

2023 STAAR U.S. History Rationales

Item#	Rationale	
1	Option B is correct	<i>Mapp v. Ohio</i> resulted in the Supreme Court's application of the "exclusionary rule" of the Fourth Amendment to state courts, meaning that evidence obtained illegally could not be introduced in a trial. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	<i>Mapp v. Ohio</i> affected law-enforcement procedures, not the constitutional guarantees of due process in criminal trials found in the Fifth Amendment.
	Option C is incorrect	<i>Mapp v. Ohio</i> affected law-enforcement procedures, not constitutional assurances of the right to an attorney found in the Sixth Amendment.
	Option D is incorrect	<i>Mapp v. Ohio</i> affected law-enforcement procedures, not constitutional safeguards against excessive bail and fines found in the Eighth Amendment.

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2	Option D is correct	Congressman John Lewis was actively involved in peaceful events such as the Freedom Rides and the Selma to Montgomery March during the Civil Rights Movement of the 1960s. He continued his commitment to civil rights while serving in the U.S. House of Representatives. For this item, the student applies critical-thinking skills to draw a conclusion.
	Option A is incorrect	Congressman Lewis focused his energy on supporting liberal rather than conservative causes.
	Option B is incorrect	Congressman Lewis used nonviolence and civil disobedience to help eliminate segregationist policies.
	Option C is incorrect	Congressman Lewis used nonviolent protest and civil disobedience rather than armed protests to expand civil rights.

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Item#	Rationale	
3	Option B is correct	During the Great Depression of the 1930s, jobs were scarce and unemployment levels increased. Many state and local governments, along with the federal government, enacted a Mexican repatriation policy. This policy returned people of Mexican ancestry to Mexico to protect jobs for U.S. workers. 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	Mexican repatriation policies were associated with concerns over unemployment and access to social welfare, not the purchasing of property.
	Option C is incorrect	Foreign language classes have been available in U.S. schools since the colonial period. Mexican repatriation policies were associated with concerns over unemployment and access to social welfare, not language education.
	Option D is incorrect	Mexican repatriation policies were associated with concerns over unemployment and access to social welfare, not the role of religion in U.S. society.

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Item#	Rationale	
4	Option A is correct	In the 2000 election, Green Party candidate Ralph Nader focused on corporate power and the need for campaign finance reform. These issues were popular among the public. As a result, Democrat Party candidate Al Gore began including these topics in his campaign. 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	While Ralph Nader did not receive any Electoral College votes, he did receive almost 2.9 million popular votes (2.7%), which did influence the outcome of the 2000 presidential election.
	Option C is incorrect	Ralph Nader’s candidacy did not decrease the media coverage given to major-party candidates, as media outlets give more attention to the major parties over third parties.
	Option D is incorrect	Ralph Nader did not receive any Electoral College votes. He received 2.9 million popular votes out of the approximately 104 million votes cast.

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Item#	Rationale	
5	Option B is correct	Direct U.S. involvement in World War II during the 1940s involved many actions to support the war effort, which included increased military enlistment, more women in the workforce, and increased industrial production. For this item, the student applies critical-thinking skills to categorize information.
	Option A is incorrect	The Spanish-American War lasted from April to July 1898. It is characterized by sensationalist newspaper reports and naval battles. Full military and industrial mobilization did not occur during this war.
	Option C is incorrect	The Roaring 1920s is characterized by economic growth and prosperity, the increased popularity of jazz music, and a consumer culture. This period immediately followed World War I, and the United States turned its focus to domestic activities.
	Option D is incorrect	The Great Depression is characterized by mass unemployment, declines in industrial production, and increases in poverty and homelessness. This was an interwar period through the 1930s where the United States focused on stabilizing its economy.

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6	Option A is correct	During World War II, the age for the military draft was lowered to 18 years of age. Throughout the United States, the voting age was between 18 and 21. During the Vietnam War, many people were concerned that young men were old enough to be drafted into the military but not old enough to vote. As a result, in 1971, the Twenty-Sixth Amendment to the U.S. Constitution was ratified. It lowered the voting age of U.S. citizens from 21 to 18 years of age. For this item, the student draws inferences to make a conclusion.
	Option B is incorrect	Soldiers can defend their ability to protest because of the First Amendment to the U.S. Constitution. This option does not have a connection between the Vietnam War and the passage of the Twenty-Sixth Amendment, which lowered the voting age to 18.
	Option C is incorrect	Bringing U.S. troops home was a common theme during the Vietnam War; however, it is not connected to the passage of the Twenty-Sixth Amendment, which lowered the voting age to 18.
	Option D is incorrect	Concerns about the socioeconomic inequities of the draft existed during the Vietnam War; however, it is not connected to the passing of the Twenty-Sixth Amendment, which lowered the voting age to 18.

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Item#	Rationale	
7	Options “U.S. government supports Israel” and “the fuel shortage crisis begins” are correct	In the 1970s, the U.S. government announced its support of Israel. This caused the Organization of the Petroleum Exporting Countries (OPEC) members to announce a production embargo, which led to the start of the fuel shortage crisis in America. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option “Disputes occur over Israeli control of the Sinai Peninsula” is correct	In the 1970s, disputes arose between Israel and Egypt over Israeli control of the Sinai Peninsula. This led to President Jimmy Carter brokering a long-term peace treaty known as the Camp David Accords between the two countries. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option “Terrorist attack occurs on U.S. Marines in Lebanon” is correct	During the Lebanese Civil War, which involved Arab-Israeli conflicts in Lebanon, UN peacekeeping forces were sent to the area to enforce a ceasefire agreement between Israel and the Palestine Liberation Organization (PLO). As part of the U.S. peacekeeping forces, the U.S. Marines were sent to Lebanon and suffered a terrorist attack. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.

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8	Option A is correct	John Adams’s letter describes the idea that despite the differences among the American colonies, they were brought together under a common goal to declare independence from Great Britain. This unification symbolizes e pluribus unum, which is Latin for “Out of many, one.” For this item, the student applies critical-thinking skills to analyze a primary source to acquire information to answer a historical question.
	Option B is incorrect	The 13 British North American colonies were established starting in 1607. They were separate entities with individual “Customs, Manners and Habits.” They were not one country that divided into many, which is the opposite of e pluribus unum.
	Option C is incorrect	Adams acknowledges that there were differences among the colonies that made unity difficult; however, America was not loyal to the British. The colonies exemplified e pluribus unum when they set aside their differences to defeat the British.
	Option D is incorrect	“Out of many, one” indicates that strength and unity, not weakness, come from many sources working together. The colonies exemplified e pluribus unum when they set aside their differences and came together to defeat the British.

