

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
1	Option B is correct	Barack Obama won the 2008 presidential election against Republican John McCain. Obama was the first African American to be elected as president. For this item, the student applies critical-thinking skills to draw a conclusion.
	Option A is incorrect	Hillary Clinton testified before Congress on the issue of health care while she was the First Lady in 1993. In 2008, she ran against Barack Obama for the Democratic nomination for president.
	Option C is incorrect	Ross Perot ran for president as a third-party candidate in 1992 and 1996, and he participated in the presidential debates in 1992. Perot was not a candidate in 2008.
	Option D is incorrect	President Bush announced the war on terrorism in 2001 as a response to the attacks of September 11.

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2	Option H is correct	The Environmental Protection Agency was established in 1970 with a primary goal of addressing air and water pollution. Its responsibilities have evolved to include all the goals on the list. It is not responsible for sustainable development and cleaning up communities. For this item, the student applies critical-thinking skills to categorize information.
	Option F is incorrect	The National Park Service administers all national parks and monuments. It is not responsible for preventing pollution or safeguarding water except within the boundaries of the parks.
	Option G is incorrect	The Department of Homeland Security is a federal agency whose primary mission is to keep the United States safe from threats such as terrorism, border threats, and cyberattacks. It is not tasked with protecting water or preventing pollution.
	Option J is incorrect	The Federal Emergency Management Agency coordinates responses to disasters such as floods, storms, and wildfires. It is not responsible for improving air quality or preventing pollution.

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3	Option D is correct	The Nineteenth Amendment expanded the right to vote to women. The Twenty-Fourth Amendment abolished the poll tax, which Southern states used to prevent African American citizens from voting. The Twenty-Sixth Amendment granted the right to vote to citizens aged 18 and older. All these amendments expanded the rights of individuals to participate in the government. For this item, the student applies critical-thinking skills to draw a conclusion.
	Option A is incorrect	The three listed amendments address voting rights and not the right to due process.
	Option B is incorrect	No amendment, including the three listed amendments, gives the states authority over the federal government.
	Option C is incorrect	No amendment, including the three listed amendments, is written to limit the freedom of expression.

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4	Option H is correct	Because the strike interfered with the delivery of U.S. mail, the federal government became involved in the strike. First, a federal judge issued an injunction ordering an end to the strike. When this effort failed, President Grover Cleveland deployed federal troops to enforce the judge's order. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	The working conditions at the Pullman Company and the Pullman strike affected women as well as men. Women were members of labor unions at the time, but the strike was not focused on, nor did it create, increased support for gender equality in union membership.
	Option G is incorrect	As a result of the strike, organizer Eugene Debs became a stronger supporter of socialism and helped organize the Socialist Party of America.
	Option J is incorrect	Intervention by the federal government showed that U.S. leaders had an interest in the activities of labor unions. The government engaged in surveillance of people such as Eugene Debs. Surveillance activities continued into the twentieth century.

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5	Option D is correct	Because of the economic crisis, businesses closed as demand for goods fell. This led to an increase in unemployment, which then depressed demand even further and caused even more businesses to close. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The price for agricultural goods did decrease, but this meant that farmers had even less money to hire workers. As a result, demand for farm labor generally fell.
	Option B is incorrect	During the Great Depression, manufacturing wages fell, along with wages in other industries. Because unemployment was so high, manufacturers did not feel the need to concede to union pressures, and new employees were easy to find.
	Option C is incorrect	Overproduction contributed to the start of the Great Depression, but it was not an effect of it. Demand for luxury goods decreased during the Great Depression as disposable income disappeared because of high unemployment.

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6	Option J is correct	President Johnson states that the Great Society demands “an end to poverty and racial injustice.” This statement indicates a goal of fighting social inequality. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	The programs of the Great Society did involve federal funding and depended on higher tax revenue. However, the goal of the Great Society addressed in the excerpt was to address inequity based on income and race.
	Option G is incorrect	Johnson’s Great Society expanded public education through programs such as Head Start. The president was seeking to make education available to all rather than to expand private education.
	Option H is incorrect	Johnson was concerned with voting rights, as shown by his support for the Twenty-Fourth Amendment and the Voting Rights Act of 1965. However, the Great Society had a much broader goal than simply expanding voting rights. Its overarching aim was fighting the many causes of social inequality, including poverty, inequitable education, and lack of opportunity.

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7	Option B is correct	The Battle of Midway was a decisive victory for the United States. The Japanese navy suffered heavy losses that ended its campaign of expansion in the Pacific. After the battle, Japan was put on the defensive. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The Battle of Midway happened in June 1942, almost six months after the attack on Pearl Harbor in December 1941.
	Option C is incorrect	At the time of the Battle of Midway, Japan was not yet using kamikaze attacks. These began in October 1944.
	Option D is incorrect	The Japanese seized control of Manila, in the Philippines, in January 1942 and the Battle of Midway was fought in June 1942, so the battle was not relevant to defending the Philippines from Japanese conquest.

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Item #	Rationale	
8	Option F is correct	This law made it easier for people to gain land in the unsettled areas of the West, and it encouraged their migration from the East. As a result, the population of settlers in the West increased. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	This act allowed for the distribution of federal land to private individuals. It did not increase the federal debt because the land already belonged to the U.S. government.
	Option H is incorrect	This act led to increased migration of settlers to the West. This migration led to increased conflicts with American Indians as the settlers seized the homelands of the native peoples.
	Option J is incorrect	Although the settlement of the West resulted in increased access to different natural resources, it did not lead to a decrease in demand for those resources. Rather, because of industrialization and population growth, demand for natural resources increased.



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9	Option D is correct	President Wilson's Fourteen Points plan sought to address some of the issues that had led to World War I. Reducing arms, having public treaties, and freedom of the seas were all designed to limit conflict. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option A is incorrect	By creating an association of nations, President Wilson intended for the United States to become a member and therefore increase its involvement in global affairs. Rejection of rather than adoption of the Fourteen Points contributed to isolationism.
	Option B is incorrect	President Wilson feared that punishing nations would create the conditions for new conflicts to arise. He hoped that his plan for peace would prevent future conflicts, and so he opposed punishing nations with reparations and other punitive measures.
	Option C is incorrect	President Wilson supported the self-determination of nations and the division of multinational countries such as the Austro-Hungarian and Ottoman Empires.

