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SAMPLER
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Students!*

**GRADE
8**

SOCIAL STUDIES

STAAR® Preparation and Practice

**Streamlined
TEKS**



- Over 300 authentic STAAR questions
- 3-step approach for efficient remediation
- Document-Based Questions explore primary sources

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Sampler

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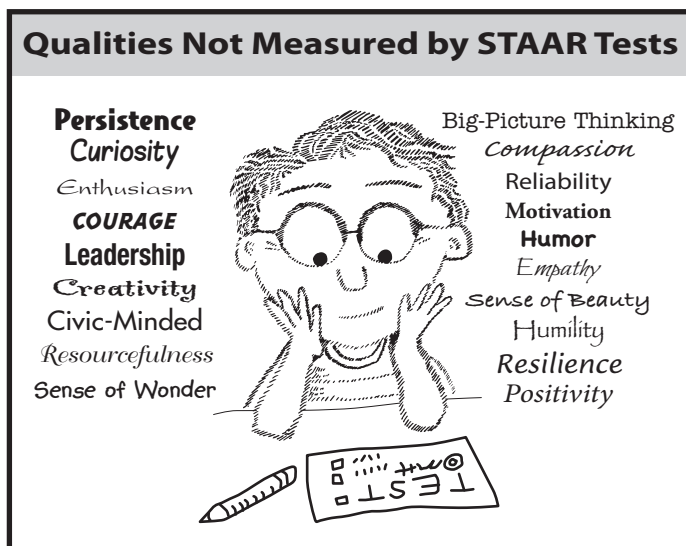
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Included in Sampler

Dear Students,

The STAAR Grade 8 Social Studies assessment measures your knowledge of the Grade 8 Social Studies TEKS. STAAR tests are not designed to measure many important qualities of character and intelligence—as this cartoon shows. But performing well on the STAAR tests is important, so you want to do all you can to succeed on them. That’s where this workbook comes in!



What are some other important qualities of character and intelligence missing in STAAR tests?

This workbook was designed to help you prepare for the STAAR Grade 8 Social Studies exam by

- teaching the skills to approach and answer different STAAR test questions, and by
- providing practice questions that are similar to those you will answer on the actual test.

But as good as this workbook is, it only helps if you use it. So, please use this workbook!!

Practicing Smart is the Secret to STAAR Success

There is a secret to success on the STAAR tests—practice, practice, and more practice. This is good news because you are in control of how much effort you put in practicing. But not all practice is the same . . . you need to practice smart.

First, practice with test questions that are very similar to the actual STAAR test. That’s easy, since this workbook is full of them! Next, focus on your weaknesses—spend extra time on problems you have trouble with. Think of it like this: if your basketball shot needs improvement, you don’t practice dribbling. Instead, you practice shooting.

Focusing on your weaknesses also means carefully analyzing each problem you get wrong. Why did you get it wrong? Why is the correct answer correct? You can learn more from test questions you get wrong, so don’t be afraid of making mistakes. If your basketball shot is off, you identify what you are doing wrong (too far left) and correct it with your next shot (aim further right).

When you practice, give each question your full attention. Do not take a break until after you answer the question. Your attention is like a muscle that you build by using it, one practice test question at a time. Do you believe unfocused, sloppy practice of your basketball shot will help you perform during a big game? No! Your attention is your greatest power. Develop it with practice.

Preparing for the STAAR test can be a fun challenge. And when you practice smart, you are building life skills while you prepare for the STAAR test!

Your partners in STAAR success,

The Sirius Education Team

How to Use This Book for STAAR Success

This interactive workbook is a comprehensive program that includes **TEKS instruction** and **STAAR practice**. It is easily adapted for different needs and includes a **3-step approach** to efficiently **prioritize** and **individualize remediation** when preparation time is limited.

STEP 1 Identify Your Needs—Chapter Diagnostic Tests

Use each of the 11 Chapter Diagnostic Tests to identify what you know and what you need to review. Record your results in the Student Progress Monitoring Chart.

CHAPTER 9 Diagnostic Test
Read each question carefully and choose the best answer.

1 The period from 1820 to 1860 was marked by a sense of — (8.1A)

A economic strain C national unity
B international involvement D sectionalism

2

What does this poster suggest about the common view of slavery? (8.7C, 8.29A)

F Slaves were valuable assets passed down from generation to generation.
G Slaves were bought and sold in secret to avoid trouble with the law.
H Slaves were considered a commodity just like rice and textiles were.
J Slaves were sold only in groups in order to keep their families together.

3

Cause	Effect
?	South Carolina secedes from the Union.

Which action completes this graphic organizer? (8.6B, 8.29B)

A Republican Abraham Lincoln is elected president.
B The Thirteenth Amendment abolishes slavery.
C The Confederate States of America is formed.
D The Supreme Court issues the Dred Scott decision.

Name _____ Class _____ Date _____

Student Progress Monitoring Chart

Use the Diagnostic Tests to identify Lessons you need to review. Use the steps below.

① **Diagnostic** Mark a ✓ in the box for each question that you answered correctly. Find the total correct.
② **Completed** For each unchecked question in ①, circle the Lesson number. After you study the lesson, mark a ✓ in the box for Completed.
③ **Post Test** Mark a ✓ in the box for each question that you answered correctly. Find the total correct. (The Post Test questions are in the exact same TEKS order as the Diagnostic Test.)

Chapter 1 The Colonial Era

Question	1	2	3	4	5	6	7	Total
① Diagnostic	1.1	1.1	1.1	1.2	1.2	1.3	1.3	/ 8
② Completed								/ 8
③ Post Test								

Chapter 2 The Revolutionary Era

Question	1	2	3	4	5	6	7	Total
① Diagnostic	2.1	2.1	2.1	2.2	2.2	2.2	2.2	/ 17
② Completed								
③ Post Test								/ 17

Chapter 3 The Constitutional Era

Question	1	2	3	4	5	6	7	Total
① Diagnostic	3.1	3.1	3.1	3.2	3.2	3.2	3.2	/ 6
② Completed								
③ Post Test								

Chapter 2 The Revolutionary Era

Question	1	2	3	4	5	6	7	Total
① Diagnostic	✓	2.1	2.1	✓	✓	✓	✓	5 / 7
② Completed								
③ Post Test								/ 7

TEKS 4A 4A 4B 4C 15C 4C 4C

③ Post Test TEKS 5F 5B

Each item correlates to a lesson.

Focus on what you most need.

Monitor your progress.

STEP 2 Focus Intervention—Lesson Instruction and STAAR Practice

Use your Diagnostic results to focus instruction and practice to meet your unique needs.

LESSON 9.1 The Expansion of Slavery

23 Lessons

9.1.1 How did geography and slavery lead to sectionalism? (8.7A, 8.7B, 8.7C, 8.10B, 8.11A, 8.12A, 8.12B, 8.12C, 8.27A)

Beginning in colonial times, the northern and southern regions of what became the United States developed differently. Largely due to **geographic factors**, the regions had different economies. These economic differences were the source of much of the sectional tensions that arose in the 1800s. **Sectionalism** increased in the decades leading up to the Civil War, as northerners and southerners developed opposing viewpoints on important issues such as the expansion of slavery.

Agriculture in the North Agriculture was important to the economy of every region of the country through the 1800s, but to different extents. In New England, cooler temperatures and rocky soil were not well suited for large-scale plantation agriculture. Small family farms were typical. Farmers grew food mostly to feed their own families. South of New England, New York and Pennsylvania farmers grew wheat, much of which was grown for sale. As the nation expanded westward, new lands were cleared for cultivation in Ohio, Indiana, Illinois, and the Upper Midwest.

Economic Diversity in the North Since colonial times, the North had had a more diversified economy. The region was home to many important centers of trade, such as the busy ports of Boston and New York City. Fishing and whaling were important economic activities, especially in New England. The waters off New England were rich in fish, including cod, halibut, mackerel, and herring. By the early 1800s, New England began to industrialize. Most early factories were textile mills, producing cloth. Because of the importance of manufacturing, there was strong support for tariffs, or taxes on imported goods. Tariffs make imported goods more expensive, thus American consumers were encouraged to buy goods made in the United States.

geographic factors traits resulting from physical or human geography that have an impact on the people living in an area

sectionalism identification with the needs and interests of the region of the country where one lives instead of with the national interest

Key facts repeated in margin

LESSON 9.1 STAAR Practice
Read each question carefully and choose the best answer.

1

Issues	South (Enslaved)	North (Free)
Economic	Were considered property	Could not own property
Legal	Had no legal rights	Had some legal rights
Social	?	?

Which of the following best completes both missing fields in the table?

A Experienced racism in their daily lives
B Were not counted as part of the overall population
C Were officially banned from pursuing an education
D Freely married and raised families with their spouses

2 How did the westward expansion of the United States contribute to the Civil War? (8.8B)

F It caused controversy over territorial wars against American Indians.
G It led to disputes about whether to allow slavery in western territories.
H It significantly increased the population of the United States.
J It changed the essential foundations of the U.S. economy.

Questions match the STAAR in content and format.

Carefully read tables and diagrams before and after you read the question. In this question, the word both is important.

STEP 3 Monitor Your Progress—Chapter Post Tests

Use each Chapter Post Test to monitor progress and to identify lessons for additional review. The Post Tests use the same TEKS in the same order as the Diagnostic Test.

CHAPTER 9 Post Test
Read each question carefully and choose the best answer.

1 Why were protective tariffs such a divisive issue between the North and South in the years leading up to the Civil War? (8.1A)

A They angered people in the South by placing economic restrictions on the slave trade.

Combines TEKS Instruction and STAAR Practice

Lesson TEKS Instruction

Concise and student-friendly instruction reviews each TEKS and applies it to solve STAAR test items from the Chapter Diagnostic Test.

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LESSON 9.1

The Expansion of Slavery

9.1.1 How did geography and slavery lead to sectionalism?

region an area that shares human or physical characteristics
geographic factors traits resulting from physical or human geography that have an impact on the people living in an area
sectionalism identification with the needs and interests of the region of the country where one lives instead of with the national interest

Key facts repeated in margin

Students revisit Diagnostic test items.

Beginning in colonial times, the northern and southern regions of what became the United States developed differently. Largely due to **geographic factors**, the regions had different economies. These economic differences were the source of the sectional tensions that arose in the 1800s. Sectionalism was a result of the different economic interests of the regions. In the decades leading up to the Civil War, as northerners and southerners expressed opposing viewpoints on important issues such as the expansion of slavery, sectionalism grew.

Agriculture in the North Agriculture was the main industry in the North. The region of the country through the 1800s, but to different crops. The North had a cooler climate and rocky soil, which were not well suited for large-scale agriculture. Small family farms were typical. Farmers grew their own families. South of New England, New Englanders grew wheat, much of which was grown for sale in the West. New lands were cleared for cultivation in the Upper Midwest.

Economic Diversity in the North Since colonial times, the North had a more diversified economy. The region was home to many important centers of trade, such as the busy ports of Boston and New York City. Fishing and whaling were important economic activities, especially in New England. The waters off New England were rich in fish, including cod, halibut, mackerel, and herring. By the early 1800s, New England began to industrialize. Most early factories were textile mills, producing cloth. Because of the importance of manufacturing, there was strong support for tariffs, or taxes on imported goods. Tariffs make imported goods more expensive, thus American consumers were encouraged to buy goods made in the United States.

Each section uses a key question with TEKS.

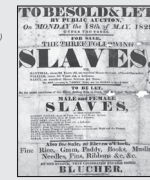
Diagnostic Test Item

- 1 The period from 1820 to 1860 was marked by a growing sense of — (8.1A)
- A economic strain
B international involvement
C national unity
D sectionalism
- A is incorrect. The United States was expanding in this period and, as a result, the economy grew.
B is incorrect. The United States focused mainly on national concerns in this period.
C is incorrect. A sense of national unity occurred earlier in the century, during a period called the Era of Good Feelings.
D is correct. The period from 1820 to 1860 saw an increase in sectional tensions.

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Diagnostic Test Item

- 2 What does this poster suggest about the common view of slavery? (8.7C, 8.29A)
- F Slaves were valuable assets passed down from generation to generation.
G Slaves were bought and sold in secret to avoid trouble with the law.
H Slaves were considered a commodity just like rice and textiles were.
J Slaves were sold only in groups in order to keep their families together.



- F is incorrect. Though some enslaved families remained with a single slaveholding family for generations, this poster is advertising a sale of slaves to the highest bidder.
G is incorrect. The poster advertises slaves for sale by public auction, meaning that the buying and selling of slaves was public and legal.
H is correct. The same poster also advertises consumer goods for sale, such as rice, books, etc.
J is incorrect. The slaves are listed for sale individually, so presumably families were not necessarily kept together.

9.1.2 Why did westward expansion cause political conflicts?

Sectional differences resulted in growing political conflict in the decades before the Civil War. Many of these conflicts played out in Congress. The issue of whether to allow slavery to spread to new western territories was the focus of repeated political clashes and congressional compromises.

Missouri Compromise of 1820 Sectional differences resulted in growing political conflict in the decades before the Civil War. Many of these conflicts played out in Congress. The issue of whether to allow slavery to spread to new western territories was the focus of repeated political clashes and congressional compromises.

If Missouri entered the Union alone, there would be more slave states than free states. That would give slave states more representation in the U.S. Senate, which many northerners opposed.

Henry Clay of Kentucky worked out a compromise. Clay suggested admitting Maine (which had been part of Massachusetts) as a free state and Missouri as a slave state. He also proposed that slavery not be allowed in the rest of the Louisiana Territory lying north of Missouri's southern border. This meant that most of the Louisiana Territory would be free. The **Missouri Compromise** was approved by Congress in 1820. This resolved the controversy over the westward expansion of slavery—at least temporarily.

Missouri Compromise

1820 agreement in which Missouri entered the Union as a slave state. Maine joined as a free state, and slavery was banned from the rest of the Louisiana Territory north of Missouri's southern border.

Student-friendly instruction uses descriptive run-in heads.

