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8

**Social
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TAKS Social Studies Objectives for Grade 8

Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

(8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877.

(8.2) **History.** The student understands the causes of exploration and colonization eras.

(8.4) **History.** The student understands significant political and economic issues of the revolutionary era.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.

(8.8) **History.** The student understands individuals, issues, and events of the Civil War.

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

(8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

(8.10) **Geography.** The student uses geographic tools to collect, analyze, and interpret data.

(8.11) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present.

(8.12) **Geography.** The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment.

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

(8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic.

(8.13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity.

(8.14) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.

(8.15) **Economics.** The student understands the origins and development of the free enterprise system in the United States.

(8.24) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.

(8.25) **Culture.** The student understands the major reform movements of the 19th century.

(8.28) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States.

(8.29) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.

Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

(8.3) **History.** The student understands the foundations of representative government in the United States.

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents.

(8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society.

(8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system.

(8.19) **Government.** The student understands the impact of landmark Supreme Court cases.

(8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States.

(8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society.

(8.23) **Citizenship.** The student understands the importance of effective leadership in a democratic society.

Objective 5

The student will use critical thinking skills to analyze social studies information.

(8.30) **Critical thinking skills.** The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology.

Use the passage, map, and your knowledge of social studies to answer questions 1–2.



The Oregon Trail

Stretching from present-day Missouri to Oregon, the Oregon Trail was a 2,000-mile trek traveled by families who sought a better life in the West. The journey was hard, but the promise of freedom, good farmland, and a life free of the cholera and diseases resulting from poor sanitation that plagued the East made families push on toward the West.

1. What was the Oregon Territory?
 - A The area that is present-day Oregon when it was under British rule
 - B The area that is present-day Oregon before it was adopted as a state
 - C The combined areas of present-day Oregon and Washington combined
 - D The combined areas of present-day Oregon, Washington, Idaho, and part of Montana
2. Travel on the Oregon Trail was dangerous because—
 - A the entire trail was rocky and mountainous
 - B travel and weather conditions were unpredictable
 - C the trail was overcrowded by those traveling west
 - D attacks by other traveling settlers were frequent on the trail

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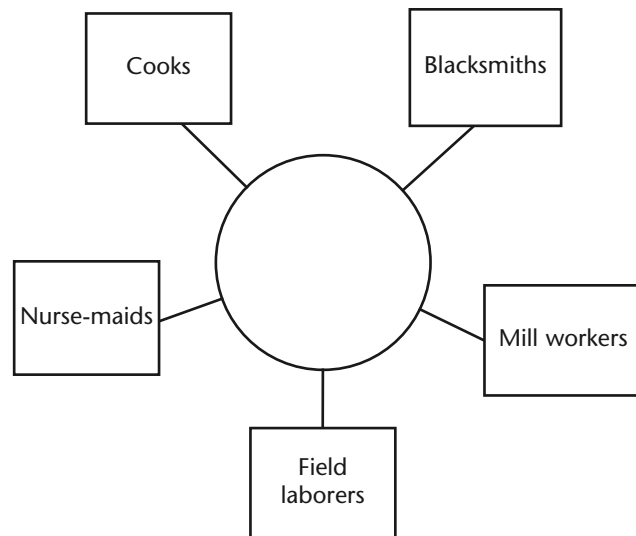
Use the chart below and your knowledge of social studies to answer question 1.

Plantations of the South
<ul style="list-style-type: none">• Produced tobacco, rice, and cotton in mass quantities•• Profited greatly from their labor source• Were usually owned by wealthy families

1. Which statement belongs in the box?
 - A Usually covered small areas
 - B Were a status symbol for those who owned them
 - C Hired indentured servants for the majority of work needed
 - D Supplemented their income by producing manufactured goods
2. Why did Southern states see an increase in the need for slave labor at the end of the 18th century?
 - A Because the price of tobacco increased, and slaves were needed to meet higher demand
 - B Because cotton had to be planted and picked clean by hand, with no help from machines
 - C Because corn and wheat emerged as new crops that needed to be planted and harvested
 - D Because new technology put cotton in high demand, and farmers needed slaves to plant and harvest the crop

3. Why were indentured servants and slaves used as the main sources of labor in the 18th and 19th centuries?
 - A The labor was cheap, and the yield of their work was high.
 - B The labor was cheap, although the yield of their work was low.
 - C There was a shortage of farm workers for hire in the United States.
 - D Corn was quickly becoming the most highly demanded crop in the South, and this required a steady labor supply.