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10	Option H is correct	The decision in <i>Plessy v. Ferguson</i> legalized having “separate but equal” facilities for black people and white people. The <i>Brown v. Board of Education</i> decision overturned <i>Plessy</i> and ruled that the “separate but equal” doctrine was unconstitutional. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	<i>Sweatt v. Painter</i> was heard in 1950 and therefore preceded <i>Brown v. Board of Education</i> . However, just as <i>Brown</i> did, it challenged rather than protected the doctrine of “separate but equal.”
	Option G is incorrect	<i>Hernandez v. Texas</i> challenged discrimination against Mexican Americans. The case involved the exclusion of Mexican Americans from jury service rather than “separate but equal” facilities.
	Option J is incorrect	In <i>Wisconsin v. Yoder</i> , Amish families in Wisconsin successfully challenged a state law requiring school attendance beyond the eighth grade. The case centered on the First Amendment right of freedom of religion rather than on “separate but equal.”

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11	Option C is correct	In 1997, Vernon Baker was one of seven African American soldiers awarded the Medal of Honor for service during World War II. The award came more than five decades after the war had ended. Baker and the other six men were the first black soldiers from World War II to be recognized with the Medal of Honor. For this item, the student applies critical-thinking skills to analyze a photograph to acquire information to answer a historical question.
	Option A is incorrect	The United States officially desegregated the armed forces in 1948 when President Truman issued Executive Order 9981.
	Option B is incorrect	Discriminatory actions commonly prevented black veterans from accessing veterans benefits after World War II, even though the GI Bill of Rights was not limited specifically to white soldiers. However, by 1997, black veterans had better access to benefits.
	Option D is incorrect	The Medal of Honor was authorized in 1861, so Baker was not receiving a new commendation for veterans.

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12	Option F is correct	Both provisions of the Patriot Act of 2001 represent restrictions on the Fourth Amendment protection against unreasonable searches and seizures. The government sought to limit this right in the interest of protecting national security after the 9/11 terrorist attacks. The USA PATRIOT Act led to a debate about the proper balance between the need to protect individual rights and the need to provide for national security. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	The Patriot Act did not address the issue of protecting minorities against discrimination. It was an act to help authorities better investigate threats of terrorism and did not involve the idea of equal protection under the law.
	Option H is incorrect	The Patriot Act did not involve military spending but rather empowered law enforcement to gather information and evidence of terrorist threats.
	Option J is incorrect	The Patriot Act did not address trade policy or workers. It focused on providing ways for law enforcement to gather information about potential threats to national security.

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13	Option B is correct	As a co-founder of the United Farm Workers Association, Dolores Huerta worked alongside Cesar Chavez to help improve the working conditions of farmworkers. For this item, the student applies critical-thinking skills to categorize information.
	Option A is incorrect	Huerta was a victim of violence during protests, but she advocated nonviolence.
	Option C is incorrect	Huerta and the United Farm Workers did use lawsuits to advance their cause. However, their focus was not on ending segregation.
	Option D is incorrect	Huerta helped organize strikes and boycotts and spoke on behalf of the grape pickers, but she did not organize the seizure of corporate farmland as a form of protest.

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Item #	Rationale	
14	Option H is correct	The domino theory was the belief that if one country fell to communism, it would set off a chain of events that would lead to more countries adopting communism. President Kennedy suggests that if Vietnam were to become communist, it would create a “wave” of Chinese influence and communist governments throughout the region. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	Nuclear deterrence is the idea that countries will not use their nuclear weapons because doing so would result in nuclear retaliation. The threat of nuclear destruction prevents countries from deploying their own nuclear weapons. President Kennedy does not address the use of nuclear weapons in this speech.
	Option G is incorrect	Flexible response was the Kennedy administration’s approach to conflict. Kennedy wanted to have flexibility to respond to threats in different ways and did not solely rely on nuclear weapons. The remarks focus on the idea that the spread of communism to Vietnam would necessarily lead to the spread of communism throughout Southeast Asia and do not address military strategy or tactics.
	Option J is incorrect	The Iron Curtain is a descriptor for the imaginary wall that separated Western Europe from Soviet-controlled Eastern Europe. It did not involve the region of Southeast Asia.

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15	Option A is correct	The Public Works of Art Project was a New Deal program that employed artists. The artists were instructed to create works that depicted the "American scene." This painting shows the construction of an important bridge, and by showing progress being made during a time of economic depression, the painting promotes optimism in progress. For this item, the student applies critical-thinking skills to analyze a painting to acquire information to answer a historical question.
	Option B is incorrect	The painting shows the early construction of the bridge and does not depict workers engaged in unsafe behavior. Furthermore, the Public Works of Art Project did not commission artists to promote reform but to showcase scenes of American life.
	Option C is incorrect	The Golden Gate Bridge was a technological marvel. However, competition with another country for technological superiority is associated with the space race during the Cold War era.
	Option D is incorrect	The Golden Gate Bridge was constructed by private companies using public funds. Furthermore, the art produced by the Public Works of Art Project was not intended to criticize government actions.

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16	Option F is correct	NATO was created in 1949 as a response to the growing power of the Soviet Union and the Communist bloc in Eastern Europe. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	NATO was formed in 1949. Fascism in Italy fell in 1943, and Nazism in Germany was defeated in 1945. NATO was created to serve as a mutual defense pact among nations in Western Europe and North America in order to deter Soviet aggression.
	Option H is incorrect	Germany and fascism were defeated in 1945. At the end of the war, the Soviet Union started to grow in power and influence, and this led to the creation of NATO.
	Option J is incorrect	NATO formed as a result of the threats to Europe posed by the Soviet Union. In 1949, Japan did not pose a threat to Europe as it had been defeated in 1945 and was occupied by U.S. and British forces.