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Lesson STAAR Practice

Each lesson includes 2 pages of authentic STAAR practice. Questions include test-taking tips and TEKS references so you can find supporting instruction.

LESSON 9.1

STAAR Practice

Read each question carefully and choose the best answer.

1

Enslaved and Free Blacks before the Civil War		
Issues	South (Enslaved)	North (Free)
Economic	Were considered property	Could own
Legal	Had no legal rights	Had some
Social	?	?

Which of the following best completes both missing fields in this table? (8.7B, 8.29C)

- A Experienced racism in their daily lives
B Were not counted as part of the overall population
C Were officially banned from pursuing an education
D Freely married and raised families with their spouses

Test-Taking Tips

Carefully read tables and diagrams before and after you read the question. In this question, the word both is important.

2

How did the westward expansion of the United States contribute to the Civil War? (8.8B)

- F It caused controversy over territorial wars against American Indians.
G It led to disputes about whether to allow slavery in western territories.
H It significantly increased the population of the United States.
J It changed the essential foundations of the U.S. economy.

3

- Allowed California to join the Union as a free state
- Ended the slave trade in Washington, D.C.
- Included a strict Fugitive Slave Act

Which congressional conflict or compromise is described by this list? (8.21C, 8.29B)

- A Missouri Compromise
B Nullification Crisis
C Compromise of 1850
D Kansas-Nebraska Act

160 Grade 8 Social Studies • Chapter 9 The Civil War Era

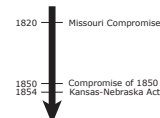
- 4 Which of the following best explains why the *Dred Scott v. Sandford* decision demonstrated the principle of judicial review? (8.18C)

- F It determined that Dred Scott lacked the authority to sue for freedom.
G It determined that Congress had no authority to prohibit slavery in federal territories.
H It gave Dred Scott his constitutional right to a fair trial with an impartial jury.
J It offered U.S. citizenship to former slaves by declaring certain laws unconstitutional.

- 5 The Republican Party ran its first presidential candidate in the election of 1856. The party was founded to — (8.21A)

- A fight the spread of slavery to the new western states
B preserve the freedom and rights of the southern states
C defend the property of the federal government
D ensure that slavery was protected

6



What issue was central to each of these acts of Congress? (8.21C, 8.29B)

- F Whether the residents of new territories were U.S. citizens
G Whether the United States could acquire new western territories
H Whether to expel American Indians from their tribal lands
J Whether to allow slavery to expand to new states and territories

Lesson 9.1 The Expansion of Slavery 161

Questions match the STAAR test in content and format.

Practice emphasizes Readiness TEKS.

Over 300 authentic STAAR questions

Additional In-Book Resources for STAAR Success

Chapter Overview — See the Big Picture

Each Chapter Overview includes **visual literacy** and **critical thinking** skills activities.


CHAPTER 9
The Civil War Era
9.1 The Expansion of Slavery
9.2 The Civil War

Before the Civil War, the question of whether slavery should be allowed in new western territories was divisive. Congress negotiated a compromise trying to balance the interests of slave and free states.

The Republican Party opposed the expansion of slavery. Republican Abraham Lincoln was elected president in 1860 without a single southern electoral vote.

The regions, or sections, of the nation had already developed different cultures and economies. This sectionalism grew as the nation debated whether slavery should be allowed to expand westward. Lincoln's election convinced southern leaders that the federal government posed a threat to the institution of slavery.

The southern slave states began to secede from the Union. These states claimed the right to secede from a country whose government was hostile to their interests. Lincoln disagreed that states had the right to secede and was determined to preserve the Union. The Civil War soon began.



Source: Punch Cartoon Library / Topfoto

Opens with an Analyzing Visuals activity. . .

Analyzing Visuals

1. Explain what each of the people in this political cartoon represents.

2. What does their clothing and other details tell you about each person?

Prompts provide practice with TEKS critical thinking skills.

Chapter 9 Overview 151

Chapter Study Guide and Review

Reviews the vocabulary and **main ideas** of the chapter. Students also apply TEKS skills.

CHAPTER 9
Study Guide and Review

Reviewing Key Terms of the Civil War

Write the appropriate term(s) to complete the statement.

sectionalism
Dred Scott
habes corpus
popular sovereignty
states' rights
Emancipation

Republican
Kansas-Nebraska Act
Missouri Compromise
Compromise of 1850
assassination
Fugitive Slave Act

1. According to the principle of _____, the residents of a territory could decide whether to allow slavery.

2. The _____ settled the issue of whether California would be a free or slave state.

3. Many northerners who wanted to stop the spread of slavery joined the _____ Party in the 1850s.

4. President Lincoln suspended _____ to silence supporters of secession in the border states.

5. John C. Calhoun and many other southerners supported the idea of _____, which included the right to secede from the Union.

6. Under the _____, Maine entered the Union as a free state and slavery was banned in most of the Louisiana Territory.

7. The _____ of Abraham Lincoln by John Wilkes Booth came less than a week after Lee surrendered.

8. Seeing the interests of the region where a person lives as more important than the nation as a whole is called _____.

9. In the _____ decision, the Supreme Court said that Congress has no power to prohibit slavery in the territories.

10. Lincoln issued the _____ Proclamation to give freedom to persons who lived in areas under Confederate control.

11. The _____ repealed the Missouri Compromise and had prohibited slavery in the northern part of the Louisiana Purchase.

12. The _____ required northerners to help in returning runaway slaves to their slaveholders.

Short answer review of key terms and main ideas

Chapter 9 Study Guide and Review 171

Cumulative Review

Extra practice for the **Readiness TEKS** after every 2–3 chapters.

CHAPTERS 1–9
Cumulative Review
Read each question carefully and choose the best answer.

British Economic Policy after 1763

? → The British impose a series of new taxes on the colonists. → The colonists protest, setting the stage for the American Revolution.

1. Which of the following best completes this diagram? (8.4A, 8.29B)

A The American colonists create their own representative governments.
B The British economy is crippled by a worldwide shortage of tea.
C The American economy flourishes due to increased trade with France.
D The British run up heavy debts from the French and Indian War.

2. [Governments] rest on the consent of the governed, and that it is the right of the people to alter or abolish governments . . . whenever they become destructive of the ends for which they were established . . . The right solemnly proclaimed at the birth of the United States . . . recognizes in the people the power to resume the authority delegated for the purposes of government. Thus the sovereign States here represented have proceeded to form this Confederacy . . .

—Jefferson Davis, First Inaugural Address, 1861

In this speech, Jefferson Davis justifies forming the Confederacy by . . . (8.2D, 8.29B)

F comparing the Confederate cause to the cause of the American Revolution
G rejecting the main principles of the Declaration of Independence
H creating an alliance between Britain and the Confederacy
J contrasting the rights of Confederate citizens with the rights of American citizens

3. How did the American Colonization Society work to end slavery in Africa?

A By sending African Americans to live in Africa
B By establishing a territory for freedmen in North America
C By forming small communities of free African Americans all across the country
D By creating an African colony from which new peoples could be enslaved

Mixed review of previous chapters in a random order

Chapters 1–9 Cumulative Review 175

English-Spanish Glossary

Over 160 names, events, and **key terms** that are most likely to appear on the STAAR test.

English/Spanish Glossary

English	Español
abolition a complete end to slavery (8.2.1)	abolición el fin absoluto de la esclavitud (8.2.1)
Abraham Lincoln (1809–1865) Illinois Republican elected president in 1860 who led the Union through the Civil War (9.1.2)	Abraham Lincoln (1809–1865) republicano de Illinois elegido presidente en 1860 que lideró la Unión durante la Guerra Civil (9.1.2)
Alexander Hamilton (c. 1755–1804) supporter of the U.S. Constitution and one author of the Federalist Papers (3.2.1)	Alexander Hamilton (c. 1755–1804) partidario de la Constitución de EE.UU. y uno de los autores de los Federalist Papers (3.2.1)
amending changing (11.1.2)	enmendando cambiando (11.1.2)
Andrew Jackson (1767–1845) seventh president of the United States, who served from 1829 to 1837 (5.1.1)	Andrew Jackson (1767–1845) el séptimo presidente de los Estados Unidos, quien gobernó de 1829 a 1837 (5.1.1)
Anglo American culture American culture that reflects the influence of English culture and history (6.2.1)	la cultura angloamericana la cultura americana que refleja la influencia de la cultura e historia de Inglaterra (6.2.1)
annex to take over territory and incorporate it into another country (6.2.1)	anexar tomar control de un territorio e incorporarlo a otro país (6.2.1)
Anti-Federalists opponents of the U.S. Constitution (3.2.1)	antifederalistas oponentes de la Constitución de EE.UU. (3.2.1)
Appomattox Court House Virginia site where Lee surrendered his army to Grant on April 9, 1865 (9.2.2)	el Juzgado de Appomattox el lugar de Virginia donde Lee se rindió con su ejército ante Grant el 9 de abril de 1865 (9.2.2)
authority of the central government the ability of the federal government to show it could enforce its laws (4.1.1)	la autoridad del gobierno central la capacidad del gobierno federal de mostrar que puede hacer cumplir sus leyes (4.1.1)
Battle of Antietam costly 1862 Union victory in Maryland that led Lincoln to issue the Emancipation Proclamation (9.2.2)	la Batalla de Antietam una victoria costosa de la Unión en 1862 que llevó a Lincoln a emitir la Proclamación de Emancipación (9.2.2)
Battle of Bunker Hill an early battle of the American Revolution that took place near Boston; a British victory, but gave colonial militia confidence (2.2.1)	la Batalla de Bunker Hill una batalla temprana de la Revolución Americana que tuvo lugar cerca de Boston; una victoria británica, pero le dio confianza a la milicia colonial (2.2.1)
Battle of Gettysburg 1863 Union victory in Pennsylvania that came at the end of a three-day battle that ended Lee's last invasion of the North (9.2.2)	la Batalla de Gettysburg una victoria de la Unión en 1863 que puso fin a la última invasión del Norte por Lee (9.2.2)
Battle of Saratoga 1777 New York battle that was an American victory, convinced France and Spain to aid the Americans (2.2.2)	la Batalla de Saratoga batalla de 1777 en Nueva York que resultó en una victoria americana y que convenció a Francia y España a ayudar a los Americanos (2.2.2)
Battles of Lexington and Concord when the British marched to Concord to seize weapons, they fought with colonial militia at Lexington and Concord (2.2.1)	las batallas de Lexington y Concord cuando los británicos marcharon a Concord para confiscar las armas, combatieron la milicia colonial en Lexington y Concord (2.2.1)

Both English and Spanish definitions with section references

244 Glossary

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Student Progress Monitoring Chart

Use the Diagnostic Tests to identify Lessons you need to review. Use the steps below,

- ① **Diagnostic** Mark a ✓ in the box for each question that you answered correctly. Find the total correct.
- ② **Completed** For each unchecked question in ①, circle the Lesson number. After you study the lesson, mark a ✓ in the box for Completed.
- ③ **Post Test** Mark a ✓ in the box for each question that you answered correctly. Find the total correct. (The Post Test questions are in the exact same TEKS order as the Diagnostic Test.)

1 The Colonial Era

Question	1	2	3	4	5	6	7	8	Total
① Diagnostic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 8
Lesson	1.1	1.1	1.1	1.2	1.2	1.2	1.3	1.3	
② Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
③ Post Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 8
TEKS	2A	2B	2B	10B	12A	12A	3B	3B	

2 The Revolutionary Era

Question	1	2	3	4	5	6	7	Total
① Diagnostic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 7
Lesson	2.1	2.1	2.1	2.2	2.2	2.2	2.2	
② Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
③ Post Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 7
TEKS	4A	4A	4B	4C	15C	4C	4C	

3 The Constitutional Era

Question	1	2	3	4	5	6	Total
① Diagnostic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 6
Lesson	3.1	3.1	3.1	3.1	3.2	3.2	
② Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
③ Post Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 6
TEKS	15A	1B	4D	15D	17A	19B	

4 The Early Republic

Question	1	2	3	4	5	6	7	Total
① Diagnostic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 7
Lesson	4.1	4.1	4.1	4.1	4.2	4.2	4.2	
② Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
③ Post Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 7
TEKS	5A	5A	18A	1A	5E	5D	5E	

5 The Age of Jackson

Question	1	2	3	4	5	6	Total
① Diagnostic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 6
Lesson	5.1	5.1	5.1	5.2	5.2	5.2	
② Completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
③ Post Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ 6
TEKS	5F	5B	17B	17B	23C	5G	

6 Westward Expansion

Question	1	2	3	4	5	Total
① Diagnostic						/ 5
Lesson	6.1	6.1	6.1	6.2	6.2	
② Completed						
③ Post Test						/ 5
TEKS	6B	10C	23A	6B	6C	

7 Industrialization

Question	1	2	3	4	5	Total
① Diagnostic						/ 5
Lesson	7.1	7.1	7.2	7.2	7.2	
② Completed						
③ Post Test						/ 5
TEKS	13A	13B	27C	23B	27C	

8 Reform and Culture

Question	1	2	3	4	5	6	7	Total
① Diagnostic								/ 7
Lesson	8.1	8.1	8.1	8.1	8.2	8.2	8.2	
② Completed								
③ Post Test								/ 7
TEKS	1A	24B	24B	26B	24A	23E	23E	

9 The Civil War Era

Included in Sampler

Question	1	2	3	4	5	6	7	Total
① Diagnostic								/ 7
Lesson	9.1	9.1	9.1	9.2	9.2	9.2	9.2	
② Completed								
③ Post Test								/ 7
TEKS	1A	7C	8B	8C	8A	1B	17B	

10 Reconstruction

Question	1	2	3	4	5	6	Total
① Diagnostic							/ 6
Lesson	10.1	10.1	10.1	10.2	10.2	10.2	
② Completed							
③ Post Test							/ 6
TEKS	16B	9A	9B	9C	9C	1A	

11 The U.S. Political System

Question	1	2	3	4	5	6	Total
① Diagnostic							/ 6
Lesson	11.1	11.1	11.1	11.2	11.2	11.2	
② Completed							
③ Post Test							/ 6
TEKS	20A	15D	16B	19A	19B	19C	

CHAPTER 9

The Civil War Era

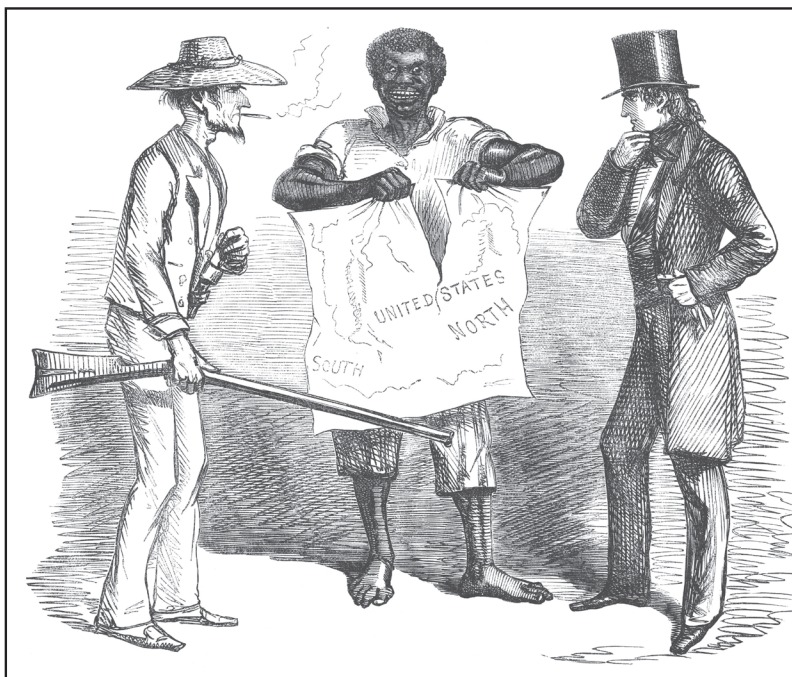
9.1 The Expansion of Slavery

9.2 The Civil War

Before the Civil War, the question of whether slavery should be allowed in the new western territories was divisive. Congress negotiated a series of compromises trying to balance the interests of slave and free states.