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Item#	Rationale	
9	Option B is correct	The U.S. government believed that a communist victory in the Greek civil war would endanger political stability in Greece, Turkey, and the Middle East. As a result, the United States provided military and economic assistance to Greece and Turkey to help preserve democracy in the region. 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	An ideological and political rivalry between the democratic United States and the communist Soviet Union began after World War II. The two countries did not make an alliance for joint control of Greece and Turkey.
	Option C is incorrect	The U.S. government had been monitoring the situation in Greece and worked with its British allies to have the United States take over responsibility in this area. The U.S. government did not impose economic sanctions against the British government after it withdrew economic and military aid from Greece and Turkey.
	Option D is incorrect	The U.S. government sent military and economic assistance to Greece and Turkey. It did not send military troops to end the civil war in Greece.

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Item#	Rationale	
10	Option B is correct	During Hurricane Katrina, many human-made levees in New Orleans failed, causing flood waters to enter many homes and businesses.
	Option A is incorrect	Hurricanes have high winds that damage the roofs of homes and businesses; however, the levee failures resulted in widespread flooding in New Orleans during Hurricane Katrina.
	Option C is incorrect	During Hurricane Katrina, New Orleans experienced power outages because of widespread flooding from levee failures, not rising temperatures.
	Option D is incorrect	During Hurricane Katrina, New Orleans experienced widespread flooding from levee failures due in large part to the storm surge; however, the storm surge did not cause widespread destruction of ships in New Orleans.

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Item#	Rationale	
11	Option A is correct	The American Liberty League’s mission differed from New Deal policies. As evidenced by the excerpt, the League’s focus during the Great Depression was on individual rights and rights related to property and business. This organization believed the government should focus on providing support to business ventures and protecting property rights. The New Deal did not limit its focus to property owners and encouraging business ventures. 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	The American Liberty League targeted residents who owned property, not those considered to be of a lower class who were unable to afford property. Property rights and government support for business ventures would have been very important to upper-class residents.
	Option C is incorrect	The American Liberty League’s mission differed from New Deal policies. As evidenced by the excerpt, the organization believed the government should focus on providing support to business ventures and protecting property rights. The New Deal did not limit its focus to property owners and encouraging business ventures.
	Option D is incorrect	The excerpt refers to property owners; it does not address rural farmworkers or urban factory laborers.

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Item#	Rationale	
12	Option A is correct	The creation of NASA resulted in increased federal investment in research and development. This, in turn, contributed to the expansion of preexisting industries and the establishment of new tech-driven industries that benefited the economy.
	Option B is incorrect	While the military draft expanded during the 1960s, this was not the result of increased satellite launches.
	Option C is incorrect	NASA is a government-funded program and did not reduce taxes.
	Option D is incorrect	The government did not directly control the information or technology sectors, and its contributions through research and development encouraged competition.

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Item#	Rationale	
13	Option “the end of compromise with tyranny and the forces of oppression” is correct	President Roosevelt describes a shift of U.S. policy away from isolationism through an “end of compromise” with countries that use “tyranny and the forces of oppression.” For this item, the student applies critical-thinking skills to analyze a speech to acquire information to answer a historical question.
	Option “Every plane, every other instrument of war, old and new, every instrument that we can spare now, we will send overseas” is correct	President Roosevelt describes a shift of U.S. policy away from isolationism through the lend-lease policy by sending different weapons to the democracies of the world fighting dictatorships. For this item, the student applies critical-thinking skills to analyze a speech to acquire information to answer a historical question.
	Option “Nazi forces are not seeking mere modifications in colonial maps or in minor European boundaries” is incorrect	President Roosevelt’s description of the intent of “Nazi forces” does not describe a shift of U.S. policy away from isolationism.
	Option “We have just now engaged in a great debate” is incorrect	President Roosevelt’s statement that there had been a debate does not describe a shift of U.S. policy away from isolationism.
	Option “We believe firmly that when our production output is in full swing” is incorrect	President Roosevelt’s description of planned increased industrial output does not describe a shift of U.S. policy away from isolationism.

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Item#	Rationale	
14	Option D is correct	The Great Depression affected the ability of state governments to respond to the needs of their citizens. State governments accepted money from the federal government to meet the needs of their citizens, but they were ultimately responsible for maintaining the administration of the programs that they accepted money for. For this item, the student applies critical-thinking skills to summarize information.
	Option A is incorrect	The Great Depression affected the ability of state governments to respond to the needs of their citizens. State governments accepted money from the federal government to meet the needs of their citizens.
	Option B is incorrect	State governments did not agree to let the federal government nationalize industries; rather, state governments accepted money from the federal government to meet the needs of their citizens.
	Option C is incorrect	State governments did not stop the federal government from collecting federal income taxes; rather, state governments accepted money from the federal government to meet the needs of their citizens.

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Item#	Rationale	
15	Option C is correct	The enactment of the Emergency Highway Energy Conservation Act, signed into law by President Nixon, lowered the speed limit to 55 miles per hour. There were many other voluntary acts that the people of the United States also engaged in to reduce energy consumption. For this item, the student is analyzing a primary source to answer a historical question.
	Option A is incorrect	The oil crisis of the 1970s was caused in part by a large reliance on foreign oil imports from OPEC nations.
	Option B is incorrect	As a capitalist country, the United States has not nationalized the energy industry.
	Option D is incorrect	The United States' resources were limited, which would have prevented them from exporting oil and further reduced the domestic oil supply.