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17	Option B is correct	The Progressive Era was a period of reform in the early twentieth century. The Clayton Antitrust Act (1914) was aimed at strengthening federal regulation of massive corporations. The Eighteenth Amendment (1919) introduced Prohibition. The Pure Food and Drug Act (1906) implemented standards for the manufacture and sale of certain foods and medications. For this item, the student applies critical-thinking skills to categorize information.
	Option A is incorrect	The Great Society describes the domestic programs of President Lyndon B. Johnson during the 1960s. The list describes events that happened during the first two decades of the 1900s.
	Option C is incorrect	The Great Depression began in 1929. The events listed happened between 1906 and 1919 during the Progressive Era.
	Option D is incorrect	The Jazz Age is generally associated with the 1920s. The events listed happened before 1920.

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18	Option F is correct	The items shown in the advertisement were goods that made certain aspects of life easier for consumers. For example, the refrigerator made it easier to store perishable food and prevent spoilage. For this item, the student applies critical-thinking skills to analyze an artifact to acquire information to answer a historical question.
	Option G is incorrect	During the early twentieth century, people readily adopted new technology powered by electricity. Consumers generally did not resist change as the new products often made daily tasks easier.
	Option H is incorrect	When the advertisement was created in 1920, the United States was on the verge of starting a decade characterized by economic expansion. Consumers eagerly purchased goods during this period.
	Option J is incorrect	The manufacture of new products in many ways made life easier for people. This increased the amount of leisure time people had and encouraged them to engage in activities outside the home.

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19	Option C is correct	Laissez-faire policies, in which the government stays out of the functioning of the markets, led to the growth of jobs in cities that contributed to migration from rural areas to industrial urban centers. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	As more jobs became available, immigration from Europe increased rather than decreased.
	Option B is incorrect	The growth of industry in the late 1800s occurred as a result of laissez-faire policies. However, as corporations expanded, the government became more inclined to introduce regulatory practices.
	Option D is incorrect	Federal spending during the late 1800s did not include social programs; rather, settlement houses were privately funded.

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20	Option G is correct	Jacob Riis wrote about the living conditions in the overcrowded tenements in U.S. cities. He exposed the deplorable conditions that the working poor were forced to endure. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option F is incorrect	The conditions Jacob Riis addressed were prominent in the slums where people of all races lived. He did not focus exclusively on African Americans and the discrimination they faced.
	Option H is incorrect	Jacob Riis focused on the conditions in urban slums. He did not write about rural regions or any regional conflicts.
	Option J is incorrect	Jacob Riis published his writings after the Chinese Exclusion Act had already limited Chinese immigration to the United States. His writings focused on the harsh living conditions immigrants faced, not on efforts to restrict immigration.

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Item #	Rationale	
21	Option A is correct	During the latter half of the nineteenth century, immigration patterns changed, with more immigrants moving to the United States from southern and eastern Europe. These “new” immigrants often had different ethnicities and religions from the “old” immigrants from western Europe, and they contributed to demographic change in the United States. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option B is incorrect	Unrest associated with the Spanish-American War (1898) did prompt immigration from former Spanish colonies to the United States. However, the numbers were significantly lower than the numbers of people coming from southern and eastern Europe and had little effect on the demographic structure of the United States.
	Option C is incorrect	Immigrants from Mexico did seek agricultural jobs in the United States, but a worldwide depression began, not in the late nineteenth century but in 1929 during the early twentieth century.
	Option D is incorrect	Germans fleeing the possibility of the First World War would have migrated during the early twentieth century, as the war began in 1914.

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22	Option F is correct	Competition between manufacturers has pushed them to innovate and constantly improve their products in order to stay relevant in the market and gain new customers. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	Tariffs would protect American companies and thereby potentially provide a disincentive to improve cell-phone technology.
	Option H is incorrect	Cell phones were invented and improved by corporations rather than by the government. As a result, sales taxes would not affect cell-phone manufacturers because the funds would remain in the hands of the government.
	Option J is incorrect	Service providers do not manufacture cell phones. They only sell them and provide cell service, so these contracts would not contribute to innovation in cell-phone technology.

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23	Option A is correct	On September 11, 2001, terrorists attacked the World Trade Center in New York and the Pentagon in Washington, D.C., killing close to three thousand people. The terrorists were backed by al-Qaeda, a terrorist organization led by Osama bin Laden and based in Afghanistan. In response to the attacks, the United States deployed military troops to Afghanistan. War in Afghanistan escalated as the United States and its allies opposed international terrorism and supported a new Afghan government based on free elections. For this item, the student applies critical-thinking skills to analyze a graph to acquire information to answer a historical question.
	Option B is incorrect	Soviet troops occupied Afghanistan for about a decade, but they withdrew in 1989. Furthermore, U.S. efforts to stop the spread of communism were significantly reduced after the collapse of the Soviet Union in 1991.
	Option C is incorrect	U.S. troops were deployed to Iran in the early 2000s because of a concern that the nation had weapons of mass destruction. The troops in Afghanistan were deployed to capture the leader of a terrorist organization who had taken refuge in Afghanistan.
	Option D is incorrect	U.S. troops were deployed in response to ethnic cleansing in Bosnia during the 1990s. However, the U.S. presence in Afghanistan was focused on counterterrorism rather than on ethnic cleansing.

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24	Option H is correct	The letter describes the discovery of the Nazi concentration camps and the evidence of crimes against humanity by Nazi officials. The Allies held public trials at Nuremberg to hold Nazi leaders accountable for war crimes. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	The purpose of economic sanctions on Germany was to cripple Hitler and end the war. It did not begin because of the discovery of concentration camps.
	Option G is incorrect	The purpose of Allied bombing in Germany was to cripple Hitler and end the war. It did not begin because of the discovery of concentration camps.
	Option J is incorrect	The Allies did not permit Nazi officials to leave Germany after discovering and liberating the concentration camps. These officials were pursued, arrested, and tried for war crimes.