The Republican Party opposed the expansion of slavery. Republican Abraham Lincoln was elected president in 1860 without a single southern electoral vote.

The regions, or sections, of the nation had already developed different cultures and economies. This sectionalism grew as the nation debated whether slavery should be allowed to expand westward. Lincoln's election convinced southern leaders that the federal government posed a threat to the institution of slavery.



Source: Punch Cartoon Library / TopFoto

The southern slave states began to secede from the Union. These states claimed the right to secede from a country whose government was hostile to their interests. Lincoln disagreed that states had the right to secede and was determined to preserve the Union. The Civil War soon began.

Analyzing Visuals

1. Explain what each of the people in this political cartoon represents.

8.8B, 8.29A

2. What does their clothing and other details tell you about each person?

CHAPTER
9

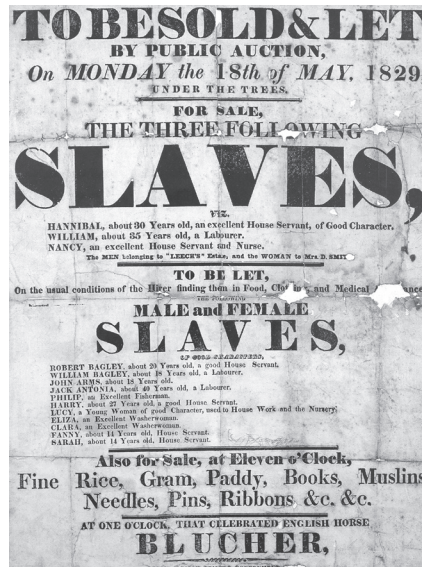
Diagnostic Test

Read each question carefully and choose the best answer.

1 The period from 1820 to 1860 was marked by a growing sense of — (8.1A)

- A** economic strain
- B** international involvement
- C** national unity
- D** sectionalism

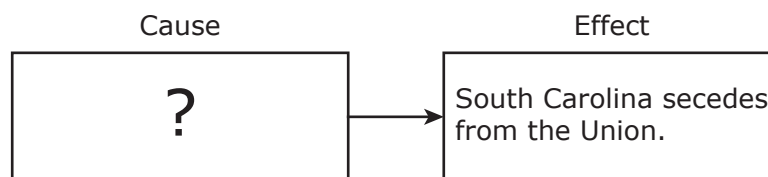
2 This poster was created in 1829.



What does this poster suggest about the common view of slavery? (8.7C, 8.29A)

- F** Slaves were valuable assets passed down from generation to generation.
- G** Slaves were bought and sold in secret to avoid trouble with the law.
- H** Slaves were considered a commodity just like rice and textiles were.
- J** Slaves were sold only in groups in order to keep their families together.

3 This diagram describes an action by South Carolina in the 1860s.



Which of the following BEST completes this diagram? (8.8B, 8.29B)

- A** Republican Abraham Lincoln is elected president.
- B** The Thirteenth Amendment abolishes slavery.
- C** The Confederate States of America is formed.
- D** The Supreme Court issues the *Dred Scott* decision.

- 4** This excerpt is from President Lincoln's 1861 inaugural address.

The power confided to me, will be used to hold, occupy, and possess the property, and places belonging to the government . . . but beyond what may be necessary for these objects, there will be no invasion—no using of force against, or among the people anywhere.

—President Lincoln's First Inaugural Address, March 4, 1861

A month after this speech, the Civil War began. Considering this statement, which of the following BEST justifies Lincoln's taking military action? (8.8C, 8.29D)

- F** The Confederates threatened commerce by gaining control of the Mississippi River.
- G** The attack on Fort Sumter forced the Union to act in defense of its property.
- H** The events at Bull Run encouraged the Union to emancipate enslaved people.
- J** The Confederates weakened the Union's authority by imposing blockades on its ports.

- 5** This excerpt is from a proclamation by Lincoln during the Civil War.

That the writ of habeas corpus is suspended in respect to all persons arrested, or who are now, or hereafter during the rebellion shall be, imprisoned in any fort, camp, arsenal, military prison, or other place of confinement by any military authority, or by the sentence of any court-martial or military commission.

—President Abraham Lincoln, 1862

Which of the following BEST supports Lincoln's statement? (8.8A, 8.29A)

- A** The Constitution protects the personal liberties of prisoners.
- B** Individual branches of government can restrict the actions of other branches.
- C** Elected representatives in Congress represent the will of the people.
- D** The president has the constitutional right to exercise broad powers during wartime.

- 6** Why did the year 1865 mark a turning point in U.S. history? (8.1B)

- F** Political disputes between the North and South were resolved.
- G** The U.S. Constitution was amended to abolish slavery.
- H** Southern states temporarily achieved full independence.
- J** Lincoln's assassination ruined the North's chances of winning the Civil War.

- 7** The outcome of the U.S. Civil War firmly established that — (8.17B)

- A** federal law was supreme over state law
- B** states had the right to secede
- C** federal law was determined by the will of the states
- D** the people delegated powers to the federal government

LESSON 9.1

The Expansion of Slavery

region an area that shares human or physical characteristics

geographic factors traits resulting from physical or human geography that have an impact on the people living in an area

sectionalism identification with the needs and interests of the region of the country where one lives instead of with the national interest

9.1.1 How did geography and slavery lead to sectionalism?

Beginning in colonial times, the northern and southern **regions** of what became the United States developed differently. Largely due to **geographic factors**, the regions had different economies. These economic differences were the source of much of the sectional tensions that arose in the 1800s. **Sectionalism** increased in the decades leading up to the Civil War, as northerners and southerners developed opposing viewpoints on important issues such as the expansion of slavery.

8.7A, 8.7B, 8.7C, 8.10B,
8.11A, 8.12A, 8.12B,
8.12C, 8.27A

Agriculture in the North Agriculture was important to the economy of every region of the country through the 1800s, but to different extents. In New England, cooler temperatures and rocky soil were not well suited for large-scale plantation agriculture. Small family farms were typical. Farmers grew food mostly to feed their own families. South of New England, New York and Pennsylvania farmers grew wheat, much of which was grown for sale. As the nation expanded westward, new lands were cleared for cultivation in Ohio, Indiana, Illinois, and the Upper Midwest.

Economic Diversity in the North Since colonial times, the North had had a more diversified economy. The region was home to many important centers of trade, such as the busy ports of Boston and New York City. Fishing and whaling were important economic activities, especially in New England. The waters off New England were rich in fish, including cod, halibut, mackerel, and herring.

By the early 1800s, New England began to industrialize. Most early factories were textile mills, producing cloth. Because of the importance of manufacturing, there was strong support for tariffs, or taxes on imported goods. Tariffs make imported goods more expensive, thus American consumers were encouraged to buy goods made in the United States.

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Diagnostic Test Item

1 The period from 1820 to 1860 was marked by a growing sense of — (8.1A)

- | | |
|------------------------------------|-------------------------|
| A economic strain | C national unity |
| B international involvement | D sectionalism |

- A** is incorrect. The United States was expanding in this period and, as a result, the economy grew.
- B** is incorrect. The United States focused mainly on national concerns in this period.
- C** is incorrect. A sense of national unity occurred earlier in the century, during a period called the Era of Good Feelings.
- D** is correct. The period from 1820 to 1860 saw an increase in sectional tensions.

Slavery in the North Because the North did not develop plantation agriculture, slavery was never as widespread there as it was in the South. Slavery existed during the colonial era, but northern states began abolishing slavery in the early years of the republic. The Northwest Ordinance of 1787 banned slavery in the Northwest Territory. Thus, as settlement pushed westward in the North, the new states that entered the Union were free states.

The North's economy still benefitted from slavery, however. Most notably, New England's textile mills depended on the cotton grown and harvested by enslaved workers in the South.

Agriculture in the South Agriculture was the dominant economic activity in the South from colonial times. The South had a warm climate and rich soils. The region depended heavily on the cultivation of cash crops, mainly grown for markets outside the region.

Cash crops were often cultivated on large plantations, rather than on smaller family farms. This type of agriculture created a demand for enslaved labor. Slavery was important to the South's economy from colonial times until it was abolished at the end of the Civil War.

In the early 1800s, cotton emerged as the region's most valuable crop. Cotton agriculture became practical with the invention of the cotton gin by Eli Whitney in 1793. This machine could be used to clean seeds from cotton bolls much faster than could be done by hand. The profits to be made growing cotton, which grew well in the warm climate of the Deep South, encouraged the westward spread of settlement as more land was cleared to grow cotton. Those profits also created a demand for more enslaved workers to work the fields.

The enslaved population grew in the decades before the Civil War. It also became more concentrated in the cotton-growing states of the Deep South. The number of enslaved African Americans grew from under one million in 1800 to nearly four million in 1860.

Lack of Southern Industry The South developed little industry. This meant the region depended on manufactured goods produced outside the region. Since many of these goods were imported from other countries, there was widespread opposition in the South to high tariffs on imports, which increased prices.

Slavery in the South Enslaved African Americans had no legal rights. By law, they were the property of their slaveholders. Enslaved persons had to work long hours. If they tried to run away, they were severely beaten, branded, or mutilated. Laws made it illegal to teach enslaved persons to read, and they could not leave their slaveholders' land without written permission. Families lived with the fear that loved ones could be sold away at any time.

Free Blacks in the South Although most African Americans in the South were enslaved, there was a small free black population. In 1860, about eighty-five percent of free African Americans lived in the Upper South. Free blacks in the South, like those in the North, suffered pervasive racial discrimination. Free blacks did not have the right to vote or to testify in court. Most earned a living farming. Some, however, started small businesses, earning a living in trades such as carpentry.

Did You Know?

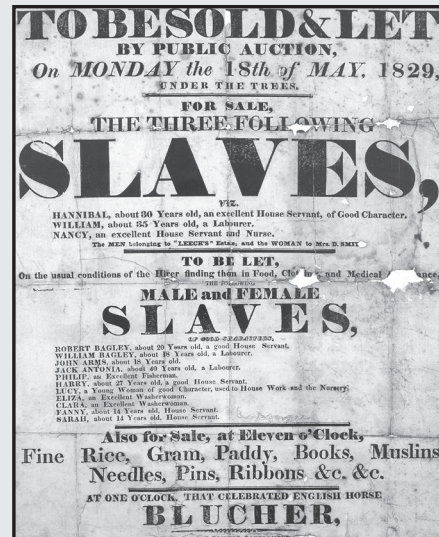
A small number of African Americans were slave owners. The people they had on record as "slaves," however, were most often their own spouses and children. Under state laws that made it illegal to free enslaved people, they would purchase their family members in order to keep their families together. Legally, however, these people were still considered to be slaves.

Diagnostic Test Item

2 This poster was created in 1829.

What does this poster suggest about the common view of slavery?

- F** Slaves were valuable assets passed down from generation to generation.
- G** Slaves were bought and sold in secret to avoid trouble with the law.
- H** Slaves were considered a commodity just like rice and textiles were.
- J** Slaves were sold only in groups in order to keep their families together.



- F** is incorrect. Though some enslaved families remained with a single slaveholding family for generations, this poster is advertising a sale of slaves to the highest bidder.
- G** is incorrect. The poster advertises slaves for sale by public auction, meaning that the buying and selling of slaves was public and legal.
- H** is correct. The same poster also advertises consumer goods for sale, such as rice, books, etc.
- J** is incorrect. The slaves are listed for sale individually, so presumably families were not necessarily kept together.

9.1.2 Why did westward expansion cause political conflicts?

Sectional differences resulted in growing political conflict in the decades before the Civil War. Many of these conflicts played out in Congress. The issue of whether to allow slavery to spread to new western territories was the focus of repeated political clashes and congressional compromises.

8.1A, 8.7A, 8.8A, 8.7C,
8.7D, 8.8B, 8.8D, 8.17B,
8.18C, 8.21A, 8.21C

Missouri Compromise of 1820 Sectional differences created a crisis when Missouri requested admission as a slave state in 1819. Many of the people who had settled in Missouri were slaveholders from neighboring Kentucky and Tennessee. As a territory, Missouri allowed slavery. Missouri also bordered Illinois, however, where slavery was illegal.