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Item#	Rationale	
16	Option B is correct	Of the songs in the top 100 that were related to the Vietnam War, the majority occurred between 1965 and 1970, when the number of U.S. soldiers in Vietnam was highest and the anti-war movement had gained more support. For this item, the student applies critical-thinking skills to analyze a graph to acquire information to answer a historical question.
	Option A is incorrect	Most protest songs against the Vietnam War peaked on the charts in 1970 but had increased in popularity as U.S. involvement intensified in the 1960s. The popularity of these songs was highest in 1970, not in 1975 when U.S. troops withdrew.
	Option C is incorrect	The Vietnam War began in 1955; the popularity of these songs did not start with the early years of the war. As evidenced by the graph, the number of songs related to this war was highest in 1970, when the number of U.S. soldiers deployed to Vietnam was high and the anti-war movement was popular.
	Option D is incorrect	The graph does not provide evidence to support the claim that these songs related to the Vietnam War were used to recruit soldiers. The popularity of these songs was highest in 1970, not in 1975 when U.S. troops withdrew.

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Item#	Rationale	
17	Option C is correct	President Roosevelt wanted to add one new justice to the Supreme Court for every justice over the age of 70 who had served on the court for more than 10 years. This “court-packing attempt” would have increased the number of justices from nine to fifteen. For this item, the student applies critical-thinking skills to analyze a speech to acquire information to answer a historical question.
	Option A is incorrect	Conservative justices on the Supreme Court were who President Roosevelt wanted to replace, as they were declaring his New Deal legislation unconstitutional.
	Option B is incorrect	President Roosevelt wanted to keep his New Deal legislation, such as the National Recovery Act, intact even though the Supreme Court had declared such programs to be unconstitutional.
	Option D is incorrect	President Roosevelt did not want to increase the number of clerks assigned to the Supreme Court justices, nor did the number of clerks have anything to do with Congress.

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Item#	Rationale	
18	Score 2 points for correct answers that address both:	<p><u>Effects of the executive order:</u></p> <p>Many people were forced into Japanese internment camps.</p> <p>Many people were forced to live in primitive and cramped conditions.</p> <p>Many people were forced to sell most of their personal possessions.</p> <p>Many people were forced to sell their property, including homes, businesses, and farms.</p> <p>Many internees were either U.S. citizens or Nisei, sons or daughters of Japanese immigrants.</p> <p><u>Constitutional rights violations:</u></p> <p>Internees were not formally charged and, as a result, could not appeal their incarceration.</p> <p>Internees lost their personal liberties.</p> <p>The government sacrificed individual rights for perceived public safety.</p> <p>The internment was racially motivated, as internment was not mandated for other enemies such as German Americans and Italian Americans.</p> <p>Due process rights were ignored.</p> <p>Violations of the Fourteenth Amendment: “nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the law.”</p>
	Score 1 point:	Response provides only half of the correct details.
	Score 0 points:	Does not provide a response, or the response is incorrect or irrelevant.

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Item#	Rationale	
19	Option C is correct	Television has been an important way that American culture has diffused around the world. The claim in this option is supported by the description of an isolated, nomadic tribe making the effort to watch a show from the United States. 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	While there may be foreigners who develop negative opinions of how Americans are portrayed on television, the excerpt does not support the claim.
	Option B is incorrect	While there may be international aid organizations that prioritize sharing American culture through television, the excerpt does not support the claim.
	Option D is incorrect	There is no evidence in the excerpt to support the claim that American television shows are less influential globally now than they were in the twentieth century.

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Item#	Rationale	
20	Option C is correct	The Immigration and Nationality Act of 1965 abolished the federal quota system that limited immigration from outside Western Europe since the 1920s. As the table shows, immigration from China and Mexico increased between 1960 and 2000, while immigration from Italy decreased. For this item, the student applies critical-thinking skills to acquire information to answer a historical question.
	Option A is incorrect	Trade agreements did not prevent or ban immigration to the United States during this time.
	Option B is incorrect	There were no specific military conflicts that took place during these years that prevented immigration from these countries.
	Option D is incorrect	There is no trend between the climate of the countries listed, and no change in climate occurred during the time period shown.

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Item#	Rationale	
21	Option “The Panama Canal increased global trade” is correct	The Big Stick policy involved using negotiation under the threat of military force to favor U.S. interests. President Roosevelt negotiated an agreement that gave the United States control of the Panama Canal following support of a revolt against the Colombian government. For this item, students analyze information using chronology and categorization to identify the correct answers.
	Option “The United States sent troops to Caribbean countries” is correct	The Big Stick policy involved using negotiation under the threat of military force to favor U.S. interests. President Roosevelt sent troops to several Caribbean countries to stabilize those countries. For this item, students analyze information using chronology and categorization to identify the correct answers.
	Option “The Great White Fleet sailed around the world” is correct	The Big Stick policy involved using negotiation under the threat of military force to favor U.S. interests. President Roosevelt sent the Great White Fleet to demonstrate U.S. strength. For this item, students analyze information using chronology and categorization to identify the correct answers.
	Option “The United States fought the Spanish-American War” is incorrect	The Big Stick policy involved using diplomacy, not war, to benefit the United States, and the Spanish-American War made it possible for President Roosevelt to use his Big Stick policy.
	Option “The Transcontinental Railroad improved communications” is incorrect	Completion of the Transcontinental Railroad is an example of domestic policy, not foreign policy.
	Option “The United States entered World War I” is incorrect	World War I occurred after Roosevelt’s presidency and is an example of using military force to fight a war rather than using diplomacy to serve U.S. interests.

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Item#	Rationale	
22	Option B is correct	The establishment of national parks in the United States centered around the preservation of natural resources. For this item, the student analyzes information through cause-and-effect relationships.
	Option A is incorrect	The establishment of national parks in the United States centered around the preservation of natural resources. The effects of climate change were not associated with the activities of the U.S. National Park Service regarding their establishment.
	Option C is incorrect	The goal of these conservation efforts was not to give the central government access to fossil fuel resources but to preserve the natural environment.
	Option D is incorrect	The establishment of national parks in the United States centered around the preservation of natural resources, not intervention targeting remote areas at risk for flooding. U.S. national parks were established in a variety of states with different environments.