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25	Option D is correct	The pictures are of people protesting for the voting rights of women and African Americans. By protesting in front of the White House, each protest attracted national attention to issues with voting rights. For this item, the student applies critical-thinking skills to analyze photographs to acquire information to answer a historical question.
	Option A is incorrect	Both protests took place in front of the White House in order to urge the president to act. Neither protest asked for judicial action, nor did they result in a change in judicial power.
	Option B is incorrect	Poll taxes are designed to limit voting rights, and both protests were advocating in favor of expanding voting rights.
	Option C is incorrect	Both protests demonstrated the influence and power of special-interest groups devoted to expanding and protecting voting rights. This activism did not reduce their influence.

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Item #	Rationale	
26	Option F is correct	Because Spain was a global power, the war was fought in both the Caribbean and the Pacific. As a result, the United States gained the Philippines, Guam, and Puerto Rico. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	The Spanish-American War was fought in 1898, decades before the United States developed nuclear capabilities.
	Option H is incorrect	The Spanish-American War was fought in Cuba and the Philippines in 1898. Spain was not communist and was not threatened by communism. Stopping the spread of communism became a central part of U.S. foreign policy after the end of World War II in 1945.
	Option J is incorrect	The war did not lead to the end of Spanish trade in the Eastern Hemisphere. It resulted in the loss of Spanish territories and affected some trade patterns, but it did not end Spanish trade.

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Item #	Rationale	
27	Option C is correct	Literacy tests were used to disenfranchise African American voters during the twentieth century. The Voting Rights Act of 1965 protected citizens against having to take complicated literacy tests or submit to any other kind of examination in order to vote. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	The Voting Rights Act of 1965 sought to end practices that restricted the voting rights of black citizens. Proof of employment was not among the practices that southern leaders used to disenfranchise African Americans.
	Option B is incorrect	Property ownership was a common voting requirement during the colonial period, but it was not a requirement used to limit voting rights in the twentieth century.
	Option D is incorrect	Religious tests were not a tool used to prevent people from voting. Such a requirement would violate the First Amendment.

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Item #	Rationale	
28	Option F is correct	The levees that were supposed to prevent the massive flooding of New Orleans during storms collapsed as a result of the rain and storm surge. As a result, the flooding in the city was devastating and caused massive damage. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	Hurricane Katrina did lead to fires that caused damage across the city of New Orleans. Some of these were caused by gas igniting after natural gas lines ruptured. The fires were not triggered by offshore drilling platforms.
	Option H is incorrect	Pavement does prevent water from soaking into the ground, but the sheer volume of rain would have saturated the ground with or without the pavement and caused flooding regardless. The collapse of the levees released so much water into the city that flooding was inevitable, no matter what surface covered the ground.
	Option J is incorrect	There was no effort to build a seawall during Hurricane Katrina. The seawall was constructed after the hurricane and took several years to build.

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Item #	Rationale	
29	Option D is correct	Because Americans practice so many different religions and have a right to do so, the country is generally tolerant of religious differences. Many Americans have relatives or ancestors who fled religious persecution, and that has helped subsequent generations recognize the importance of religious freedom and tolerance. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option A is incorrect	The First Amendment is interpreted as requiring the separation of church and state. This tradition of keeping government separate from religion prevents the government from opening or operating religious schools.
	Option B is incorrect	Most Americans live in densely populated urban areas comprised of people from diverse religious backgrounds.
	Option C is incorrect	The Establishment Clause of the First Amendment prevents the government from regulating the number of religious institutions within a community.

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30	Option F is correct	The Social Security program was designed to address poverty among the elderly by creating a retirement fund administered by the government. The federal government collects and distributes funds for Social Security to ensure financial stability among the elderly. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option G is incorrect	The Fair Labor Standards Act of 1938 established the first federal minimum wage. Since the Social Security Act (SSA) was passed earlier (1935), the SSA did not limit the government’s power to enforce a minimum wage.
	Option H is incorrect	Social Security is a federally administered retirement fund. While the program may deposit funds into retired workers’ bank accounts, it does not manage their personal bank accounts.
	Option J is incorrect	The Social Security program did not address specific workplaces such as manufacturing plants. Other agencies in the federal government, such as the Occupational Safety and Health Administration (OSHA), regulate the workplace.

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31	Option B is correct	The Securities and Exchange Commission (SEC) is a federal agency that is tasked with regulating financial markets to ensure fair practices. For this item, the student applies critical-thinking skills to make a generalization.
	Option A is incorrect	The Equal Employment Opportunity Commission (EEOC), not the SEC, addresses racial discrimination in business.
	Option C is incorrect	The Environmental Protection Agency (EPA) works with businesses to protect the environment. The SEC regulates financial markets.
	Option D is incorrect	Protecting worker safety is the responsibility of the Occupational Safety and Health Administration (OSHA) rather than of the SEC. The Consumer Product Safety Commission (CPSC) is responsible for protecting the public from hazardous products. The SEC regulates financial markets.

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Item #	Rationale	
32	Option F is correct	Victory gardens were a way that citizens contributed to the war effort during World War II. By growing their own food, people made more commercially grown food available for soldiers. Citizens also gained additional food sources because rationing limited their access to purchased products. For this item, the student applies critical-thinking skills to analyze a photograph to acquire information to answer a historical question.
	Option G is incorrect	At the time of the war, most of the food used in the United States was grown and produced in the United States. People grew their own vegetables to ensure that more of the produce grown in the United States could be used to support military purposes.
	Option H is incorrect	The Victory Garden program was designed by the government to help reduce demand for commercially grown agricultural products and to unite citizens behind the war effort.
	Option J is incorrect	Agricultural production was vital to the war effort, and the federal government did not encourage or cause farmland to go unused during the war.