If Missouri entered the Union alone, there would be more slave states than free states. That would give slave states more representation in the U.S. Senate, which many northerners opposed.

Henry Clay of Kentucky worked out a compromise. Clay suggested admitting Maine (which had been part of Massachusetts) as a free state and Missouri as a slave state. He also proposed that slavery not be allowed in the rest of the Louisiana Territory lying north of Missouri's southern border. This meant that most of the Louisiana Territory would be free. The **Missouri Compromise** was approved by Congress in 1820. This resolved the controversy over the westward expansion of slavery—at least temporarily.

Missouri Compromise

1820 agreement in which Missouri entered the Union as a slave state, Maine joined as a free state, and slavery was banned from the rest of the Louisiana Territory north of Missouri's southern border

A Conflict over Tariffs Disagreement over tariff rates was another source of political tension between northern and southern states. When Congress passed a series of high tariffs in the late 1820s and early 1830s, southerners strongly objected and demanded that tariff rates be lowered.

Claiming he was defending **states' rights**, John Calhoun of South Carolina argued that a state could declare a federal law null and void. South Carolina went so far as to threaten to secede, or withdraw, from the Union. Ultimately, a political compromise that included a reduction of tariff rates ended the crisis.

states' rights
the idea that a state retains powers that the federal government cannot take away

States' Rights The principle of states' rights became central to the debate over slavery. Supporters of states' rights embraced the idea that a state retains powers that the federal government cannot take away. For some, this included the power to nullify federal laws or declare them unconstitutional.

The basis for the principle of states' rights is reflected in the U.S. Constitution's Tenth Amendment, which states, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."

Compromise of 1850 The U.S.-Mexican War raised the issue of the westward expansion of slavery once more. In the Treaty of Guadalupe Hidalgo, signed in early 1848, Mexico ceded its northern provinces of California and New Mexico. This vast territory—known as the Mexican Cession—included the land that is now the states of California, Utah, and Nevada, and parts of New Mexico, Arizona, Colorado, and Wyoming.

In the autumn of 1848, news that gold had been discovered in California reached the eastern United States. Thousands of Americans headed west hoping to get rich. People from Latin America and Asia were also drawn by the California gold rush of 1849. With its greatly enlarged population, California applied to enter the Union as a free state in 1850.

Since the admission of California as a free state would disrupt the balance of free states and slave states, Congress again worked out a compromise. The Compromise of 1850 included a series of provisions intended to resolve the political crisis.

The Compromise of 1850
California was admitted as a free state.
A new, strict Fugitive Slave Act was passed for the capture of enslaved persons who had escaped to free territory.
The slave trade, but not slavery, was banned in Washington, D.C.
In the rest of the Mexican Cession, the issue of slavery would be decided by popular sovereignty .

popular sovereignty
allowing the people of a territory to decide whether to allow slavery

Neither northerners nor southerners in Congress were pleased by all the provisions of the compromise. The new Fugitive Slave Act was welcomed by southerners but caused outrage in the North. The law required that northerners participate in the recapture of runaway slaves. Northerners opposed to slavery condemned the law because now they could be legally required to help return runaway slaves to slaveholders.

Kansas-Nebraska Act

1854 law that allowed Kansas and Nebraska Territories to be free or slave based on popular sovereignty, which repealed the Missouri Compromise

Dred Scott v. Sandford

1857 Supreme Court decision that said Congress had no power to ban slavery in federal territories

Abraham Lincoln

Illinois Republican elected president in 1860 who led the Union through the Civil War

Crisis in Kansas In 1854, Senator Stephen Douglas proposed a law to organize the territories of Kansas and Nebraska. Douglas's bill would bring popular sovereignty to those areas. Many in the North objected. Kansas and Nebraska were north of the Missouri Compromise line. That meant slavery had been banned there. The **Kansas-Nebraska Act** became law but created great controversy.

People for and against slavery began streaming to Kansas. Each side hoped to have more settlers there and thus help determine whether Kansas would be slave or free. Fighting broke out between the two groups, and "Bleeding Kansas" became a small-scale civil war until order was restored.

Dred Scott In 1857, the U.S. Supreme Court ruled on the case of **Dred Scott v. Sandford**. Dred Scott, an enslaved man, had lived in places where slavery was banned. He argued that since he had lived in these areas, he should be free. The Court rejected his argument.

In ruling against Dred Scott, the Supreme Court made decisions about two key issues. The Court determined that Scott had no legal right to bring a lawsuit, because he was not a citizen. Nor were any blacks—*enslaved or free*—citizens of the United States. In addition, the time Scott spent in free territory did not make him free. The reason for this, ruled the Court, was that Congress had no power to ban slavery in the territories.

In this decision, the Supreme Court exercised judicial review. The Court limited, or checked, the power of Congress by claiming the U.S. Constitution did not grant Congress the authority to ban slavery in the territories.

Founding of the Republican Party The Kansas-Nebraska Act convinced many northerners that they needed to work hard to prevent the spread of slavery. In 1854, a new political party—the Republican Party—was founded that opposed the westward expansion of slavery.

Supporters of the new party included many former northern Whigs who opposed slavery, antislavery Democrats, and others opposed to the expansion of slavery. The Republicans ran their first presidential candidate in the election of 1856 and won thirty-three percent of the popular vote.

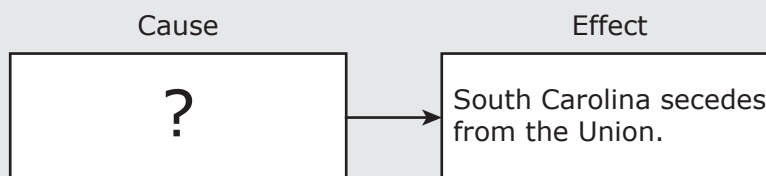
A Bitter Election The Republican candidate for president in 1860 was **Abraham Lincoln** of Illinois. In his campaign, Lincoln asserted that he did not intend to interfere with slavery where it already was legal. However, he opposed its expansion to new territories in the West. Southerners were unconvinced. They feared that Lincoln, if elected, would try to end slavery in their states.

Meanwhile, the issue of slavery divided the Democratic Party between a northern faction and a southern faction. In the end, the election of 1860 became a campaign between four main candidates, including Lincoln. Lincoln won the election by winning the electoral votes of every state where slavery was illegal and no electoral votes from any state where slavery was legal.

The Confederacy Forms In December 1860, a state convention in South Carolina voted unanimously to secede from the Union. State conventions in six other southern states voted to secede before Lincoln took office in March. These included Mississippi, Florida, Alabama, Georgia, and Texas.

Diagnostic Test Item

3 This diagram describes an action by South Carolina in the 1860s.



Which of the following BEST completes this diagram?

(8.8B, 8.29D)

- A** Republican Abraham Lincoln is elected president.
- B** The Thirteenth Amendment abolishes slavery.
- C** The Confederate States of America is formed.
- D** The Supreme Court issues the *Dred Scott* decision.

-
- A** is correct. After the election of Abraham Lincoln, who opposed allowing slavery to expand westward, a state convention in South Carolina voted to secede from the Union.
 - B** is incorrect. The Thirteenth Amendment was added to the Constitution in late 1865, after the Civil War had ended.
 - C** is incorrect. The Confederate States of America formed after South Carolina and other southern slave states seceded from the Union.
 - D** is incorrect. The Dred Scott decision declared Congress could not ban slavery in the territories. This pro-slavery ruling was not opposed in South Carolina.

Leaders from the seceding states met in February 1861 and declared themselves the Confederate States of America. They wrote a new constitution that was very similar to that of the U.S. Constitution. The constitution of the Confederacy, however, ensured that slavery would be protected.

Jefferson Davis of Mississippi had resigned from the U.S. Senate when his state seceded. He was chosen as the first (and only) president of the Confederacy. In his inaugural address, he compared the South to the American colonists who had declared independence from Britain. He claimed that the people of the South were trying to preserve their freedom and rights.

Lincoln's First Inauguration In March 1861, Abraham Lincoln took office as president of a fracturing nation. In his inaugural address, he said that the Union was "perpetual." Secession, then, was illegal.

Lincoln also vowed to hold and defend all property of the federal government. Nevertheless, he said, the Union would not attack the South. Finally, he tried to reach out to the South: "We are not enemies, but friends. We must not be enemies." Soon the North and South were pitted against each other in the **Civil War**.

Secession Dates

Dec 1860	SC
Jan 1861	MS, FL, AL, GA, LA
Feb 1861	TX
Apr 1861	VA
May 1861	AR, NC
June 1861	TN

Jefferson Davis

Mississippi political leader who served as Confederate president from 1861 to 1865

LESSON
9.1**STAAR Practice**

Read each question carefully and choose the best answer.

- 1 This table compares the status of enslaved and free blacks before the Civil War.

Issues	South (Enslaved)	North (Free)
Economic	Were considered property	Could own property
Legal	Had no legal rights	Had some legal rights
Social	?	?

Which of the following BEST completes both missing fields in this table? (8.7B, 8.29C)

- A Experienced racism in their daily lives
- B Were not counted as part of the overall population
- C Were officially banned from pursuing an education
- D Freely married and raised families with their spouses

Carefully read tables and diagrams before and after you read the question. In this question, the word *both* is important.

- 2 How did the westward expansion of the United States contribute to the Civil War? (8.8B)

- F It caused controversy over territorial wars against American Indians.
- G It led to disputes about whether to allow slavery in western territories.
- H It significantly increased the population of the United States.
- J It changed the essential foundations of the U.S. economy.

- 3 This list names provisions in a congressional act.

- Allowed California to join the Union as a free state
- Ended the slave trade in Washington, D.C.
- Included a strict Fugitive Slave Act

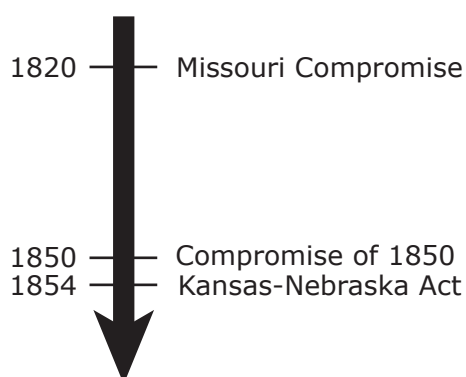
This list describes the provisions of which of the following? (8.21C, 8.29B)

- A Missouri Compromise
- B Nullification Crisis
- C Compromise of 1850
- D Kansas-Nebraska Act

- 4 Which of the following BEST explains why the *Dred Scott v. Sandford* decision demonstrated the principle of judicial review? (8.18C)
- F It determined that Dred Scott lacked the authority to sue for freedom.
 - G It determined that Congress had no authority to prohibit slavery in federal territories.
 - H It gave Dred Scott his constitutional right to a fair trial with an impartial jury.
 - J It offered U.S. citizenship to former slaves by declaring certain laws unconstitutional.

- 5 The Republican Party ran its first presidential candidate in the election of 1856. The party was founded to — (8.21A)
- A fight the spread of slavery to the new western states
 - B preserve the freedom and rights of the southern states
 - C defend the property of the federal government
 - D ensure that slavery was protected

- 6 This time line shows a series of congressional acts.



What issue was central to each of these acts of Congress? (8.21C, 8.29B)

- F Whether the residents of new territories were U.S. citizens
- G Whether the United States could acquire new western territories
- H Whether to expel American Indians from their tribal lands
- J Whether to allow slavery to expand to new states and territories

LESSON 9.2

The Civil War

9.2.1 How did the North and South compare?

8.1A, 8.1B, 8.8A, 8.8C,
8.12A, 8.17B, 8.22A

Fort Sumter Union fort in the harbor of Charleston, South Carolina, that was attacked by Confederate artillery in the first battle of the Civil War

War Begins President Abraham Lincoln had promised not to invade the Confederacy except to protect federal property. The test of his words came in Charleston, South Carolina. Union troops were stationed in **Fort Sumter**, located in Charleston Harbor. The Confederates demanded that they surrender the fort and leave. Lincoln refused to give it up and sent ships to take supplies to the troops. On April 12, 1861, before the ships could arrive, the Confederates opened fire on the fort. After more than a day of artillery shelling, the Union commander surrendered.

Lincoln quickly issued a call for states to supply 75,000 troops to put down the rebellion. Soon after, four more southern states—Virginia, Arkansas, North Carolina, and Tennessee—seceded and joined the Confederacy. The Confederates moved their capital from Montgomery, Alabama, to Richmond, Virginia, about a hundred miles south of Washington, D.C.

Comparing the Sides The North had several advantages over the South. It had more people, more factories to make guns and supplies, more railroads to carry troops, and a strong and able leader in Lincoln. The South had strong military leaders and a people willing to fight for what they saw as their freedom. But it lacked weapons, supplies, and factories. The South also had fewer railroad lines. The Confederacy hoped that Britain and France would recognize its independence in order to have access to its cotton, but that goal was never realized.

The Border States Four states where slavery was legal—Delaware, Maryland, Kentucky, and Missouri—stayed in the Union. These states were referred to as border states because they were located on the Union's border with the Confederacy. Lincoln worried that if the border states left, the Union's position would be very difficult.

Lincoln ordered the arrest of some leaders from the border states who supported secession. He suspended **habeas corpus**, a rule that forces the government to produce prisoners and bring them to trial. The chief justice of the United States said this action was unconstitutional. Lincoln would not back down, however. He said he needed this power to preserve the Union.

A Long War Thousands of men in the North and South volunteered to fight. Many expected the war to be short and full of glory. Those hopes were quickly dashed. In the first major battle of the war, the two armies clashed about halfway between Washington, D.C., and Richmond, Virginia, in the First Battle of Bull Run. Thousands were killed or wounded, and Union troops were driven from the field, retreating to Washington, D.C. The war was not going to be decided quickly.

habeas corpus rule that requires the government to produce a prisoner in court and allow him or her to stand trial, which prevents the government from holding a person indefinitely

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Diagnostic Test Item

4 This excerpt is from President Lincoln's 1861 inaugural address.

The power confided to me, will be used to hold, occupy, and possess the property, and places belonging to the government . . . but beyond what may be necessary for these objects, there will be no invasion—no using of force against, or among the people anywhere.