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Item#	Rationale	
23	Option D is correct	The overproduction of crops caused crop prices to drop. This was compounded by increased competition from European farmers who re-entered the world market after years of absence during World War I. These trends led to decreased agricultural profits which, in turn, resulted in decreased employment of farmworkers, contributing to the Great Depression. Hoping to protect U.S. farmers from foreign competition, U.S. leaders enacted the Smoot-Hawley Tariff, which taxed foreign goods. Foreign countries responded by enacting their own tariffs on U.S. goods. This caused decreased demand for U.S. goods, resulting in a further decrease of profits and employment and the continuation of the Great Depression. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option A is incorrect	Industrial and agricultural production outstripped consumer demand. It did not cause consumer demand to rise.
	Option B is incorrect	The overproduction of crops was encouraged by stock market speculation.
	Option C is incorrect	Overproduction ultimately contributed to increased unemployment, but not inflation rates.

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Item#	Rationale	
24	Option A is correct	The federal government responded to the 1963 March on Washington for Jobs and Freedom by passing legislation prohibiting discrimination in public places. The passage of the Civil Rights Act of 1964 prohibited discrimination in public accommodations and federally funded programs. It also prohibited discrimination based on race, color, religion, sex, or national origin. For this item, the student applies critical-thinking skills to analyze information.
	Option B is incorrect	While President Truman signed an executive order to desegregate the military as the result of pressure from civil rights leaders, this was not in response to the 1963 March on Washington for Jobs and Freedom.
	Option C is incorrect	While the Supreme Court ordered the end to segregated schools as the result of pressure from civil rights leaders, this was not in response to the 1963 March on Washington for Jobs and Freedom.
	Option D is incorrect	While the Fifteenth Amendment was proposed and ratified as the result of pressure from civil rights leaders, this was not in response to the 1963 March on Washington for Jobs and Freedom.

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Item#	Rationale	
25	Option D is correct	Buddy Holly, Chuck Berry, and Elvis Presley were all influenced by the music of African Americans. All three were influenced by the African American rhythm and blues style of the American South. In many cases, white performers sang cover songs originally performed by African Americans and brought the style to a larger white audience.
	Option A is incorrect	Buddy Holly, Chuck Berry, and Elvis Presley were not folk artists; they are associated with 1950s–60s rock and roll.
	Option B is incorrect	Buddy Holly, Chuck Berry, and Elvis Presley are most often associated with 1950s–60s rock and roll, not ragtime.
	Option C is incorrect	Country and western music originated in the South. Rock and roll musicians such as Buddy Holly, Chuck Berry, and Elvis Presley did not help bring country and western music to the South.

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Item#	Rationale	
26	Option B is correct	During the War on Drugs, the result of using drugs was often arrest and imprisonment, which resulted in a spike in the number of people arrested for drug offenses in the United States. For this item, the student applies critical-thinking skills by analyzing a primary source to answer a historical question.
	Option E is correct	As racial disparities in arrests became known to the public, there was increasing backlash against the War on Drugs throughout the 1990s. For this item, the student applies critical-thinking skills by analyzing a primary source to answer a historical question.
	Option A is incorrect	The drug war focused on illegal drugs and did not increase regulations on pharmaceutical companies.
	Option C is incorrect	While the War on Drugs did provoke protests, they did not occur on the scale witnessed during the Vietnam War or the Civil Rights Movement.
	Option D is incorrect	There was no conflict about the increase in power of the presidency based on the War on Drugs.

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Item#	Rationale	
27	Option C is correct	By scheduling the Votes for Women Inaugural Parade close to the date of a presidential inauguration, the women’s suffrage movement hoped to draw more public attention to its cause. For this item, the student applies critical-thinking skills to analyze a primary source, a woman’s suffrage leaflet, to answer a historical question.
	Option A is incorrect	The excerpt does not mention the use of a boycott to draw attention to the women’s suffrage movement. The protest march advertised in the leaflet was organized to draw the public’s attention to the movement.
	Option B is incorrect	The excerpt does not mention any struggles experienced by organizers of the march who were responsible for bringing activists together.
	Option D is incorrect	The excerpt does not mention the use of illegal actions to force the American public to recognize the demand for women’s suffrage. The right to assemble and protest peacefully is federally protected.

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Item#	Rationale	
28	Option “business loans” is correct	The Economic Opportunity Act of 1964 provided adult education and other benefits, such as loans (e.g., for businesses) to be paid directly to individuals. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option “savings plans” is incorrect	Savings plans were not part of the Economic Opportunity Act of 1964.
	Option “corporate tax breaks” is incorrect	The Economic Opportunity Act of 1964 created a government agency that attempted to directly help those in poverty, not aid corporations via tax breaks.
	Option “reduction in poverty rate” is correct	The Economic Opportunity Act of 1964 was a significant part of the War on Poverty and helped reduce poverty rates. For this item, the student applies critical-thinking skills to identify a cause-and-effect relationship.
	Option “decline in job growth” is incorrect	The Economic Opportunity Act of 1964 helped spur job growth in minority communities.
	Option “decrease in government spending” is incorrect	The Economic Opportunity Act of 1964 led to increased government spending to fight poverty.

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Item#	Rationale	
29	Option A is correct	Following Iraq’s invasion and annexation of Kuwait, an allied group of countries attacked Iraqi forces to liberate Kuwait. The United States took the leading role to gather the necessary coalition of countries and provided the bulk of military forces deployed to successfully defeat and force Iraq from Kuwait. For this item, the student uses critical-thinking skills to analyze information and apply chronology.
	Option B is incorrect	While hostages were taken at the U.S. Embassy in Iran in the late 1970s, this did not occur in Iraq following Iraq’s invasion and annexation of Kuwait.
	Option C is incorrect	While Korea and Vietnam were countries that were divided as a result of U.S. foreign policy, Iraq was not divided into a democratic country and a communist country following Iraq’s invasion and annexation of Kuwait.
	Option D is incorrect	While different countries of the United Nations criticized Iraq’s actions, they did not vote to remove Iraq from membership in the United Nations.

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Item#	Rationale	
30	Option C is correct	The Bessemer process was used to remove impurities from iron allowing for the mass production of steel, which was much stronger than iron. Steel was stronger and ultimately cheaper to produce and could be used in a wide array of products from rails to bridge spans to the tallest buildings.
	Option A is incorrect	The Bessemer process relied on iron ore to produce steel, so the demand for iron and iron ore increased, and more iron mines opened.
	Option B is incorrect	The Bessemer process did not have any effect on the increase in telephone lines and reducing the time to communicate over long distances.
	Option D is incorrect	The Bessemer process did not have any effect on the development of vaccines that lowered the cost of medical care.