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33	Option A is correct	Because of the working conditions, labor reformers used their influence to achieve legislation that limited the workday, restricted child labor, and established a minimum wage. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option B is incorrect	Immigrants continued to be a major labor source for businesses.
	Option C is incorrect	Corporations generally opposed federal regulation of industry and did not want the federal government to regulate working conditions.
	Option D is incorrect	Creating monopolies decreases competition. Furthermore, starting in the 1890s, the federal government passed legislation to restrict monopolies.

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Item #	Rationale	
34	Option G is correct	During the 1920s, the government took a very laissez-faire approach to the economy. Leaders were reluctant to regulate the stock market and, as a result, the stock market allowed speculative practices that contributed to the Great Depression. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option F is incorrect	A bank reserve requirement is the amount of cash that banks are required by the government to keep on hand in case of unexpected demand. The stock market crash, and not bank reserves, caused the Great Depression and the resulting bank difficulties.
	Option H is incorrect	The United States effectively abandoned the gold standard in 1933 and officially abolished the system in 1971. Based on these dates, neither event could have been a cause of the Great Depression, which began in 1929.
	Option J is incorrect	Tariffs were high before and during the Great Depression. Congress increased, rather than decreased, tariffs.

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Item #	Rationale	
35	Option B is correct	As a result of the war, women took jobs in factories, on farms, and in other businesses and industries. These types of jobs offered new opportunities for women that extended beyond traditional gender roles. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	Rather than closing during the war, women’s colleges typically adapted their offerings to support the war effort.
	Option C is incorrect	The GI Bill of Rights originated because U.S. leaders feared that veterans looking for work after their return from the war would trigger a return of Depression-era unemployment numbers. Given that only a small percentage of enlisted personnel were women, women’s organizations had little incentive to lobby for the bill’s passage.
	Option D is incorrect	The Equal Pay Act was passed in 1963, so it was not a direct result of women working during World War II, which ended in 1945.

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Item #	Rationale	
36	Option F is correct	In 1957, President Eisenhower sent troops from the 101st Airborne Division to Little Rock to protect the nine students who were integrating Central High School. He also put the Arkansas National Guard under federal control in order to enforce the Supreme Court decision to end segregation. Eisenhower took this action because the governor of Arkansas had used the Arkansas National Guard to prevent the students from entering the school. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option G is incorrect	The high schools in Little Rock closed in 1958. However, this action was done to protest desegregation rather than to show support for it. Furthermore, the decision to close the schools was made locally and not by President Eisenhower.
	Option H is incorrect	President Eisenhower did not allow states to determine their own course of action regarding segregation. He felt obligated to uphold the decision of the Supreme Court and used his power to pressure Arkansas to comply.
	Option J is incorrect	President Eisenhower did not fire the teachers and did not have the authority to do so. The school district, which had the authority to fire teachers, supported segregation.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
37	Option C is correct	The General Agreement on Tariffs and Trade (GATT) was signed in 1947 to reduce trade barriers such as quotas and tariffs. As a result, the United States gained increased access to foreign markets.
	Option A is incorrect	GATT was a trade agreement that addressed trade barriers and did not have a significant impact on the opportunities available to female and minority workers in the United States.
	Option B is incorrect	GATT addressed barriers to trade. It did not have a significant impact on foreign laborers in the United States because it did not address or regulate immigration.
	Option D is incorrect	GATT was an international trade agreement. It did not affect the funding of national parks within the United States.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
38	Option G is correct	The Fifteenth Amendment guaranteed the right to vote to African American men following the Civil War. The image shows the "First Vote" of an African American man in an election and therefore shows the impact of the Fifteenth Amendment. For this item, the student applies critical-thinking skills to analyze an illustration to acquire information to answer a historical question.
	Option F is incorrect	The image shows an African American man voting for the first time and does not reflect the influence of nativists, whose opposition to immigration often fostered racism and discrimination.
	Option H is incorrect	The <i>Plessy</i> ruling addressed the issue of "separate but equal" facilities during segregation. This legalization of segregation shows support for reducing the rights of African Americans. In contrast, the image shows an expansion of voting rights to African Americans.
	Option J is incorrect	Social Darwinism is the idea that the people who are successful are somehow stronger or "fitter" than people who struggle. The illustration shows a man exercising his right to vote for the first time. This demonstrates the impact of the Fifteenth Amendment rather than a belief about how society is organized.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
39	Option C is correct	The Servicemen’s Readjustment Act, or the GI Bill of Rights, provided educational opportunities to veterans after World War II. Many veterans took advantage of the benefits and received additional education as a result. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option A is incorrect	The Federal Reserve Act was passed in 1913. The goal was to establish a system that would provide more economic stability. This law did not affect education or educational opportunities.
	Option B is incorrect	The National Security Act of 1947 restructured the U.S. military. It was aimed at national security and did not provide educational benefits to veterans.
	Option D is incorrect	The Central Intelligence Agency Act of 1949 authorized certain CIA actions, including education and training. However, this provision was for CIA employees rather than for veterans.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
40	Option F is correct	GPS is used to determine precise location, and this allows for a faster and more accurate response during combat. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option G is incorrect	Technology that helps determine precise location does not make weapons stronger.
	Option H is incorrect	GPS technology can help cargo planes navigate with precision, but it does not affect the size, weight, or fuel-efficiency of the planes.
	Option J is incorrect	GPS technology is used for navigation, but it does not affect the power of submarines or any other type of vehicle.