—President Lincoln's First Inaugural Address, March 4, 1861

A month after this speech, the Civil War began. Considering this statement, which of the following BEST justifies Lincoln's taking military action? (8.8C, 8.29D)

- F** The Confederates threatened commerce by gaining control of the Mississippi River.
- G** The attack on Fort Sumter forced the Union to act in defense of its property.
- H** The events at Bull Run encouraged the Union to emancipate enslaved people.
- J** The Confederates weakened the Union's authority by imposing blockades on its ports.

- F** is incorrect. Although the Mississippi River was a strategic location during the Civil War, Confederate control of the resource did not justify Lincoln's military action.
- G** is correct. President Lincoln saw the Confederate attack on Fort Sumter as an event that forced the Union to act in defense of its property. According to his logic in the quoted text, this justified and required going to war.
- H** is incorrect. The Union did take action toward freeing enslaved people during the Civil War. However, events at Bull Run happened after Lincoln had already decided to take military action; they did not justify his decision.
- J** is incorrect. Confederate blockades did not justify Lincoln's military action in April 1861.

9.2.2 Why did the North win the Civil War?

The South won many victories but struggled to arm, feed, and clothe its troops. The North, however, had the human and material resources to fight a long war. In addition, the war became about not only preserving the Union, but also bringing an end to slavery.

8.1A, 8.1B, 8.8A,
8.8C, 8.8D, 8.22A

Two Strategies The South had a simple goal: defend its land from northern troops and hope that the North would give up once the cost of the war grew too great. The North had to defeat the Confederate armies and occupy the South to end the rebellion.

Lincoln ordered a naval blockade of the South. By preventing ships from moving to or from southern ports, the Union could prevent the Confederacy from selling cotton or receiving supplies. While some ships got through, the blockade weakened the Confederacy. The North also aimed to seize control of the Mississippi River and thus split Arkansas and Texas from the rest of the Confederacy.

Diagnostic Test Item

5 This excerpt is from a proclamation by Lincoln during the Civil War.

That the writ of habeas corpus is suspended in respect to all persons arrested, or who are now, or hereafter during the rebellion shall be, imprisoned in any fort, camp, arsenal, military prison, or other place of confinement by any military authority, or by the sentence of any court-martial or military commission.

—President Abraham Lincoln, 1862

Which of the following BEST supports Lincoln's statement? (8.8A, 8.29A)

- A** The Constitution protects the personal liberties of prisoners.
- B** Individual branches of government can restrict the actions of other branches.
- C** Elected representatives in Congress represent the will of the people.
- D** The president has the constitutional right to exercise broad powers during wartime.

- A** is incorrect. This answer describes the reasoning behind habeas corpus, but it does not explain why Lincoln thought he had the power to suspend it.
- B** is incorrect. Although this is an important principle of the U.S. government, it does not relate to the issue of the president's powers in relation to the writ of habeas corpus in this instance.
- C** is incorrect. Although this is an important principle of the U.S. government, it does not relate to the issue of the president's powers in relation to the writ of habeas corpus in this instance.
- D** is correct. If the president has the constitutional right to exercise broad powers during wartime, these powers may include the authority to suspend the writ of habeas corpus.

To the Summer of 1862 The North gained some early successes in the western part of the Confederacy, near the Mississippi River. By the middle of 1862, Union troops had advanced to Memphis, Tennessee. Union forces had also captured the vital port of New Orleans, Louisiana.

On the eastern front of the war, however, Confederate forces under General **Robert E. Lee** defeated a Union army that tried to capture Richmond. Lee's Army of Northern Virginia repeatedly defeated Union efforts to take control of Virginia, the state located just south of Washington, D.C.

Emancipation In September 1862, Lee led his army into Maryland to gain needed food supplies and threaten the North. The Union army defeated his forces at the **Battle of Antietam**. The Union victory was costly for both sides. With more than 23,000 total **casualties**, Antietam remains the bloodiest one-day battle in American history.

The costly victory convinced Lincoln that the time had come to end slavery. The labors of enslaved people made it possible for southern white men to leave their farms and serve in the Confederate army. Lincoln believed that ending slavery would weaken the Confederacy's ability to wage war. It was also the right thing to do and would make meaningful the heavy sacrifices by Union soldiers. Thus Lincoln issued the **Emancipation Proclamation**.

Robert E. Lee
military leader from Virginia who became commander of the Confederate army in the east and won many battles

Battle of Antietam
costly 1862 Union victory in Maryland that led Lincoln to issue the Emancipation Proclamation

casualties soldiers injured or killed in combat

The proclamation gave freedom to those enslaved people who lived in areas the Confederacy controlled. It did not, however, grant freedom to slaves in the Union border states or those in Confederate territory that had come under Union control. The proclamation also declared that African American men would be allowed to serve in the Union military. By 1865, about 200,000 African Americans had joined.

The Emancipation Proclamation added a noble objective to the Union's war effort. From this point on, the North had two goals: restore the Union and end slavery.

Turning Points In July 1863, the Union achieved two very important victories. Lee had decided to invade the North once more. His army met the Union army near Gettysburg, Pennsylvania. The **Battle of Gettysburg** lasted for three days, ending on July 3. There were more than 50,000 casualties in the battle. Lee was forced to retreat to Virginia. Lee's Army of Northern Virginia fought on the defensive for the rest of the war.

The next day, July 4, 1863, Confederate forces in **Vicksburg**, Mississippi, surrendered after months of being surrounded by Union troops. Gaining the city gave the Union almost complete control of the Mississippi River.

A few months after the Battle of Gettysburg, President Lincoln went to the battle site to dedicate it as a cemetery for the soldiers who lost their lives there. He delivered a short speech, the Gettysburg Address. Reflecting on the greater cause for which the Union fought, he concluded with the declaration that "government of the people, by the people, for the people, shall not perish from the earth."

Grant Takes Charge Lincoln named General **Ulysses S. Grant**—the victor at Vicksburg—as the overall Union commander. Grant came east to lead the campaign against Lee's Confederate forces. He put General William Tecumseh Sherman in charge of the western Union armies. Grant and Lee clashed in several battles. Both sides suffered heavy casualties. While the Union was unable to win a decisive victory, Lee's army was being worn down.

Emancipation Proclamation order issued by Abraham Lincoln that declared enslaved people in Confederate territory to be free; it encouraged enslaved African Americans to escape to freedom and made the end of slavery one of the North's war goals

Battle of Gettysburg 1863 Union victory in Pennsylvania that came at the end of a three-day battle that ended Lee's last invasion of the North

Vicksburg city that the Union captured on July 4, 1863, giving it nearly complete control of the Mississippi River

Ulysses S. Grant Union general who won several victories in the west and was named overall commander of Union forces in 1863

Diagnostic Test Item

6 Why did the year 1865 mark a turning point in U.S. history? (8.1C)

- F** Political disputes between the North and South were resolved.
- G** The U.S. Constitution was amended to abolish slavery.
- H** Southern states temporarily achieved full independence.
- J** Lincoln's assassination ruined the North's chances of winning the Civil War.

- F** is incorrect. Although the Civil War reunited the nation, it did not resolve all sectional political disputes.
- G** is correct. The Thirteenth Amendment, abolishing slavery, was added to the Constitution in 1865, the year the Civil War ended.
- H** is incorrect. The temporary independence of the southern states ended with their defeat in the Civil War.
- J** is incorrect. Lincoln's assassination occurred at the end of the war, which the North won.

Appomattox Court House Virginia site where Lee surrendered his army to Grant on April 9, 1865

Sherman had more immediate success. In September 1864, his forces captured Atlanta, Georgia. Atlanta was an important railroad center in the South. Sherman then began his March to the Sea, cutting a path of destruction—burning homes and crops and destroying railroad lines—before reaching the coastal city of Savannah, Georgia.

War's End By early 1865, the South was suffering badly. That April, the Confederate government fled Richmond as Union forces approached. A few days later, Lee surrendered to Grant at **Appomattox Court House**, Virginia. Less than a week later, President Lincoln was assassinated while attending a play at Ford's Theatre in Washington, D.C. The assassin was actor John Wilkes Booth, a Confederate sympathizer.

By May, all Confederate armies had surrendered and the war was over. It took four years of fighting, but the Union was preserved. The war established that states had no right to secede and federal law takes precedence over state law. More than 260,000 Confederate soldiers had lost their lives. More than 360,000 Union soldiers had died. Many civilians had also died, and many southern cities, farms, and railroads were destroyed.

The institution of slavery was also about to be destroyed. Lincoln had justified the Emancipation Proclamation as a war measure, claiming it was within his constitutional powers as commander-in-chief. The issue of slavery was not settled, however. The Emancipation Proclamation freed only some slaves. Also, not everyone agreed that Lincoln had the authority to liberate the legal “property” of slaveholders without due process or compensation.

To settle these questions, in January 1865, Congress approved the Thirteenth Amendment. It states, “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.” By December, enough states had ratified it to make it part of the U.S. Constitution.

Diagnostic Test Item

7 The outcome of the U.S. Civil War firmly established that — (8.17B)

- A** federal law was supreme over state law
- B** states had the right to secede
- C** federal law was determined by the will of the states
- D** the people delegated powers to the federal government

- A** is correct. The outcome of the Civil War established that the federal government exercised broad powers over the states.
- B** is incorrect. The Union’s military victory firmly established that states did not have the right to secede.
- C** is incorrect. This answer suggests that state law is supreme over federal law. Although this was a central issue of the Civil War, it was not established by the war’s outcome.
- D** is incorrect. This answer states an important idea in the U.S. Constitution, but one that was firmly established long before the Union’s victory in the Civil War.

LESSON 9.2

STAAR Practice

Read each question carefully and choose the best answer.

- 1 This list describes a battle in the Civil War.

_____ ?

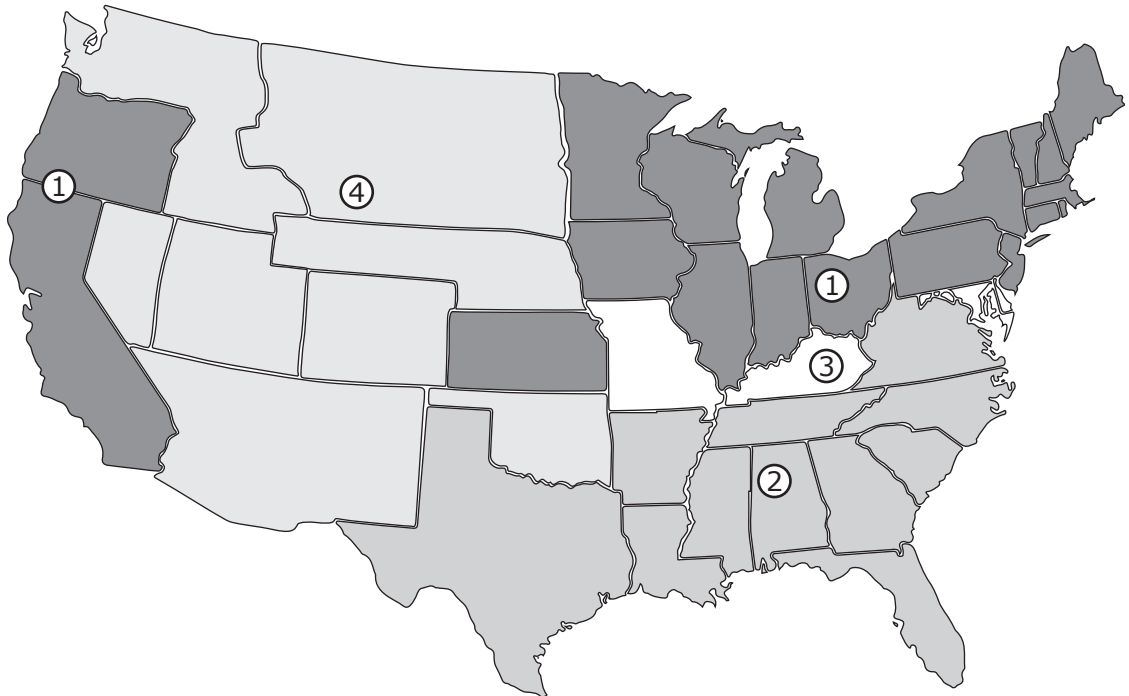
- Was a Union victory in September 1862
- Became the bloodiest day in U.S. history
- Set the stage for Lincoln to issue the Emancipation Proclamation

Which of the following is the BEST title for this list?

(8.8C, 8.29B)

- A Fort Sumter
- B Antietam
- C Vicksburg
- D Appomattox

- 2 This map shows four regions of the United States in April 1861.



Which numbered region included slave states that fought for the Union?

(8.8B, 8.29C)

- F 1
- G 2
- H 3
- J 4

- 3** Why was the Battle of Gettysburg a turning point in the Civil War? (8.8C)
- A** It ended General Lee’s Confederate invasion of the North.
 - B** It caused few Union casualties and destroyed the Confederate army.
 - C** It forced the Union army to retreat from the South.
 - D** It gave the Union control of the port of New Orleans.

- 4** In 1863, Abraham Lincoln exercised his presidential war powers and issued the Emancipation Proclamation. This proclamation — (8.8C)
- F** gave the Confederate army a military advantage over the Union army
 - G** connected the preservation of the Union with ideals of liberty
 - H** granted freedom to all slaves in the United States
 - J** increased the size of the Confederate army

- 5** This list describes a key figure in the Civil War.

- Commanded the Army of Northern Virginia
- Developed battle strategies that are still admired today
- Surrendered at Appomattox Court House, which effectively ended the war

Whose actions during the Civil War are described in this list? (8.8A, 8.29B)

- A** Stephen A. Douglas
- B** Robert E. Lee
- C** Ulysses S. Grant
- D** John C. Calhoun

Review each name against the bulleted facts. If a fact does not fit the person, move on quickly to the next person.