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Item#	Rationale	
31	Part A	
	Option B is correct	Minority women continued to fight for rights denied to them based on their race and ethnicity. For this item, the student applies critical-thinking skills by analyzing a secondary source to answer a historical question.
	Option A is incorrect	Women still found many inequalities in society, including a pay gap and gender discrimination.
	Option C is incorrect	Women began to win elections and serve in government.
	Option D is incorrect	More women attended institutes of higher education than before World War I.
	Part B	
	Option C is correct	This proves that black women were excluded from the benefits of the amendment and had to continue to fight for their rights. For this item, the student applies critical-thinking skills by analyzing a secondary source to answer a historical question.
	Option A is incorrect	This does not support the effect that women of color still fought for their rights.
	Option B is incorrect	This does not support the effect that women of color still lacked equality and had to continue the fight for their rights.
	Option D is incorrect	This does not support the effect that women of color still fought to exercise their rights.

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Item#	Rationale	
32	Option A is correct	As a result of the 1954 Geneva Conference, the United States gradually sent financial and military aid to South Vietnam because it was under threat from communist North Vietnam. For this item, the student applies critical-thinking skills to analyze a map to answer a historical question.
	Option B is incorrect	U.S. foreign policy following the 1954 Geneva Conference did not include sending economic and industrial aid to North Vietnam, as this country was already under communist control.
	Option C is incorrect	U.S. foreign policy following the 1954 Geneva Conference did not include efforts to unify South Vietnam and Cambodia.
	Option D is incorrect	U.S. foreign policy following the 1954 Geneva Conference did not include the use of military force to restore French rule in Laos and North Vietnam.

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Item#	Rationale	
33	Option A is correct	Governor Faubus was a segregationist who defied a federal court order calling for the end of racial segregation in schools. He ordered the Arkansas National Guard to “prevent violence” by blocking the access of nine African American students to Little Rock
	Option B is incorrect	Governor Faubus supported segregation and actively worked against civil rights legislation during the 1950s.
	Option C is incorrect	Governor Faubus was not in support of increasing federal regulation of business during the 1950s.
	Option D is incorrect	Governor Faubus did not strongly support the elimination of the poll tax during the 1950s.

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Item#	Rationale	
34	Option D is correct	Promoting economic recovery was a motivation to repeal the Eighteenth Amendment during the Great Depression. Tax revenue and jobs in the legal alcohol industry would benefit the government tax base and provide needed employment.
	Option A is incorrect	While removing protective tariffs would reduce government revenue, protective tariffs were not removed in the 1920s, nor was this a motivation for repealing the Eighteenth Amendment.
	Option B is incorrect	While there was rationing of agricultural goods during World War II, this was not a motivation for repealing the Eighteenth Amendment.
	Option C is incorrect	While many leaders advocated for reducing the federal deficit after the end of the Cold War, this was not a motivation for repealing the Eighteenth Amendment.

2023 STAAR U.S. History Rationales

Item#	Rationale	
35	Option “Separating governmental powers” is included in the original U.S. Constitution	Article I establishes legislative powers. Article II establishes the executive powers. Article III establishes the judicial powers. For this item, the student applies critical-thinking skills by categorizing information.
	Option “Establishing a court system” is included in the original U.S. Constitution	Article III establishes the judicial powers and creates a supreme court and such inferior courts as Congress may establish.
	Option “Allowing peaceful protests” was added through the Bill of Rights	The First Amendment provides the right of the people peaceably to assemble.
	Option “Providing access to a trial by jury” was added through the Bill of Rights	The Sixth Amendment provides the accused with the right to a speedy and public trial by an impartial jury of their peers.

2023 STAAR U.S. History Rationales

Item#	Rationale	
36	Option A is correct	Calculating that losses in an invasion of the Japanese mainland could be in the hundreds of thousands, the United States chose to drop the atomic bomb in order to lessen further losses of American troops. For this item, the student applies critical-thinking skills by analyzing a photograph to answer a historical question.
	Option B is incorrect	The war in Europe ended on May 8, 1945, while the Battle of Okinawa raged from April to June. The Germany-first policy had been decided at the beginning of the war.
	Option C is incorrect	The U.S. policy was to encourage a Soviet declaration of war against Japan, until the atomic bombs were dropped on Japan.
	Option D is incorrect	The U.S. government interned Japanese Americans because it questioned their loyalty; it was not a tactic used as a result of the Battle of Okinawa.

2023 STAAR U.S. History Rationales

Item#	Rationale	
37	Score 2 points for correct answers that include one reference to Part A and one reference to Part B	<p>A: Why was there a boycott?</p> <p>The NAACP used Parks' arrest to encourage a bus boycott in order to bring attention to the segregation of Montgomery public transportation.</p> <p>B: How did the boycott affect the Civil Rights Movement?</p> <p>Her actions sparked further protests in other regions.</p> <p>Her actions sparked support from other regions.</p> <p>She galvanized other activists.</p> <p>She inspired other activists.</p>
	Score 1 point	The response provides only half of the correct details.
	Score 0 points	The response is incorrect or irrelevant.

2023 STAAR U.S. History Rationales

Item#	Rationale	
38	Option C is correct	Following the end of World War II, consumerism in the United States increased and directly led to an increase in the number of televisions sold. For this item, the student applies critical-thinking skills to analyze a time line to identify a cause-and-effect relationship.
	Option A is incorrect	Widespread support for civil rights legislation is not directly associated with increasing the number of households that owned a television after World War II.
	Option B is incorrect	Increased public trust in U.S. political parties was not directly associated with increasing the number of households that owned a television after World War I.
	Option D is incorrect	Although greater access to a college education for soldiers returning from World War II did lead to new job skills, consumerism led to an increase in the number of televisions sold following the end of World War II.

2023 STAAR U.S. History Rationales

Item#	Rationale	
39	Option B is correct	After the Spanish-American War in 1898, the United States captured Guam. This led to the United States securing its presence in the Pacific Ocean and on the world stage. For this item, the student uses critical-thinking skills to analyze the letter to acquire information to answer a historical question.
	Option A is incorrect	The United States employed Dollar Diplomacy in Latin America beginning in 1909, not during or as a result of the Spanish-American War of 1898.
	Option C is incorrect	While the Spanish-American War demonstrated U.S. naval superiority in the Caribbean Sea, it was not a result of the acquisition of Guam.
	Option D is incorrect	The Open Door Policy involved U.S. foreign policy in China, not Guam.

