Texas Assessment of Knowledge and Skills - Modified
Answer Key

Grade: 10
Subject: Social Studies
Administration: April 2009

The letter W indicates that the student expectation listed is from the World History TEKS.

The letter G indicates that the student expectation listed is from the World Geography TEKS.

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	02	G.1 (B)
02	H	01	8.4 (B)
03	A	01	8.1 (C)
04	H	01	8.1 (C)
05	C	04	8.17 (B)
06	G	02	G.1 (B)
07	C	04	8.22 (B)
08	F	01	8.4 (B)
09	C	02	W.12 (C)
10	G	02	W.12 (C)
11	C	03	G.10 (C)
12	F	05	G.8 (B)
13	B	02	W.23 (A)
14	F	03	G.10 (C)
15	C	03	G.5 (B)
16	G	02	G.6 (A)
17	A	02	W.12 (C)
18	G	04	8.3 (A)
19	C	02	W.23 (A)
20	G	03	G.5 (B)
21	C	04	8.3 (A)
22	F	02	8.10 (B)
23	A	05	G.8 (B)
24	H	04	8.16 (A)
25	A	03	G.18 (A)
26	G	04	8.18 (B)
27	C	01	8.4 (C)
28	G	04	8.17 (B)
29	C	04	8.16 (D)
30	G	05	G.21 (C)
31	A	04	8.20 (B)
32	H	03	G.18 (A)
33	B	02	W.23 (A)
34	F	05	8.30 (D)
35	C	05	G.21 (C)
36	G	05	G.21 (C)
37	B	05	W.25 (C)
38	H	05	W.26 (C)
39	B	05	8.30 (F)
40	F	05	W.26 (C)

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Grade 10 Social Studies

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 10 Social Studies at http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html.

Objective 1: The student will demonstrate an understanding of issues and events in U.S. history.

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

(C) explain the significance of the following dates: [1607,] 1776, 1787, [1803,] and 1861-1865.

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

(B) explain the roles played by significant individuals during the Revolution, including [Samuel Adams, Benjamin Franklin, King George III,] Thomas Jefferson, [the Marquis de Lafayette, Thomas Paine,] and George Washington; and

(C) explain the issues surrounding [important events of] the American Revolution, including declaring independence; [writing] the Articles of Confederation; [fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris].

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

(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.

Objective 2: The student will demonstrate an understanding of geographic influences on historical issues and events.

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

(B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, [models, and databases].

(WG1) **History.** The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to

(A) analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today (correlates with WH12B); and

(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang] (correlates with WH11B).

(WG6) **Geography.** The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to

(A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information (correlates with WH26C).

(WH12) **Geography.** The student understands the impact of geographic factors on major historic events. The student is expected to

(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past (correlates with WG21C).

(WH23) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to

(A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations (correlates with WG19A and WG20A).

Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.

(WG5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to

(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations (correlates with WH14C).

(WG10) **Economics.** The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries (correlates with WH14C).

(WG18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to

(A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change (correlates with WH1B).

Objective 4: The student will demonstate an understanding of political influences on historical issues and events.

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

(A) explain the reasons for the growth of representative government and institutions during the colonial period.

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

(A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, [the Mayflower Compact,] the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government; and

(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

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

(B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.

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

(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

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

(A) define and give examples of unalienable rights; and

(B) summarize rights guaranteed in the Bill of Rights.

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

(B) describe the importance of free speech and press in a democratic society.

Objective 5: The student will use critical thinking skills to analyze social studies information.

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

(A) [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States;

(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; and

(F) identify bias in written, [oral,] and visual material.

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(WG8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to

(B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts (correlates with WH12B and WH12C).

(WG21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).

(WH25) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

(C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions,] and drawing inferences and conclusions (correlates with WG21A).

(WH26) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to

(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).