- 6** How did the victory at Vicksburg shape the course of the Civil War? (8.8C)
- F** It weakened the Confederacy by giving General William Tecumseh Sherman access to Atlanta.
 - G** It strengthened the Confederacy by dividing the Union in half.
 - H** It weakened the Confederacy by giving the Union control of the Mississippi River.
 - J** It strengthened the Confederacy by securing British recognition and support.



Why did the southern states secede?

8.8B, 8.29A

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When historians want to understand an event, they look at primary sources such as reports, declarations, and legal documents associated with the event.

Read these two excerpts from documents of secession for South Carolina and Texas. Discover what you can learn about the causes of the Civil War from these primary sources.

Texas Declaration of Secession, 1861

. . . Texas was received into the [United States] with her own constitution, . . . [a constitution that included] maintaining and protecting the institution known as negro slavery . . .

[Abolitionists] have for years past encouraged and sustained lawless organizations to steal our slaves and prevent their recapture.

South Carolina Declaration of Secession, 1861

A geographical line has been drawn across the Union, and all the States north of that line have united in the election of a man to the high office of President of the United States, whose opinions and purposes are hostile to slavery.

Read the Title

How do the titles help you understand what these excerpts are about?



Underline the Important Words

What are the most important words and phrases in the South Carolina Declaration?

Use Your Background Knowledge

What do you know about the Civil War that could help you understand these excerpts?

Use your background knowledge and think about the context of the South Carolina Declaration. What do you think *hostile* means?

Bring It All Together

What do these two excerpts tell you were important issues that led to the Civil War? Use the table to help you make notes.

Reasons for Secession

Texas	South Carolina

What major issue led states to secede? Use evidence from the primary sources in your answer.

STAAR Practice

[Abolitionists] have for years past encouraged and sustained lawless organizations to steal our slaves and prevent their recapture.

—*Texas Declaration of Secession, 1861*

This excerpt reveals that the writers of the Texas Declaration of Secession viewed slaves as —

(8.8B, 8.29A)

- A difficult to control
- B property, or possessions
- C necessary to the Texas economy
- D the cause of conflict with other states

CHAPTER

9

Study Guide and Review

Reviewing Key Terms of the Civil War

Write the appropriate term(s) to complete the statement.

8.1A, 8.5C, 8.7D,
8.8B, 8.18C, 8.30A

sectionalism
Dred Scott
habeas corpus
popular sovereignty
states' rights
Emancipation

Republican
Kansas-Nebraska Act
Missouri Compromise
Compromise of 1850
assassination
Fugitive Slave Act

1. According to the principle of _____, the residents of a territory could decide whether to allow slavery.
2. The _____ settled the issue of whether California would be a free or slave state.
3. Many northerners who wanted to stop the spread of slavery joined the _____ Party in the 1850s.
4. President Lincoln suspended _____ to silence supporters of secession in the border states.
5. John C. Calhoun and many other southerners supported the idea of _____, which included the right to secede from the Union.
6. Under the _____, Maine entered the Union as a free state and slavery was banned in most of the Louisiana Territory.
7. The _____ of Abraham Lincoln by John Wilkes Booth came less than a week after Lee surrendered.
8. Seeing the interests of the region where a person lives as more important than the interests of the nation as a whole is called _____.
9. In the _____ decision, the Supreme Court said that Congress had no power to prohibit slavery in the territories.
10. Lincoln issued the _____ Proclamation to give freedom to enslaved persons who lived in areas under Confederate control.
11. The _____ repealed the Missouri Compromise of 1820, which had prohibited slavery in the northern part of the Louisiana Purchase.
12. The _____ required northerners to help in returning runaway slaves to their slaveholders.

Identifying Important People before and during the Civil War

Match the letter of the description next to the name of the correct person.

8.8A, 8.29B

- | | |
|---------------------------|---|
| _____ 1. John C. Calhoun | A Created the Missouri Compromise |
| _____ 2. Henry Clay | B Led the Union as president during the Civil War |
| _____ 3. Jefferson Davis | C Inventor of the cotton gin, which led to greater cotton production and spread of slavery |
| _____ 4. Ulysses S. Grant | D Enslaved man who brought a lawsuit seeking his freedom |
| _____ 5. Robert E. Lee | E President of the Confederacy in the Civil War |
| _____ 6. Abraham Lincoln | F South Carolina leader who said states could refuse to enforce a federal law |
| _____ 7. Dred Scott | G Confederate general who won many victories |
| _____ 8. Eli Whitney | H Union general who captured Vicksburg and was then named overall Union commander |

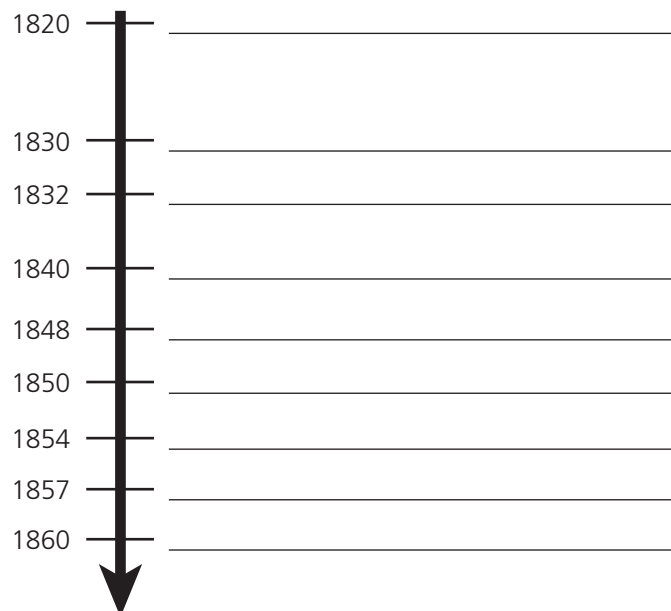
Sequencing the Events Leading to the Civil War

Write the correct event next to each date listed below. Not all dates will have an event listed.

8.1B, 8.8B, 8.29B

Dred Scott decision
Kansas-Nebraska Act
Lincoln elected

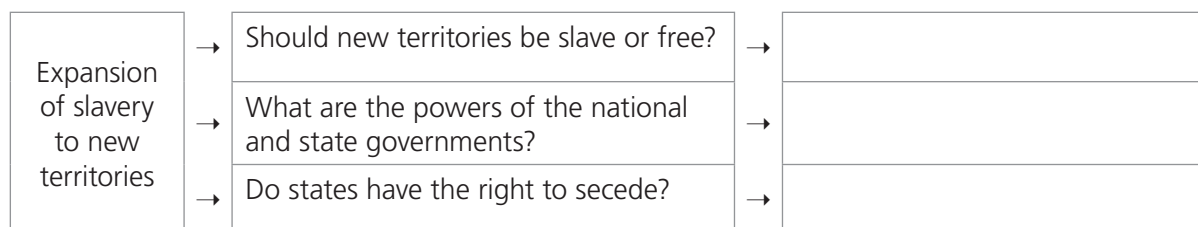
Mexican Cession
Missouri Compromise
Nullification Ordinance



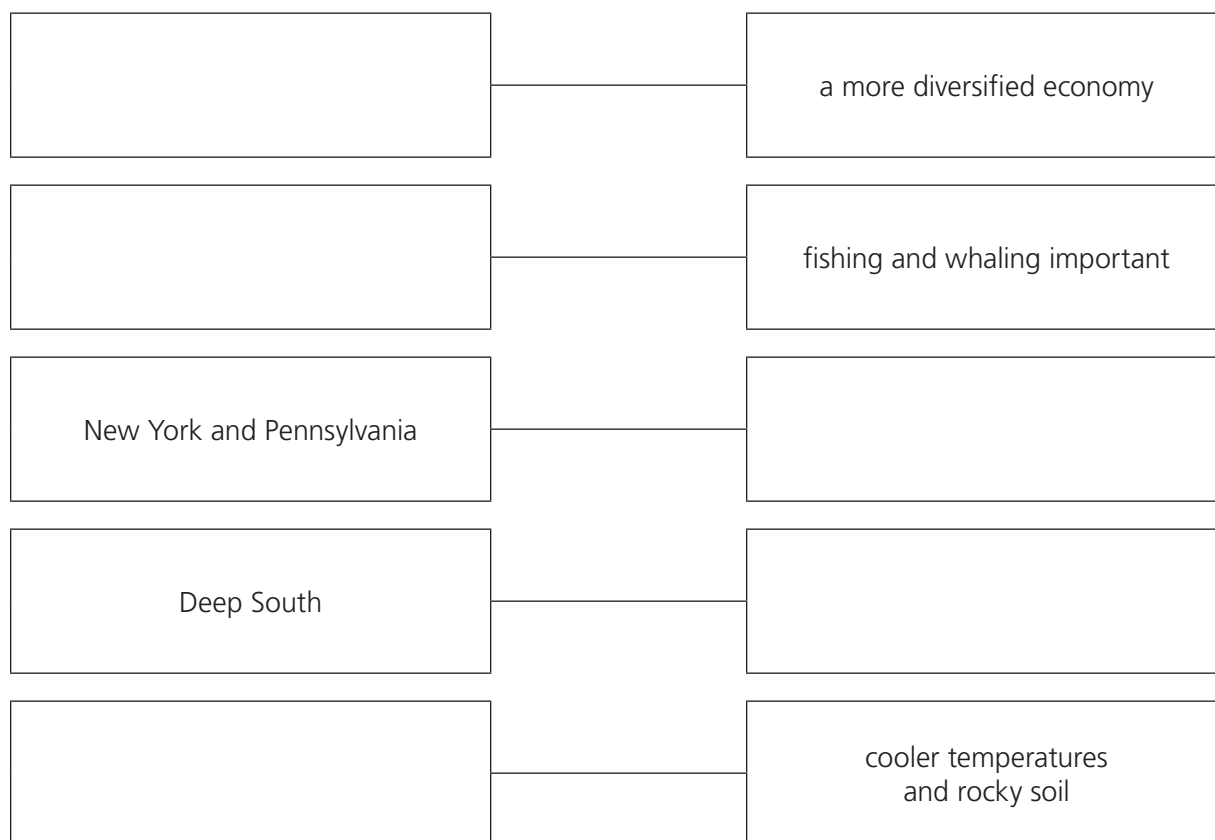
Completing Diagrams

Complete the diagram using these terms: *states' rights*, *sectionalism*, and *Civil War*.

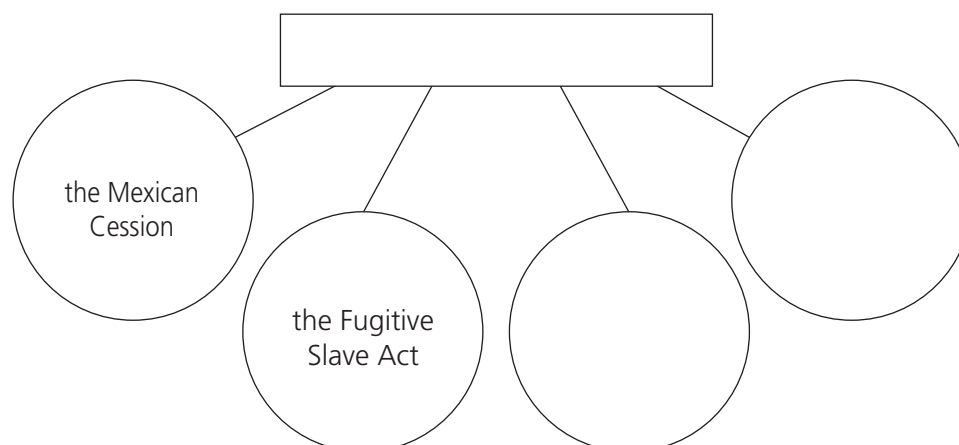
8.29B, 8.29C,
8.29G



Complete the boxes with names of states or regions on the left. On the right, give descriptions of those regions.



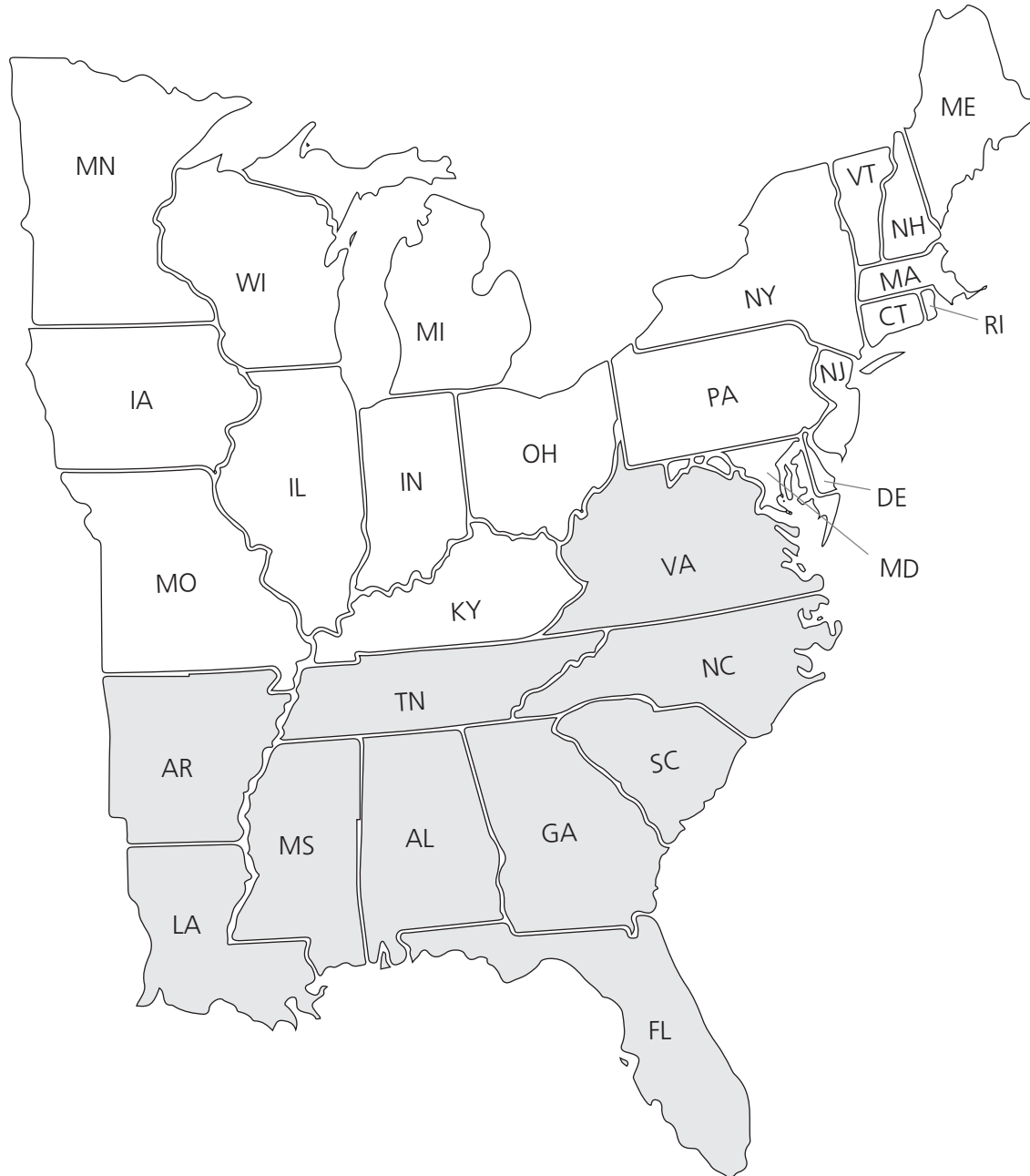
Complete the diagram by adding a title and filling in the circles.