## 2022 STAAR U.S. History Rationales

Item #	Rationale	
41	Option C is correct	The image of a person in military dress with a weapon illustrates the more militant approach of the Black Panther Party. The framing of the struggle as a revolution in which “one wins, or one dies” further emphasizes this militancy. In contrast, Martin Luther King Jr. promoted nonviolence. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	The Black Panther Party was founded in California and had influence in many states. Martin Luther King Jr. focused on issues in the South.
	Option B is incorrect	The Black Panther Party did believe in equal voting rights, but the poster does not depict voting or voting rights in any way. Furthermore, Martin Luther King Jr. also believed in equal voting rights.
	Option D is incorrect	The poster shows a person in military dress carrying a weapon with a caption about revolution. This imagery suggests that the Black Panther Party opposed the government and sought to bring about revolutionary change. Likewise, Martin Luther King Jr. resisted government officials in the South.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
42	Option F is correct	By using an assembly line and dividing the manufacturing process into small, unskilled tasks, Ford increased efficiency and productivity. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option G is incorrect	Ford developed assembly line technology to produce more cars in less time. His assembly line was not intended to improve employee morale or retention.
	Option H is incorrect	Ford, as an employer, would not have supported increased labor union membership.
	Option J is incorrect	Payroll taxes are set by the federal government, and they did not start until 1935 after the Social Security Act was passed. Given that Ford increased pay in order to attract workers, he would have been unlikely to reduce employee benefits.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
43	Option D is correct	In 1942, the United States was at war with Germany, Italy, and Japan. People from these enemy nations who were living in the United States were required to get certificates of identification. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	In 1942, the United States did not consider Poland, Romania, or Russia enemy nations.
	Option B is incorrect	Mexico, Spain, and Portugal were not enemies of the United States in 1942.
	Option C is incorrect	Israel was not a nation in 1942. Turkey and Ireland were not considered enemies of the United States.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
44	Option H is correct	The success of musical Westerns popularized country music. These movies allowed music that was common in southern states to be heard around the country. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option F is incorrect	Rock and roll music became popular in the 1950s, so it did not affect the popularity of music during the 1930s.
	Option G is incorrect	During the 1930s, the Dust Bowl affected parts of the Great Plains, and people moved away from the region.
	Option J is incorrect	Exodusters were African American settlers who moved west after Reconstruction ended. They were seeking to escape discrimination in the South and did not migrate because of the impact of a musical style that became popular in the 1930s.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
45	Option A is correct	Both cases were about segregation. In the <i>Mendez</i> case, federal courts ordered a California school district that operated separate schools for students of Mexican ancestry to end discrimination against these students. In the <i>Brown</i> case, the U.S. Supreme Court ruled that “separate but equal” schools were unconstitutional. Both cases therefore contributed to reduced racial segregation in schools. For this item, the student applies critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option B is incorrect	Both cases addressed public K–12 schools rather than universities. Furthermore, neither case addressed the issue of quotas but instead focused on the larger issue of segregation.
	Option C is incorrect	The cases were brought on behalf of students of color. The cases challenged racial discrimination and did not address the needs of students with disabilities.
	Option D is incorrect	The <i>Mendez</i> and <i>Brown</i> cases were not about inequities in school funding; rather, lawyers for students used moral arguments to challenge the legality of segregation.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
46	Option H is correct	Hoover explains in the excerpt that he believes that a large government “destroys initiative and thus destroys character.” He believed that government should have a limited role in providing direct relief, even during an unprecedented economic crisis. Roosevelt, in contrast, supported New Deal programs that offered direct relief by providing jobs for the unemployed. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	Hoover was reluctant to establish social welfare programs and instead favored “an organization of self-help” that would provide private assistance. Roosevelt was more open to establishing social welfare programs funded and operated by the federal government. For example, in addition to programs to provide jobs, he supported the Social Security Act, which provided payments to the elderly.
	Option G is incorrect	It was Hoover rather than Roosevelt who favored private charities taking the lead in relief efforts. Roosevelt supported government efforts to help citizens.
	Option J is incorrect	As part of his program of reform, Roosevelt believed that the federal government needed to regulate some industries in order to prevent a future economic collapse. For example, he supported the establishment of the Securities and Exchange Commission to regulate the stock market.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
47	Option D is correct	The National Organization for Women (NOW) supported the Equal Rights Amendment to guarantee legal equality for women. NOW helped bring attention to this issue as part of the feminist movement. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The California chapter of NOW filed a brief with the court supporting the right to an abortion. In general, NOW members supported the decision in <i>Roe v. Wade</i> .
	Option B is incorrect	Tax credits for stay-at-home mothers would benefit women. Therefore, NOW would likely have supported rather than opposed such a plan.
	Option C is incorrect	Most feminists and members of NOW in the 1970s opposed the way beauty pageants treated women. Members of the organization would likely have supported other ways of providing scholarships for young women.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
48	Option F is correct	Many members of the three groups opposed U.S. participation in the Vietnam War. Many civil-rights activists opposed the war because it disproportionately affected people of color. Many college students opposed the war ideologically. And while the leader of the AFL-CIO expressed official support for the war in 1965, many union members opposed U.S. participation. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	The topic of executive privilege, the right of the executive branch to keep its records and communications secret, became a public focus and of interest to the members of the three groups in the 1970s during the Watergate scandal.
	Option H is incorrect	The environmental movement was underway in the 1960s, but the focus at that time was on addressing pollution rather than climate change.
	Option J is incorrect	The policy of détente is associated with Richard Nixon, who became president at the end of the decade.