Use the chart below and your knowledge of social studies to answer question 4.



4. Which of the following best categorizes all of the above?
 - A A Day in the Life of a Slave
 - B Various Occupations of Slaves
 - C Jobs Performed by Indentured Servants
 - D Most Popular Occupations of the 19th Century

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Use the excerpt and your knowledge of social studies to answer question 1.

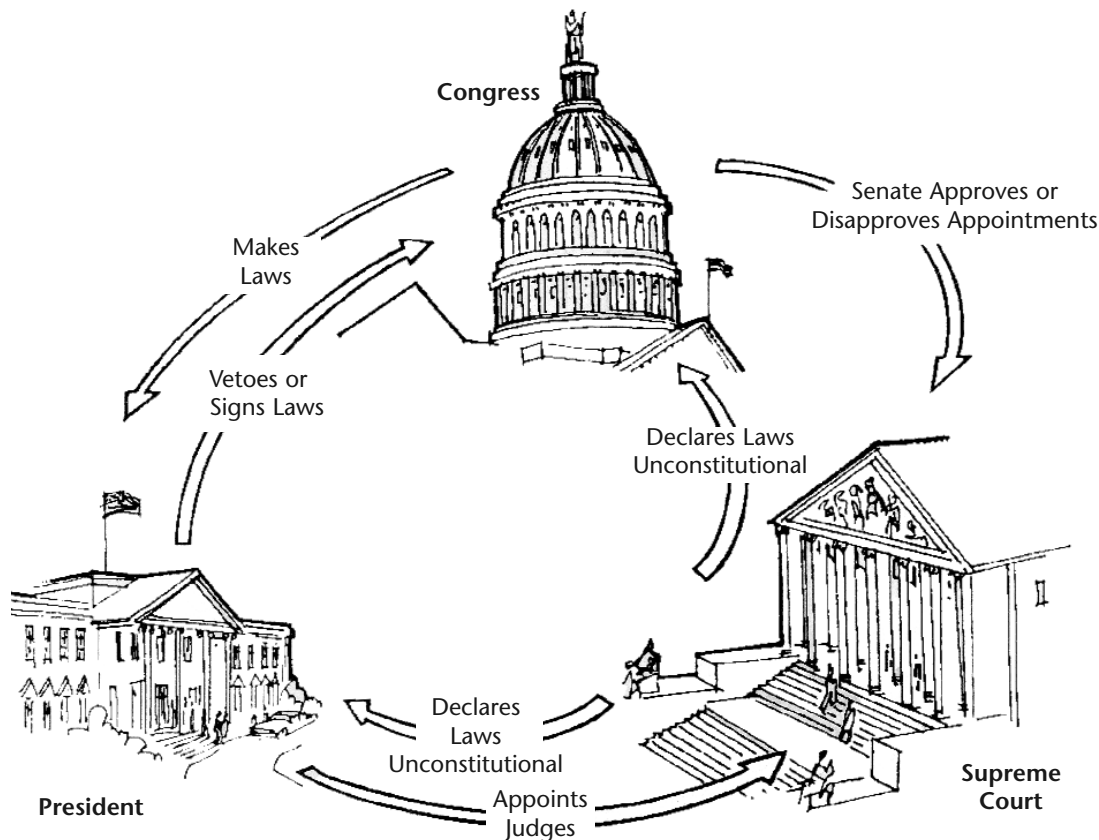
The Constitution does not solve our problems. It allows people freedom and opportunity to solve their own problems...

—Warren E. Burger, Chief Justice of the Supreme Court, 1969–1986

1. Warren E. Burger's quote demonstrates his support for—
- A an active U.S. court system
 - B active participation by citizens
 - C a federal system of government
 - D the system of checks and balances

Use the diagram below and your knowledge of social studies to answer questions 2–3.

2. Which principle of government is represented in this diagram?
- A Judicial review
 - B Individual rights
 - C Checks and balances
 - D Representative government
3. According to the diagram, the President has the power to—
- A make laws
 - B enforce laws
 - C declare a law unconstitutional
 - D veto or sign laws passed by Congress



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