Visualizing History with Maps

Reread Lesson 9.2, noticing each of the events of the Civil War period. Number each event in chronological order by adding a small number above it in the text. Then, add each number to the map in the location where the event took place. Use an atlas or the Internet to locate cities, battlefields, and other landmarks.

8.8C, 8.29A,
8.29C, 8.29G



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Teaching with Document-Based Questions (DBQ)

Helping Students Understand Difficult Text with TUBA

Students benefit from instruction in reading text sources along with scaffolded practice. Using TUBA can help.



Read the **Title**,
Underline key words,
 Use **B**ackground knowledge, and
 Bring it **A**ll together.

1 Read the Title

Read the Title. What does it tell you about the text?

Usually a title (or an attribution) will tell students who said it and when it was said. This provides context and important clues for understanding a text. For some STAAR items, the title is all that is needed to answer the question!

2 Underline the Important Words

Underline the most important words in the quote. This can help students approach difficult or intimidating text. Tell students to skip over words they don't understand and see if the words and phrases they do understand give them an idea of the meaning.

3 Use Background Knowledge

Use your Background knowledge.

What do you know about the subject of the excerpt?

Remind students that they bring their own experiences as well as everything they've learned to understanding what they read.

4 Bring it All Together

Bring it All together to gain new understanding! Bringing it all together involves both using all the tools above to gain an understanding of a text and its importance and also synthesizing information from a variety of texts to develop a broader understanding of an issue or a historical event.

5 STAAR PRACTICE

Students apply what they learned to answer an authentic STAAR test item.

1

DBQ

What interested European explorers?

8.1A, 8.2A, 8.29A, 8.29C, 8.29D, 8.29F

European explorers recorded their experiences in journals and sent letters and reports to those who funded their journeys. We can learn a great deal about early exploration from these primary sources.

Christopher Columbus, letter to Spanish monarchs Ferdinand and Isabella, 1493

In the island . . . Hispania, there are very lofty and beautiful mountains, great farms, groves and fields. . . . The convenience of the harbors in this island, and the excellence of the rivers . . . surpass human belief. . . . Besides, this Hispania abounds in various kinds of . . . gold and metals. . . . I was informed that there is another island larger than . . . Hispania . . . and that there is a greater abundance of gold in it than in any of the others.

Jacques Cartier, report to French monarch, Francis I, 1534

We sent two men unto them [indigenous people] with hatchets, knives, beads, and other such like ware . . . [and] they were very glad, and by and by in clusters they came to the shore where we were, with their boats, bringing with them skins [furs]. We . . . began to traffic [trade] for whatsoever they had. . . . We perceived that the people might very easily be converted to our Religion. . . . The country is . . . the richest that can possibly be found.

English captains Philip Amadas and Arthur Barlowe, report to England's Sir Walter Raleigh, 1584

. . . in this enclosed Sea there are above a hundred islands of diverse bignesses [sizes]. . . . we were finding it a most pleasant and fertile ground, [full of] sweet woods [and] many other notable commodities [materials to be traded].

REMEMBER TUBA

Text sources

Read the Title
 Who are the authors of each excerpt? What countries did they represent?
 1) Columbus-Spain; 2) Cartier-France; 3) Amadas, Barlowe-England

Underline the Important Words
 What are the most important words in the third excerpt?
islands, fertile ground, full of, woods, commodities

Use Background Knowledge
 What do you know about European exploration of the Americas that might help you understand these excerpts?
Columbus discovered the Americas. The British had colonized the east coast of North America. The French were fur traders.

REMEMBER TUBA

Sample student responses in red

Chapter 1 DBQ 19

4

Bring It All Together

Based on the excerpts, what did the European explorers write about and why? Use the table to make notes.

	Spanish	French	English
Type of excerpt?	letter	report	report
Who is it for?	Ferdinand and Isabella	Francis I	Sir Walter Raleigh
What is being described?	mountains, farms, good harbors, gold and metals	trade with indigenous people	trees (wood/lumber); commodities (items for trade)
What was being sought?	gold for the king and queen, good harbor for ships	looking to trade, to convert people to Catholicism	looking for goods to sell

What do all three texts have in common and how are they different?
All three explorers wrote about goods, resources, and trade. Only Columbus mentions gold. Only Cartier mentions indigenous people and religion.

STAAR Practice

[Explorer John Cabot] will keep on still further towards the east, where he will be opposite to an island called Cipango . . . where he believes that all the spices of the world, as well as the jewels, are found.

—Raimondo di Soncino, from a letter to the Duke of Milan, December 18, 1497

It is MOST likely that Raimondo di Soncino wrote this letter to indicate that — (8.2A, 8.29A)

A Cabot was taking foolish risks due to greed
 B he was learning a great deal about the area
 C he needed more funds to compete with Cabot
D the island Cipango might be a source of wealth

REMEMBER TUBA

STAAR practice

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Helping Students Prepare to Read Primary Sources

Prepare students for reading text sources by introducing them to the main punctuation and coding used to alter quoted or excerpted text. Explain that the reason that this punctuation is used is because it lets the reader know when the text is changed. Discuss why it is important to know where and how a quoted text has been altered.

Jacques Cartier, report to French monarch, Francis I, 1534

We sent two men unto them [indigenous people] with hatchets, knives, beads, and other such like ware . . . [and] they were very glad, and by and by in clusters they came to the shore where we were, with their boats, bringing with them skins [furs] . . . We . . . began to traffic [trade] for whatsoever they had . . . We perceived that [these] people might very easily be converted to our Religion. . . . The country is . . . the fairest that can possibly be found.

Ellipses—are three periods in the middle of a text that show text has been omitted. Four periods indicate the end of a sentence and then omitted text.

Brackets []—show when a word not by the original author has been added to a quote or excerpt. The added words are meant to provide a brief explanation or clarify meaning when ellipses have omitted text. When words in brackets appear after a difficult word, the bracketed word provides a definition or synonym.

[sic]—is used to show when a grammatical or spelling error is in the original text. It is meant to assure the reader that what they are reading is not a typo or transcription error.

Distinguishing Primary and Secondary Sources

A primary source is a source (map, drawing, photograph, text, document) that was created by someone who experienced or witnessed an event. Data such as a census can also be considered a primary source, as can government documents.

Point out to students that some sources might be very useful, even if they are secondary sources. One example is a newspaper report about an event where the reporter was not present. Also, the source might contain a primary source such as a quote from a witness.

Discuss the different types of primary sources (diaries, letters, oral histories, speeches, etc.) and secondary sources (articles, textbooks, etc.)

Using This Teacher's Edition

The workbook provides **systematic** and **comprehensive** coverage of the **36 Readiness TEKS** that make up 60-65% of the STAAR Grade 8 Social Studies test.

Chapter Overviews

Each of the 11 chapter openers includes: a **quick overview** of the chapter and, an **Analyzing Visuals activity**, that reinforces critical thinking skills as they apply to the STAAR test.


Analyzing Visuals activity promotes critical thinking.

CHAPTER 9 The Civil War Era
9.1 The Expansion of Slavery
9.2 The Civil War

Before the Civil War, the question of whether slavery should be allowed in the new western territories was divisive. Congress negotiated a series of compromises trying to balance the interests of slave and free states.

The Republican Party opposed the expansion of slavery. Republican Abraham Lincoln was elected president in 1860 without a single southern electoral vote. The regions, or sections, of the nation had already developed different cultures and economies. This sectionalism grew as the nation debated whether slavery should be allowed to expand westward. Lincoln's election convinced southern leaders that the federal government posed a threat to the institution of slavery.

The southern slave states began to secede from the Union. These states claimed the right to secede from a country whose government was hostile to their interests. Lincoln disagreed that states had the right to secede and was determined to preserve the Union. The Civil War soon began.



Source: Punch Cartoon Library / TopFoto

Analyzing Visuals

1. Explain what each of the people in this political cartoon represents.
Possible responses: The man on the left represents the South; the man on the right represents the North; the man in the middle represents slavery.

2. What does their clothing and other details tell you about each person?
Possible responses: The South man's gun represents threat of war; the North man's hat represents Lincoln; the middle man's map shows how slavery is tearing the country apart.

Chapter 9 Overview 151

CHAPTER 9

This cartoon depicts three men facing one another. On the left is a farmer type, wearing a straw hat; he symbolizes the South. On the right is a city type; he symbolizes the North. In the middle is a man in ragged clothing with no shoes; he symbolizes slavery.

Explain how the divisions that caused the Civil War began with disagreements between sections over slavery.

Ask: Why is the man in the middle tearing the map? **To represent how slavery was tearing the nation apart.** **Ask:** Why is the man on the left holding a gun? **To represent the threat of war by the South.** **Ask:** Why is the man on the right dressed as he is? **To represent the urban and refined North, with a top hat that represents the North's alignment to Lincoln.**

BELOW LEVEL: Scaffolding

Be sure students understand that the political cartoon is from the period immediately before the Civil War began. Direct them to view each of the people in the cartoon as a symbol, not a real person. Be sure that they understand that the man in the middle is ripping apart a map of the United States.

Alternatively, **ask:** What was the issue dividing the North and South before the Civil War? **Slavery.**

ABOVE LEVEL: Extension

Direct students to use the Internet to find another political cartoon from the Civil War era and analyze it. Primary figures should be decoded for meaning and an explanation of the cartoon's message given.

ELL/Vocabulary Support

divisive causing disagreement between people
compromise settlement of a dispute by each side giving something up
expansion becoming larger
sectionalism exaggerated devotion to the interests of a region

Background on the visual helps teachers extend students' analysis and build visual literacy.

Detailed answer to Analyzing Visuals

STAAR Practice

Together the 23 Lessons, 5 Cumulative Reviews, 11 Diagnostic Tests, and 11 Post Tests provide **over 300** authentic **STAAR Practice questions**. About 50% of the questions contain stimuli such as a quote, table, image, or diagram. Full answer choice explanations help teachers give **actionable feedback**.

Test-Taking Tips help students think through questions.

Question stimuli mirror type, style, format, and proportion of released STAAR test items.

LESSON 9.1 STAAR Practice
Read each question carefully and choose the best answer.

1. This table compares the status of enslaved and free blacks before the Civil War.

Issues	South (Enslaved)	North (Free)
Economic	Were considered property	Could own property
Legal	Had no legal rights	Had some legal rights
Social	?	?

Which of the following BEST completes both missing fields in this table? (8.7B, 8.29C)

A Experienced racism in their daily lives
B Were not counted as part of the overall population
C Were officially banned from pursuing an education
D Freely married and raised families with their spouses

How did the westward expansion of the United States contribute to the Civil War? (8.8B)

F It caused controversy over territorial wars against American Indians.
G It led to disputes about whether to allow slavery in western territories.
H It significantly increased the population of the United States.
J It changed the essential foundations of the U.S. economy.

3. This list names provisions in a congressional act.

- Allowed California to join the Union as a free state
- Ended the slave trade in Washington, D.C.
- Included a strict Fugitive Slave Act

This list describes the provisions of which of the following? (8.21C, 8.29B)

A Missouri Compromise
B Nullification Crisis
C Compromise of 1850
D Kansas-Nebraska Act

160 Grade 8 Social Studies • Chapter 9 The Civil War Era

STAAR Practice Guide

9.1.1	9.1.2	Difficult
1	2-6	6

Answers and Explanations

- 1 A** is correct. Though their respective legal statuses may have differed considerably, African Americans in both the North and South typically were subject to racism and discrimination in their daily lives.
B is incorrect. African Americans were counted toward the overall population in both the North and South.
C is incorrect. Though their options were often limited, free blacks in the North did have some access to education, whereas slaves in the South had virtually none.
D is incorrect. Southern laws and culture generally prohibited enslaved African Americans from legally marrying. Many enslaved people were not able to live with their spouses and children.
- 2 F** is incorrect. Americans generally supported federal efforts to take control of territory occupied by American Indians.
G is correct. The issues of slavery caused serious regional divisions in the United States. As the nation expanded, bitter disputes developed about whether new territories should allow slavery.
H is incorrect. The U.S. population did increase during the time of westward expansion. However, population increase did not directly contribute to the Civil War.
J is incorrect. The United States did experience economic development and industrialization as it expanded to the West. This did not directly contribute to the Civil War, however.
- 3 A** is incorrect. The Missouri Compromise dealt with the admission of the states of Missouri and Maine to the Union.
B is incorrect. The Nullification Crisis arose over economic rather than territorial disputes.
C is correct. The Compromise of 1850 was a response to the application of California to join the Union as a free state.
D is incorrect. The Kansas-Nebraska Act addressed the issue of slavery in those territories, not in California.