2023 STAAR U.S. History Rationales

Item#	Rationale	
40	Option B is correct	The Tuskegee Airmen were significant for overcoming racial barriers and discrimination to successfully serve and prove their fitness as fighter pilots in the European Theater during World War II.
	Option A is incorrect	While new tactics for aerial combat were introduced during World War II, the Tuskegee Airmen were not involved in this development.
	Option C is incorrect	While the pilots who flew the airplanes that dropped atomic bombs did receive criticism, the Tuskegee Airmen were not involved in this event.
	Option D is incorrect	While pilots who flew nighttime aerial reconnaissance missions did gather valuable information, the Tuskegee Airmen were not involved in this event.

2023 STAAR U.S. History Rationales

Item#	Rationale	
41	Option C is correct	President Bill Clinton was not convicted by the U.S. Senate in his impeachment trial. Though some people questioned the morality of President Clinton’s actions, they believed his private actions did not warrant the impeachment trial. For this item, the student uses critical-thinking skills to analyze information to summarize an argument.
	Option A is incorrect	High-level government officials, including elected leaders, are not exempt from the rule of law.
	Option B is incorrect	The articles of impeachment against President Clinton were associated with perjury, not national security.
	Option D is incorrect	Although bribery and corruption were not elements of the Clinton scandal, they remain violations that required investigation by a special counsel.

2023 STAAR U.S. History Rationales

Item#	Rationale	
42	Option B is correct	President Truman was speaking about the Korean War and why it was necessary to enter the war to support South Korea. 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	Advisors were first sent to Vietnam by President Truman in 1950, but this excerpt is referencing the Korean War.
	Option C is incorrect	There was not a naval blockade of China by the United States under Truman.
	Option D is incorrect	The space race would not truly begin until later in the 1950s.

2023 STAAR U.S. History Rationales

Item#	Rationale	
43	Option "Vietnam" is correct	Kent State University students were protesting continued U.S. involvement in the Vietnam War. For this item, the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option "Korean" is incorrect	The students were protesting U.S. involvement in the Vietnam War, not the Korean War.
	Option "Persian Gulf" is incorrect	The students were protesting U.S. involvement in the Vietnam War, not the Persian Gulf War.
	Option "weakened public support for the war" is correct	When Ohio National Guard troops fired on the crowd at Kent State, four students were shot, which helped weaken public support for the Vietnam War. For this item, the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option "strengthened U.S. resolve to win the war" is incorrect	The incident did not strengthen resolve to win the war; it led to weaker public support for continuing the war.
	Option "strengthened support for the U.S. government" is incorrect	The incident did not strengthen support for the U.S. government; it weakened public support for continuing the war.
	Option "weakened the anti-war movement" is incorrect	The incident did not weaken the anti-war movement; instead, it helped weaken public support for continuing the war.

2023 STAAR U.S. History Rationales

Item#	Rationale	
44	Option D is correct	Asian American citizens had historically been subjected to intense racism and stereotyping. Bruce Lee’s popularity and the popularity of his martial-arts films helped present Asian Americans more positively. For this item, the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	While Bruce Lee was significant for changing perceptions about Asian Americans, his accomplishments did not lead to a decline in employment in industries traditionally dominated by Asian Americans.
	Option B is incorrect	While Bruce Lee confronted the racism he experienced, his achievements did not represent an expansion of the Civil Rights Movement.
	Option C is incorrect	Bruce Lee was known for his depictions of Asian Americans in film, not for representing greater political advancement for Asian Americans.

2023 STAAR U.S. History Rationales

Item#	Rationale	
45	Option B is correct	President Truman cited concerns of anticipated strong Japanese resistance resulting in heavy U.S. casualties as reasons for using atomic bombs instead of invading Japan.
	Option A is incorrect	President Truman’s decision to use atomic bombs was not influenced by the island-hopping campaign or by a change in U.S. public opinion.
	Option C is incorrect	President Truman’s decision to use atomic bombs was not influenced by the destruction of U.S. Navy ships or by the failure of the Allies to send reinforcements.
	Option D is incorrect	President Truman’s decision to use atomic bombs was not influenced by the need to move supplies from the Pacific to Europe, as the war in Europe had ended about four months earlier.

2023 STAAR U.S. History Rationales

Item#	Rationale	
46	Option B is correct	Decreased income tax rates did cause more people to keep more of their money, allowing them to spend their extra money on consumer goods. During the 1920s, Presidents Harding and Coolidge were pro-business with few government regulations and lower taxes. For this item, the student uses critical-thinking skills to analyze a graph to acquire information to answer a historical question.
	Option A is incorrect	Decreased income tax rates did not cause people to pay higher interest rates on bank loans.
	Option C is incorrect	Decreased income tax rates did not cause a reduction in deficit spending.
	Option D is incorrect	Decreased income tax rates did not cause the government to reduce stock-market regulation.

2023 STAAR U.S. History Rationales

Item#	Rationale	
47	Option A is correct	American Indian children were sent to boarding schools to learn a trade and American culture in hopes they would spread these ideas about Americanization back to their tribes.
	Option E is correct	The Dawes Act divided tribal lands into individual parcels in the hope of dividing tribal ties and enabling American Indians to develop the idea of private ownership of land and other American cultural ideas.
	Option B is incorrect	The government wanted American Indians to replace their culture with non-Indian culture, and American Indian culture was not celebrated.
	Option C is incorrect	Although life was difficult, American Indians could still access basic goods.
	Option D is incorrect	American Indians were relocated to western lands in the early nineteenth century.

2023 STAAR U.S. History Rationales

Item#	Rationale	
48	Option B is correct	The excerpt describes the effect of segregation laws on Mexican Americans. At this time, there was widespread enactment of segregation laws by states, which determined access to public facilities according to race. 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 excerpt describes the effect of segregation laws on Mexican Americans, not the Navajo Code Talkers, who are associated with World War II and who did not set a legal precedent for Mexican Americans.
	Option C is incorrect	The excerpt describes the effect of segregation laws on Mexican Americans; it does not refer to prohibition laws.
	Option D is incorrect	The excerpt describes the effect of segregation laws on Mexican Americans. Deportations affecting Mexican Americans during the Great Depression were a result of rising unemployment, not segregation.