## 2022 STAAR U.S. History Rationales

Item #	Rationale	
49	Option B is correct	The United States had strong relationships with Great Britain and France. Wilson wanted to help these nations as they resisted German aggression. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	One of the causes of World War I was imperialism, which would include the desire to control trade in places such as Asia and Africa. However, this tension existed between the European powers in the war. Wilson advocated for free trade and would not have entered a war for the purpose of gaining increased trade advantages in Asia for the United States.
	Option C is incorrect	The United States did not retaliate against Germany for high tariffs. Once the war began in 1914, trade with Germany and the Central Powers decreased dramatically for many reasons, but tariff rates were not a reason for the decline.
	Option D is incorrect	Fascism emerged in Italy after the war had ended. It was a major cause of World War II, not World War I.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
50	Option J is correct	The excerpt explains that the Reagan administration chose intervention because of fears that conflict between different groups could “escalate into an Arab-Israeli war.” Reagan deployed troops in an attempt to maintain peace between factions.
	Option F is incorrect	The excerpt addresses concerns about small conflicts escalating and does not address the issue of oil supply. U.S. troops in Lebanon were not there to control oil fields.
	Option G is incorrect	The United States deployed troops to Lebanon to decrease conflict between warring groups. The United States supported Israel more than Syria, but the U.S. troops in Lebanon were there to prevent war.
	Option H is incorrect	While the United States supported Israel, Reagan was concerned that the conflicts would escalate into a war. Despite U.S. support for Israel, Reagan wanted to prevent another Arab-Israeli war.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
51	Option D is correct	The aggression of Japan and Germany led to the eventual involvement of the United States in World War II. The Japanese attack on Pearl Harbor directly led to a U.S. declaration of war. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The United States established NATO as a result of Soviet expansion after Germany and Japan had been defeated in World War II.
	Option B is incorrect	Except for Japan's invasion of Korea, the events listed occurred after 1919. World War I ended in 1918, so the events did not have an impact on U.S. nationalism during World War I.
	Option C is incorrect	The United States rejected the League of Nations in 1919 when the U.S. Senate refused to ratify the Treaty of Versailles. Except for Japan's invasion of Korea, the events listed occurred after 1919.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
52	Option H is correct	The table shows a significant growth in federal jobs, suggesting that the war created economic opportunities for U.S. citizens as businesses increased production to support the war effort. For this item, the student applies critical-thinking skills to analyze a graph to acquire information to answer a historical question.
	Option F is incorrect	As the war effort required more soldiers, support personnel, and supplies, military budgets grew larger. The growing number of federal jobs increased the cost of salaries and therefore led to an increase in government spending rather than a decrease.
	Option G is incorrect	Much of the growth between 1917 and 1918 reflects soldiers entering the military. Military growth put pressure on private companies to provide the government with vehicles, uniforms, weapons, food, etc.
	Option J is incorrect	Immigration to the United States slowed during World War I. U.S. government restrictions on immigration increased. There was also increasing prejudice and discrimination against immigrants.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
53	Option C is correct	Both scandals revealed corruption in the federal government. As the level of corruption became known to the public, the confidence of people in their government declined. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	At the time of the Teapot Dome scandal in the 1920s, government regulation of the economy was limited. The Watergate scandal did not involve government regulation. Therefore, neither scandal led to reduced regulations.
	Option B is incorrect	Both events revealed corruption in the executive branch. They did not contribute to an increase in the size of that branch.
	Option D is incorrect	The resignation of Richard Nixon did not lead to an increased use of veto power. The Teapot Dome scandal did not affect the use of veto power by the president.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
54	Option G is correct	Indian schools sought to assimilate American Indians into white culture. Schools such as the one for Osage Indians banned native cultural practices, dress, and language. The boys' haircuts and dress reflect white culture and demonstrate assimilation efforts. For this item, the student applies critical-thinking skills to analyze a photograph to acquire information to answer a historical question.
	Option F is incorrect	By the time that Indian schools began to be established, few lands remained under the control of American Indians. The schools were established to assimilate American Indians into white society.
	Option H is incorrect	Urban reform was an issue that received considerable attention during this era. However, schools such as the one for Osage Indians were established to assimilate American Indians into white society. The schools did not address the many issues that cities faced.
	Option J is incorrect	The nativist preference for mainstream white culture is shown in the photograph. However, the rise of nativism began in the middle of the 1800s rather than at the end. Also, nativists of that era focused on restricting the rights of non-Protestant immigrants.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
55	Option C is correct	<i>The Jungle</i> highlighted the dangerous conditions and lack of quality standards in meat-packing plants. Sinclair highlighted how these issues could harm the public. As a result, Congress passed laws, such as the Pure Food and Drug Act, to ensure that consumers were protected against tainted and unsafe food. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option A is incorrect	The formation of monopolies was challenged rather than encouraged during this era.
	Option B is incorrect	Refrigerated railroad cars did help ship meat safely, but they were invented during the 1800s.
	Option D is incorrect	The excerpt addresses the processing of meat, which did not involve farmers once they had sold their cattle to the processors. Also, the Populist Party, which had been the political voice of many farmers during the 1890s, had essentially disappeared by 1906.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
56	Option F is correct	The United States became involved in the Korean War to stop the spread of communism after North Korea, which was communist, invaded South Korea. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option G is incorrect	Relations with Communist China worsened during the Korean War. After pushing the North Koreans out of South Korea, U.S. troops continued into North Korean territory. As they approached the Yalu River, which separated North Korea and China, China sent troops to aid North Korea and to fight against U.S. forces.
	Option H is incorrect	The United States did not engage in the Korean War to prevent the use of nuclear weapons. Neither North Korea nor South Korea had nuclear weapons.
	Option J is incorrect	The United States was concerned with resisting the spread of communism rather than with the rise of fascism. North Korea had adopted communism, and the United States wanted South Korea to remain a noncommunist country.