Assignment Guide with a Difficult item

Answer choice explanations help teachers identify student mistakes and patterns such as missing key details, misreading, and misunderstanding or confusing key content.

Pink boxes show correct answers.

SAMPLER

GRADE 8 SOCIAL STUDIES CONTENTS

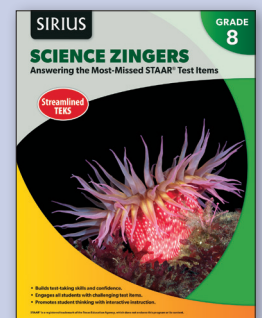
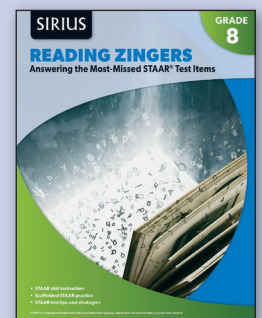
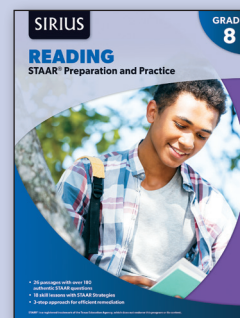
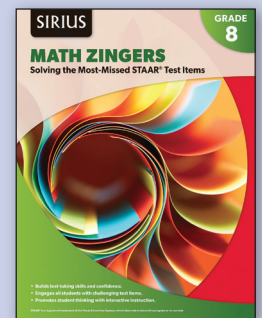
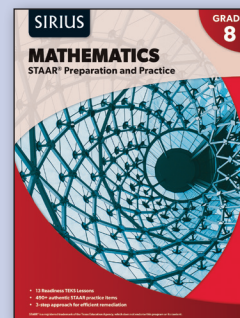
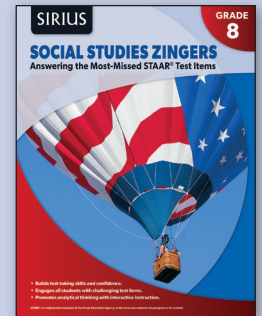
- 1 The Colonial Era
- 2 The Revolutionary Era
- 3 The Constitutional Era
- 1-3 CUMULATIVE REVIEW
- 4 The Early Republic
- 5 The Age of Jackson
- 1-5 CUMULATIVE REVIEW
- 6 Westward Expansion
- 7 Industrialization
- 1-7 CUMULATIVE REVIEW
- 8 Reform and Culture
- 9 The Civil War Era**
- 1-9 CUMULATIVE REVIEW
- 10 Reconstruction
- 11 The U.S. Political System
- 1-11 CUMULATIVE REVIEW

*Try before
you buy!*

To obtain a copy of the remaining answers
to this Sampler, email:

Teachers@SiriusEducationSolutions.com

Visit SiriusEducationSolutions.com
for additional STAAR resources.

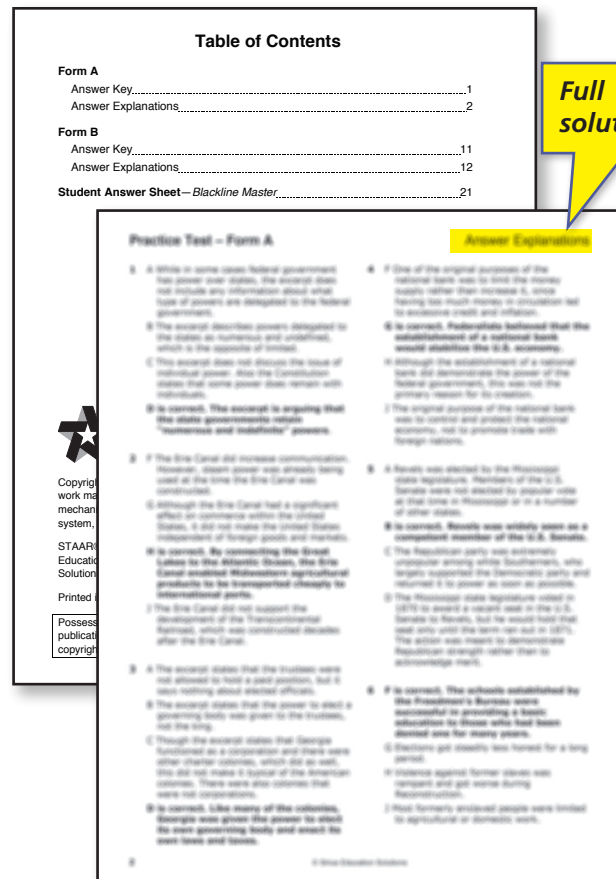
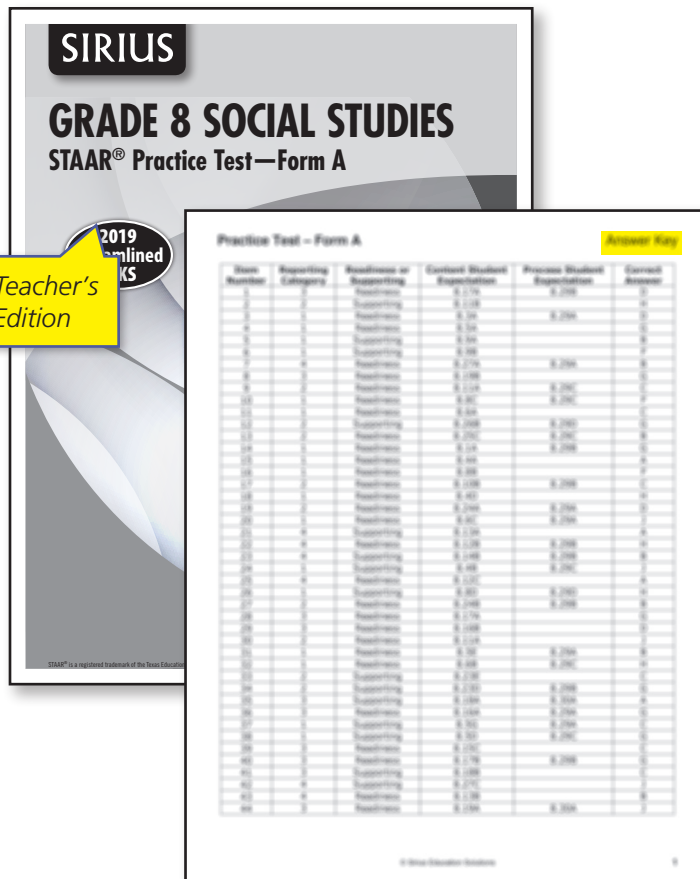
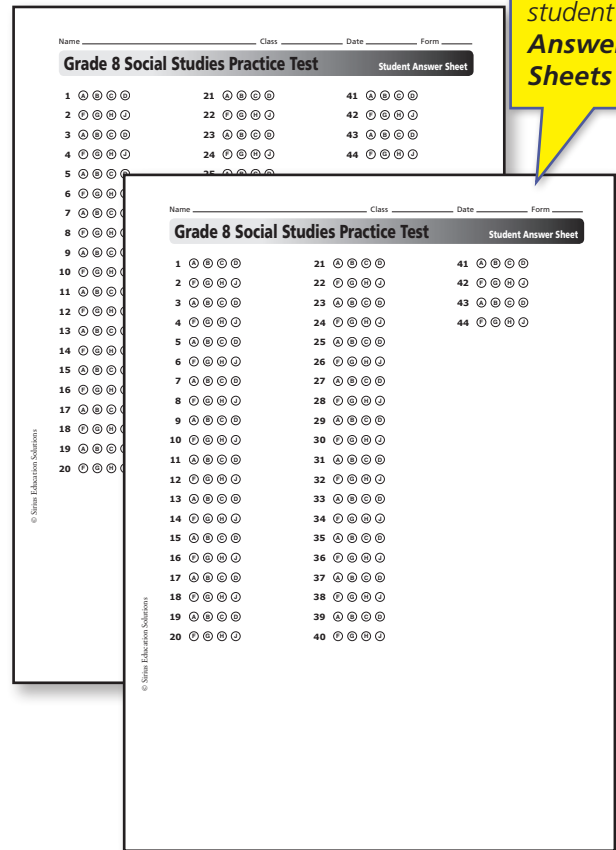
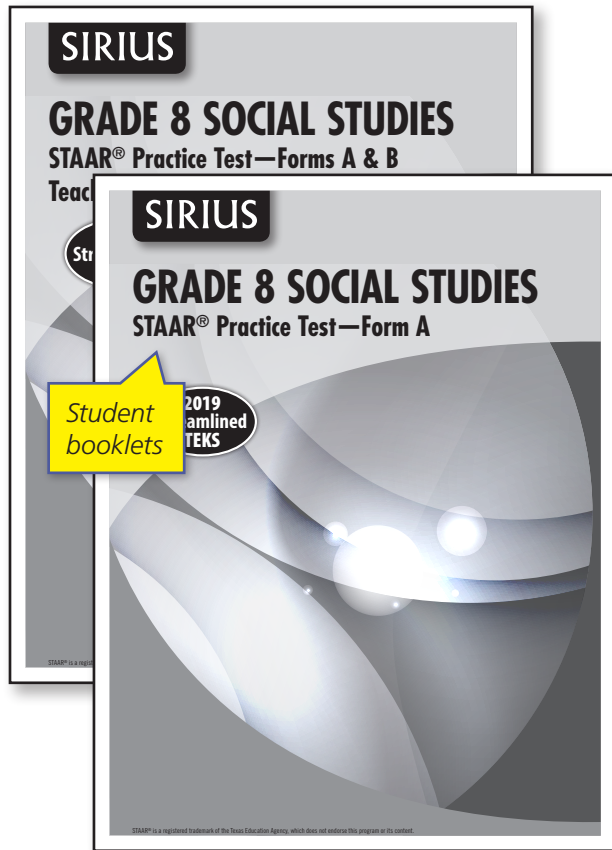


STAAR GRADE 8 SOCIAL STUDIES

STAAR Practice Tests Forms A & B

Two distinct secure form tests that closely match the released STAAR test items and blueprint.

Includes
student
Answer
Sheets



Practice Tests are sold in 10-packs: 10 Form A & 10 Form B student booklets with bubble sheets, and 1 Teacher's Edition

Grade 8 Social Studies Zingers

Each Zinger examines one of the most-missed items from a recent STAAR Social Studies test and models how to approach the question and answer it by eliminating weak answer choices.

1 READ CAREFULLY

This section shows a difficult test item from the 2016, 2017, or 2018 STAAR. If the item uses hard words or refers to an idea or event that might be unfamiliar, the question or questions in this section will help you understand them.

2 THINK ABOUT IT

Here you see what two students are thinking as they read the question and answer choices.

- Which student will probably do better?
- What can you learn from how these students think?

Seeing how other students think can help you become more aware of your own thinking and avoid problems and negative thoughts.

3 USE LOGIC

In this part, you answer questions about things you know. Your answers will help you narrow down the answer choices.

- Which answer choices can you eliminate?
- Can you answer the test question?

GUIDED PRACTICE

Here, you apply what you learned by answering a question similar to the STAAR one. Again, questions about what you know will steer you in the right direction.

TAKE-AWAY

On the last page of the lesson, which is not pictured here, there may be a “Take-Away.” This summarizes a strategy you learned in the lesson. You will write down your own ideas about how this way of thinking can help you take a test.

ZINGER 1 Lesson 1.1

1 READ CAREFULLY Can you answer this item correctly when 56% of students missed it?

Primary Motives for European Exploration of the Americas

Which motive best completes the diagram?

A To promote free enterprise
B To extend democracy
C To expand empires
D To found utopian communities

STAAR Grade 8 Social Studies

2 THINK ABOUT IT Read what each student thinks.

Jacy Thinks . . .

There are too many words I don't know. What's free enterprise? What's a utopian community? I'm too confused. I think I'll just take a wild guess.

Rosalinda Thinks . . .

There are words I don't know, but maybe it doesn't matter. I'll think about everything I know about early explorers and what might go with the things written in the two boxes.

3. Which student has a better approach, and why is it better?

2 Grade 8 Social Studies Zingers Answering the Most-Missed STAAR Test Items

Released
STAAR
test item

Show your
thinking

3 USE LOGIC Use logic to eliminate wrong answer choices.

4. Circle the word or phrase that best completes each sentence under a lettered answer choice. Then, if you think the answer choice is wrong, cross it out.

Choice A To promote free enterprise

- Early European explorers—such as Pizarro, Cortés, and Columbus—tried to get riches from / be helpful to the people they found in the New World.
- Even if you don't know what free enterprise means, you can guess that it is likely / not likely that early explorers promoted something “free.”
- Answer choice **A** makes / does not make a lot of sense.

Choice B To extend democracy

- In the 1500s, at the time of early European exploration, European countries were governed by elected rulers / kings and queens .
- Thinking about this answer choice reveals that it makes sense / no sense .
- You can guess that choice **B** should be eliminated / considered.

Choice C To expand empires

- The costs of exploration were paid by the explorers / the rulers of nations .
- Expanding empires would bring rulers wealth / problems .
- Early explorers wanted to / did not want to please their rulers .
- Thinking about this answer choice reveals that it makes sense / no sense .
- Choice **C** is likely to be wrong / correct .

Choice D To found utopian communities

- Explorers and settlers have goals that are the same / different .
- Early explorers wanted to stay in the New World a while / forever .
- Most people who hoped to found a community of any kind would plan to leave / stay in that community .
- Thinking about this answer reveals that it makes sense / little sense .
- If you are uncomfortable about choice **D** because you don't know what a “utopian community” is, you should choose it / compare it to other choices .

5. The correct answer choice is **A** / **B** / **C** / **D** .

Review the choices you think might be correct.

Zinger 1 3

Complete
the step-
by-step
analysis