2023 STAAR U.S. History Rationales

Item#	Rationale	
49	Option C is correct	Improved water-purification, computing, and global search-and-rescue systems happened as a result of the U.S. government investing funds into aerospace technology. For this item, the student applies critical-thinking skills to identify cause-and-effect relationships.
	Option A is incorrect	The improvements from the list were not developed as a result of upgraded telecommunication infrastructure.
	Option B is incorrect	Government-funded tax incentives for automobile companies did not lead to the improved systems listed.
	Option D is incorrect	The government did not provide subsidies to agricultural businesses that resulted in the developments listed.

2023 STAAR U.S. History Rationales

Item#	Rationale	
50	Option B is correct	The people in line in the cartoon represent wealthy business owners in the upper class of society who were faced with paying taxes. For this item, the student applies critical-thinking skills to analyze a political cartoon to acquire information to answer a historical question.
	Option A is incorrect	The people in line in the cartoon do not represent poor immigrant workers in the lower class of society.
	Option C is incorrect	The people in line in the cartoon do not represent moderate-income professionals in the middle class of society.
	Option D is incorrect	The people in line in the cartoon do not represent elected government officials who represent all classes of society.

2023 STAAR U.S. History Rationales

Item#	Rationale	
51	Option D is correct	Gas masks were developed to protect soldiers from chlorine and mustard gases, chemical weapons used by German forces on the Western Front during World War I.
	Option A is incorrect	The masks were used to prevent soldiers from ingesting chemical gases such as chlorine and mustard gases.
	Option B is incorrect	The purpose of masks was to protect against chemical gases.
	Option C is incorrect	The trenches were filled with terrible odors, but that was not the reason for the protective masks.

2023 STAAR U.S. History Rationales

Item#	Rationale	
52	Option A is correct	The Moral Majority was a political movement rooted in Christianity and saw a need for religion to play a larger role in public life.
	Option B is incorrect	The Moral Majority was conservative and advocated for traditional family structures.
	Option C is incorrect	The Moral Majority opposed the Equal Rights Amendment.
	Option D is incorrect	The Moral Majority was a conservative organization that did not support liberal court rulings.

2023 STAAR U.S. History Rationales

Item#	Rationale	
53	Option B is correct	Workers most effectively addressed labor issues by organizing and participating in the labor movement and joining labor unions. 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	Workers were able to address the labor issues described in the excerpt by joining labor unions, which gave them bargaining power. Attempts to seize the means of production from business owners did not prove as effective.
	Option C is incorrect	Investigations into child labor were primarily done by the national and state child labor committees. The excerpt does not describe the use of child labor but rather inconsistent employment, low wages, and the poor treatment of workers.
	Option D is incorrect	Workers were able to more effectively address the labor issues described in the excerpt by joining labor unions with bargaining power. Worker protests calling for the elimination of tariffs did not prove as effective.

2023 STAAR U.S. History Rationales

Item#	Rationale	
54	Part A	
	Option B is correct	World War II affected the workforce because women found more opportunities in the workforce while men were away at war. For this item, the student uses critical-thinking skills to analyze a primary source to acquire information to answer historical questions.
	Option A is incorrect	The mobilization of jobs during World War II encouraged some women to seek jobs.
	Option C is incorrect	During World War II, unemployed men were prioritized for manufacturing jobs, but they did not need prior experience.
	Option D is incorrect	Although the excerpt mentions training, access to higher education was not a business priority during World War II.
	Part B	
	Option C is correct	This phrase highlights incentives necessary for employers who may have discriminated based on gender in the past. For this item, the student uses critical-thinking skills to analyze a primary source to acquire information to answer historical questions.
	Option A is incorrect	This phrase provides context to the labor situation at the beginning of World War II, but it does not support the answer to Part A.
	Option B is incorrect	This phrase describes workers during the conversion to a wartime economy, but it does not support the correct answer to Part A.
	Option D is incorrect	This phrase describes the training of new workers, but it does not support the correct answer to Part A.

2023 STAAR U.S. History Rationales

Item#	Rationale	
55	Option B is correct	The U.S. government has given the reason that Israel is one of the few democracies in the Middle East as to why it supports Israel.
	Option A is incorrect	While Israel and NATO often have similar foreign-policy goals, Israel is not a petroleum-exporting country, and Israel did not provide NATO countries with any oil.
	Option C is incorrect	While the territory that would become Israel was part of the Allied countries during World War II, that is not a reason the U.S. government has given for supporting Israel.
	Option D is incorrect	While Israel does import large amounts of consumer goods, that is not a reason the U.S. government has given for supporting Israel.

2023 STAAR U.S. History Rationales

Item#	Rationale	
56	Option B is correct	The value of popular sovereignty in a constitutional republic is demonstrated when citizens vote for or elect other people to represent them and to make laws on their behalf. For this item, the student uses critical-thinking skills to analyze primary documents to acquire information to answer a historical question.
	Option A is incorrect	Unlike a direct democracy that requires the people to gather in one place, the United States is too large and spread out for its citizens to gather and directly enact their own laws. Therefore representatives are elected under a constitutional republic.
	Option C is incorrect	Citizens still gather to make changes for themselves and their local communities, but it is not necessary nor possible nationally under a constitutional republic.
	Option D is incorrect	Under a constitutional republic, citizens do not have to travel over a sizeable area to become familiar with issues. Their elected representatives would be responsible for ensuring that constituents are well informed about the issues of the day.

2023 STAAR U.S. History Rationales

Item#	Rationale	
57	Option A is correct	The AFL-CIO is a labor organization that seeks to improve conditions for unionized workers. For this item, the student uses critical-thinking skills to analyze information to draw inferences.
	Option B is incorrect	Increased reliance on foreign labor has hurt U.S. workers and is not supported by the AFL-CIO.
	Option C is incorrect	The AFL-CIO opposes reducing regulations and taxes on corporations, which typically have a negative effect on workers.
	Option D is incorrect	The AFL-CIO wants union leaders to have greater political influence to help advocate for policies that benefit workers.