## 2022 STAAR U.S. History Rationales

Item #	Rationale	
57	Option B is correct	These organizations work to protect the rights and civil liberties of different groups of citizens who may face discrimination based on race or ethnicity. For this item, the student applies critical-thinking skills to categorize information.
	Option A is incorrect	These organizations represent different groups of people who would be harmed by nativist policies. They fight against such policies.
	Option C is incorrect	These organizations address issues of discrimination and do not support segregation.
	Option D is incorrect	These organizations protect the rights of different groups of people based on ethnicity. While their members may support labor unions, their purpose is not to organize labor unions.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
58	Option G is correct	The increase in immigration during this time resulted in cities becoming even more densely populated as many immigrants settled in cities in the Northeast. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option F is incorrect	The increase in immigration meant that factories had an abundant labor pool to fill jobs.
	Option H is incorrect	Because of the increase in immigration to the region, more people lived in tenement housing. The number of settlement houses increased in order to address some of the issues facing people living in these neighborhoods. Settlement houses provided community services, such as offering educational programs, rather than housing.
	Option J is incorrect	The increase in immigration during the early twentieth century resulted in increasingly crowded cities. These conditions promoted the spread of disease in urban populations.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
59	Option A is correct	As more women entered the workforce, they demanded equal pay and equity in the workplace. For this item, the student applies critical-thinking skills to analyze a graph to acquire information to answer a historical question.
	Option B is incorrect	Merit-based exams help prevent gender discrimination. The growing rate of women in the workforce did not lead to a desire to limit the use of such exams.
	Option C is incorrect	The growing rate of women in the workforce did not lead to demands to prevent either women or men from joining unions.
	Option D is incorrect	The graph shows data for the total workforce and does not focus on federal employees. Furthermore, the growing rate of women in the workforce did not affect federal employee fundraising efforts.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
60	Option J is correct	This speech called for an end to racial discrimination. The popularity of this speech helped pressure political leaders to pass legislation to address discrimination and protect civil rights. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option F is incorrect	King’s speech expressed a desire for an end to discrimination. He did not call for the creation of a new political party or pressure leaders to form one.
	Option G is incorrect	King opposed literacy tests as they were a barrier to voting for African Americans. His speech called for racial equality and an end to discrimination. It did not encourage people to adopt voter-suppression measures that targeted racial minorities.
	Option H is incorrect	Women had been granted the right to vote by the ratification of the Nineteenth Amendment in 1920, so this speech four decades later did not affect women’s voting rights.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
61	Option B is correct	The Gulf of Tonkin Resolution gave the president the power to deploy military troops without a formal declaration of war by Congress. It increased presidential power regarding the use of military force. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The Gulf of Tonkin Resolution addressed the power of the president to use military force. It weakened the power of Congress by not requiring Congress to officially declare war. However, it did not affect the power of Congress to control or approve funding.
	Option C is incorrect	The Gulf of Tonkin Resolution allowed the president to supersede the power of Congress. It did not give Congress power over the president.
	Option D is incorrect	The resolution affected only the president's ability to use military force. It did not cause any change in the power of the Senate to ratify treaties.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
62	Option J is correct	The Nineteenth Amendment guaranteed women’s right to vote. Ratification of this amendment elevated women from simply being “governed” to being able to give “consent” and authorize the “just powers” of those in government. For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option F is incorrect	The right of women to vote was not a self-evident truth during this era, as most states excluded women from this right.
	Option G is incorrect	“Endowed by their Creator” refers to unalienable rights that people are born with and belong to all humans. Voting rights were not considered to be unalienable rights during the historical periods addressed by this question.
	Option H is incorrect	The Nineteenth Amendment granted women the right to vote. The rights of life, liberty, and the pursuit of happiness were not closely associated with voting rights during the historical periods addressed by this question.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
63	Option B is correct	The Montgomery bus boycott began in December 1955 and ended approximately one year later. The time line shows examples of Rosa Parks’s activism through 1964. For this item, the student applies critical-thinking skills to analyze a time line to acquire information to answer a historical question.
	Option A is incorrect	Rosa Parks was an officer of the NAACP, so she worked for and with civil-rights organizations.
	Option C is incorrect	The time line does not address when or if trials were held, so no conclusion can be made about how her activism related to her time awaiting trial.
	Option D is incorrect	Rosa Parks was involved with the NAACP more than a decade before the Montgomery bus boycott, so she was aware of civil-rights issues before the bus boycott.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
64	Option H is correct	B-Boy Break Dancing is a trend that was popularized in the United States and then spread to other countries. The fact that this style of dance has become popular enough in the listed nations to warrant competitions in them shows the expansion of U.S. culture. For this item, the student applies critical-thinking skills to analyze a photograph to acquire information to answer a historical question.
	Option F is incorrect	The growth of break dance competitions in other countries does not show a decline in or reluctance to travel to the United States.
	Option G is incorrect	The stimulus addresses the diversity of countries holding the same kind of dance competition. The competitions are not celebrating local culture but a growing global trend.
	Option J is incorrect	Listing the locations of break dancing competitions around the world does not directly provide evidence of increasing tourism.



## 2022 STAAR U.S. History Rationales

Item #	Rationale	
65	Option C is correct	These marches were often intended to intimidate racial minorities and discourage them from voting or becoming engaged in politics. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	There was not a significant debate about voter identification laws in the early 1900s. Furthermore, the Klan would most likely have supported voter identification laws.
	Option B is incorrect	The Klan was focused on preventing voting by African American citizens. There was not significant concern about voter fraud in the early 1900s.
	Option D is incorrect	The Klan supported literacy tests and other means of suppressing the vote of African Americans and other minorities.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
66	Option J is correct	Satellite technology is now used for cell phones, GPS, television, and other forms of communication. Satellites were first developed as part of the space program but have become an integral part of the communications system. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option F is incorrect	Space exploration and technology have led to improvements in robotic technology that can now be used for surgery. It has increased dependence on robotics rather than decreasing it.
	Option G is incorrect	At the present time, homes do not use shields to protect against meteorites.
	Option H is incorrect	Space technology has led to an increase in the use of solar cells and has not reduced dependence on solar cells or biofuels.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
67	Option C is correct	In order to become a naturalized citizen, a person must take a test that covers the principles of the American government. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	The requirements for citizenship include age, length of residency, and character. Income level is not considered.
	Option B is incorrect	People who want to become citizens of the United States are expected to speak, read, and write basic English. They are not required to earn an advanced degree from a university in the United States.
	Option D is incorrect	In order to become a naturalized citizen, a person must demonstrate an understanding of the U.S. Constitution. There is no requirement to understand all the state constitutions.

## 2022 STAAR U.S. History Rationales

Item #	Rationale	
68	Option F is correct	The scanner reads the product and enters the price in the sales system. This means that the salesperson does not have to manually enter the price of each item. This improves the efficiency of the sales process. For this item, the student applies critical-thinking skills to analyze a photograph to acquire information to answer a historical question.
	Option G is incorrect	The use of a scanner to gather information about a product does not affect the quality of merchandise.
	Option H is incorrect	The scanner does not affect the amount of time needed to produce goods. It is used to gather information about the product from a label.
	Option J is incorrect	The use of a scanner can help with inventory, but it does not affect whether goods are imported.