedicated to the notion that “all men are created equal” can flourish. For this item, the student applies critical-thinking skills by drawing inferences from a primary source.
	Part A: Option A is incorrect	The Kansas-Nebraska Act was passed to help ease sectional tensions but was not a reason for fighting the Civil War.
	Part A: Option B is incorrect	Though Confederate leaders saw the Civil War as an attempt to protect their constitutional rights, Lincoln did not view it that way.
	Part A: Option D is incorrect	The Civil War was not fought to prevent Southern states from increasing their representation in Congress.
	Part B: Option A is correct	Lincoln uses this quote to reference the ideals of the Declaration of Independence, which had been written 87 years earlier. For this item, the student applies critical-thinking skills to interpret a primary source.
	Part B: Option B is incorrect	This quote only acknowledges where the armies met; it does not support Lincoln’s justification for the war.
	Part B: Option C is incorrect	This quote only focuses on honoring the soldiers who fought; it does not support Lincoln’s justification for the war.
	Part B: Option D is incorrect	This quote only supports his statement from the previous sentence; it does not support Lincoln’s justification for the war.

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Item Position	Rationale	
33	Option A is correct	France established North American colonies in the 1600s to support its trade in furs through a series of trading posts from New Orleans north to Canada.
	Option B is incorrect	Searching for gold and silver was a reason that Spain, not France, established North American colonies.
	Option C is incorrect	France sent missionaries to North America to convert American Indians, not to limit the spread of Christianity.
	Option D is incorrect	France participated in the trade in enslaved people and did not prevent the enslavement of Africans.

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Item Position	Rationale	
34	Option D is correct	The English Bill of Rights was created to help protect individual liberties. The founders of the U.S. Constitution used several ideas from the English Bill of Rights to guarantee individual freedoms, such as the freedom of speech and the prevention of excessive fines and cruel punishments, and to create a government derived from the consent of the people. For this item, the student applies critical-thinking skills to interpret information.
	Option A is incorrect	The ideas in the list did not influence the concept of separation of powers, which was developed by Montesquieu.
	Option B is incorrect	The concept of judicial review was established after the ratification of the U.S. Constitution by Chief Justice John Marshall in 1803.
	Option C is incorrect	The ideas in the list did not influence the use of tariffs to fund the government.

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Item Position	Rationale	
35	Score 2 points for answers that include references to <u>two</u> of the following:	<ul style="list-style-type: none"> • It became faster and easier to move goods and people. • The use of the steamboat encouraged westward expansion and fulfilling the belief in Manifest Destiny. • The steamboat network on rivers connected with the canal system to allow goods to move quickly by water. • Travel by steamboat reduced the price of goods because of the ease of movement. • Steam power allowed boats to move easily either with or against the current of river systems. • The use of the steamboat allowed for the growth of cities and towns along rivers and canals. • The use of the steamboat spurred the growth of the agriculture industry (also included with westward expansion) and the distribution of harvests.
	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.

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Item Position	Rationale	
36	Option A is correct	Many ardent supporters of Manifest Destiny argued for extending U.S. territory to the 54°40' line of latitude, which at the time was the southern border of Russian Alaska. The rallying cry "Fifty-four forty or fight" was used to gain support for the American view during treaty negotiations with Great Britain. For this item, the student applies critical-thinking skills to interpret information from a map.
	Option B is incorrect	Relations with American Indians did not influence negotiations with Great Britain over the Oregon Territory.
	Option C is incorrect	President James K. Polk was a proponent of westward expansion.
	Option D is incorrect	Despite the hazardous conditions, the number of travelers along the Oregon Trail increased over time.

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Item Position	Rationale	
37	Option B is correct	The cartoon illustrates the theory of mercantilism. Under this theory, England passed the Navigation Acts, restricting colonial trade to benefit the colonial power, as exemplified by the cartoon. For this item, the student applies critical-thinking skills to interpret information.
	Option C is correct	According to the theory of mercantilism, colonies existed for the sole purpose of serving the mother country. The Boston Tea Party was a protest against a British policy of taxing its colonies without representation. For this item, the student applies critical-thinking skills to interpret information.
	Option A is incorrect	The cartoon does not relate to the Northwest Ordinance of 1787, which occurred under the Articles of Confederation and set the requirements for parts of this territory to obtain statehood.
	Option D is incorrect	The Great Awakening was a series of religious revivals aimed at restoring the Puritan religion throughout the colonies and is not associated with the economic belief shown in the cartoon.
	Option E is incorrect	Shays’s Rebellion occurred after the American Revolution, when farmers in Massachusetts revolted against unfair laws while the U.S. government was under the Articles of Confederation. This cartoon is referring to the colonial period, which was prior to Shays’s Rebellion.

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Item Position	Rationale	
38	Option D is correct	The <i>Dred Scott</i> ruling stated that neither enslaved nor free African Americans were considered citizens, and therefore, they did not have the right to use the legal system.
	Option A is incorrect	The <i>Dred Scott</i> ruling stated that neither enslaved nor free African Americans were considered citizens, not that they were allowed to peacefully participate in political protests.
	Option B is incorrect	The <i>Dred Scott</i> ruling stated that neither enslaved nor free African Americans were considered citizens; it did not prohibit them from attending religious services.
	Option C is incorrect	The <i>Dred Scott</i> ruling stated that neither enslaved nor free African Americans were considered citizens, not that they were permitted to lawfully seek out economic opportunities.

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Item Position	Rationale	
39	Option A is correct	Early U.S. leaders believed that educating the country’s people would foster engaged, informed, and law-abiding citizens. 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	While the Northwest Ordinance helped organize land in the Northwest Territory, this law was not passed to help people acquire land.
	Option C is incorrect	While the Northwest Ordinance involved property in the Northwest Territory, this law was not passed because of any belief about education and the preservation of property rights.
	Option D is incorrect	While the Northwest Ordinance helped organized territory located near foreign territories, this law was not passed to prevent foreign wars.

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Item Position	Rationale	
40	Option A is correct	The economy of the Southern United States was based on agriculture. After the invention of the cotton gin in the 1790s, the demand for cotton significantly increased, contributing to the growth and expansion of slavery.
	Option B is incorrect	The increased demand for cotton as a cash crop increased the need for factories, which were mostly located in the North.
	Option C is incorrect	The increased demand for cotton as a cash crop increased the need for enslaved labor; this did not directly contribute to the growth of railroads.
	Option D is incorrect	The increased demand for cotton as a cash crop increased the need for large farms.