2023 STAAR U.S. History Rationales

Item#	Rationale	
58	Option B is correct	At the end of the Spanish-American War, the United States successfully gained access to new markets, including Guam and the Philippines.
	Option A is incorrect	The U.S. government did not use the military draft during the Spanish-American War.
	Option C is incorrect	U.S. businesses supported expanding foreign trade, and with the acquisition of Guam and the Philippines, these businesses gained access to new markets.
	Option D is incorrect	The U.S. supported the fight for independence against Spain by the Philippines and Cuba. The Spanish-American War represents a shift toward more interventionist policies, not isolationist policies.

2023 STAAR U.S. History Rationales

Item#	Rationale	
59	Option "I. The Supreme Crime Against Civilization: The Tragic Destruction of the Lusitania" is correct	In 1915 the RMS <i>Lusitania</i> left New York bound for Liverpool and was spotted off the coast of Ireland by a German u-boat and torpedoed. Of 1,962 passengers, 1,198 lost their lives. Among the dead were 128 Americans, causing widespread outrage in the United States. This was a reason for the United States declaring war on Germany. For this item, the student uses critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option "XXVI. How 'Neutral' Waters Are Violated" is correct	In 1915 Germany had pledged to stop unrestricted submarine warfare, making the waters connecting the United States to Europe a "neutral" zone. However, in 1917 Germany resumed unrestricted submarine warfare. This was a reason for the United States declaring war on Germany. For this item, the student uses critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option "XXIX. The Deadly Submarine and Its Stealthy Destruction" is correct	In 1915 Germany resumed unrestricted submarine, which resulted in several U.S. cargo vessels and passenger ships, including the <i>Lusitania</i> , being attacked and sunk without warning. This was a reason for the United States declaring war on Germany. For this item, the student uses critical-thinking skills to analyze a secondary source to acquire information to answer a historical question.
	Option "XV. Destroying the Priceless Monuments of Civilization" is incorrect	Although monuments of civilization were destroyed or partially destroyed during World War I, this was not a reason for the United States declaring war on Germany.
	Option "XIX. Facing Death in the Trenches" is incorrect	While trench warfare was a major part of World War I before and after the United States entered the war, it was not a reason for the United States declaring war on Germany.
	Option "XXXI. Wholesale Slaughter by Poisonous Gases" is incorrect	While poisonous gas was commonly used during World War I, it was not a reason for the United States declaring war on Germany.

2023 STAAR U.S. History Rationales

Item#	Rationale	
60	Option C is correct	Urban political machines secured jobs and contracts for supporters in order to control access to and gain political power. 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	Requiring candidates to pass civil-service exams was a reform method used to reduce the power of urban political machines.
	Option B is incorrect	Introducing referendum and recall elections were reform methods used to reduce the power of urban political machines.
	Option D is incorrect	Literacy tests were not used by urban political machines to control access to political power.

2023 STAAR U.S. History Rationales

Item#	Rationale	
61	Option “Federal courts ruled against those leading the boycotts and strikes” helped private businesses	Private businesses such as the Pullman Company used the federal courts to support its goal of breaking the strike and breaking the labor unions that supported it. For this item, the student analyzes information by categorizing.
	Option “The federal government sent troops to Illinois in order to break the strike” helped private businesses	The federal government supported private businesses and sent federal troops to Illinois to break the labor union’s strike that slowed the delivery of the U.S. mail carried by the railroads. For this item, the student analyzes information by categorizing.
	Option “President Grover Cleveland signed an act making Labor Day a national holiday” helped workers	Since 1882 Labor Day had been celebrated at local and state levels. President Cleveland signed the law to appease working-class voters, especially after sending in federal troops against the Pullman strike. For this item, the student analyzes information by categorizing.
	Option “Union officials were arrested and jailed for violating court orders” helped private businesses	The Pullman Company used the federal courts by issuing an injunction, or court order, to the labor union to stop its activity. When the labor union leaders did not stop, they were arrested and jailed for failing to follow the orders of the court. For this item, the student analyzes information by categorizing.

2023 STAAR U.S. History Rationales

Item#	Rationale	
62	Option B is correct	The goal referenced in the cartoon was Prohibition, and the temperance movement was rooted in the idea that alcohol use was immoral and a detriment to society. For this item, the student analyzes a primary source to acquire information to answer a historical question.
	Option A is incorrect	The goal of the temperance movement was to end the sale and use of alcohol, and it did not view taxes on the industry as too high.
	Option C is incorrect	The goal of the temperance movement was not to break up monopolies in the industry but to ban the sale and use of alcohol.
	Option D is incorrect	The goal of the temperance movement was to ban the sale and use of alcohol entirely.

2023 STAAR U.S. History Rationales

Item#	Rationale	
63	Option D is correct	The excerpt makes the connection between an increasing population and the increased consumption of resources and land. This destruction of forests and other habitats disrupts ecosystems. For this item, the student applies critical-thinking skills to analyze a primary source to answer a historical question.
	Option A is incorrect	The excerpt does not describe a decrease in farming leading to cleaner waterways. However, the construction of homes, commercial properties, industrial facilities, and transportation infrastructure in place of farms would pollute waterways.
	Option B is incorrect	The excerpt describes the conversion of forests to developed properties; it does not describe reforestation efforts or air pollution.
	Option C is incorrect	The excerpt does not describe the use of alternative fuels or the pollution associated with their use.

2023 STAAR U.S. History Rationales

Item#	Rationale	
64	Option C is correct	From 2006 to 2018, global robot sales more than tripled. Robotics have helped revolutionize production efficiency by increasing automation and reducing the time and effort necessary to complete a task. For this item, the student applies critical-thinking skills to analyze a graph to acquire information to answer a historical question.
	Option A is incorrect	The graph shows an increase in the sale of robotics. As reliance on robotics increases, so does the need for computer automation.
	Option B is incorrect	The graph shows an increase in the sale of robotics. As reliance on robotics increases, the need for human supervision decreases, since robots can operate unsupervised.
	Option D is incorrect	The graph shows an increase in the sale of robotics. As companies use robotics to boost productivity, prices will decrease, making products more affordable to more consumers, thus increasing demand.