

Tennessee Comprehensive Assessment Program

TCAP

Social Studies Grade 8 Test Practice





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Metadata—Social Studies

Items

Page Number	Grade	Item Type	Key	TN Standards	Social Studies Practices
1	8	MC	C	8.67	SSP.05
2	8	MC	C	8.50	SSP.04
3	8	MS	B,D	8.28	SSP.05
4	8	MC	A	8.09	SSP.04
5	8	MC	B	8.35	SSP.01
6	8	MC	D	8.08	SSP.06
7	8	MC	C	8.65	SSP.04
8	8	MC	C	8.60	SSP.05
9	8	MC	B	8.75	SSP.05
10	8	MC	C	8.43	SSP.02
11	8	MC	B	8.01	SSP.02
12	8	MS	B,C	8.30	SSP.04
13	8	MC	B	8.54	SSP.04
15	8	MC	A	8.31	SSP.06
16	8	MC	A	8.45	SSP.05
17	8	MC	B	8.21	SSP.01
18	8	MC	A	8.03	SSP.01
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20	8	MC	B	8.39	SSP.04
21	8	MC	B	8.24	SSP.04
22	8	MC	C	8.61	SSP.05
23	8	MC	D	8.15	SSP.02
24	8	MC	B	8.36	SSP.04
25	8	MC	B	8.69	SSP.02
26	8	MC	C	8.19	SSP.05
27	8	MC	C	8.53	SSP.01
28	8	MC	D	8.33	SSP.04
29	8	MC	B	8.12	SSP.05
30	8	MC	C	8.22	SSP.05
31	8	MC	D	8.34	SSP.01
32	8	MC	B	8.57	SSP.02
33	8	MC	A	8.46	SSP.04
34	8	MC	B	8.49	SSP.04
35	8	MC	D	8.14	SSP.01
36	8	MC	A	8.25	SSP.04
37	8	MC	D	8.74	SSP.04
38	8	MC	A	8.18	SSP.02

39	8	MS	A,C	8.37	SSP.02
40	8	MC	C	8.29	SSP.04
41	8	MC	D	8.40	SSP.06
42	8	MS	A,C	8.05	SSP.05
43	8	MC	D	8.55	SSP.04
44	8	MC	C	8.68	SSP.04
45	8	MC	B	8.70	SSP.05

Metadata Definitions

Grade	Grade level or Course.
Item Type	Indicates the type of item. MC= Multiple Choice; MS= Multiple Select.
Key	Correct answer.
TN Standards	Primary educational standard assessed.
Social Studies Practices	Skills that students are expected to develop and apply as they learn the core disciplines of Social Studies: History, Politics, Economics, and Geography.

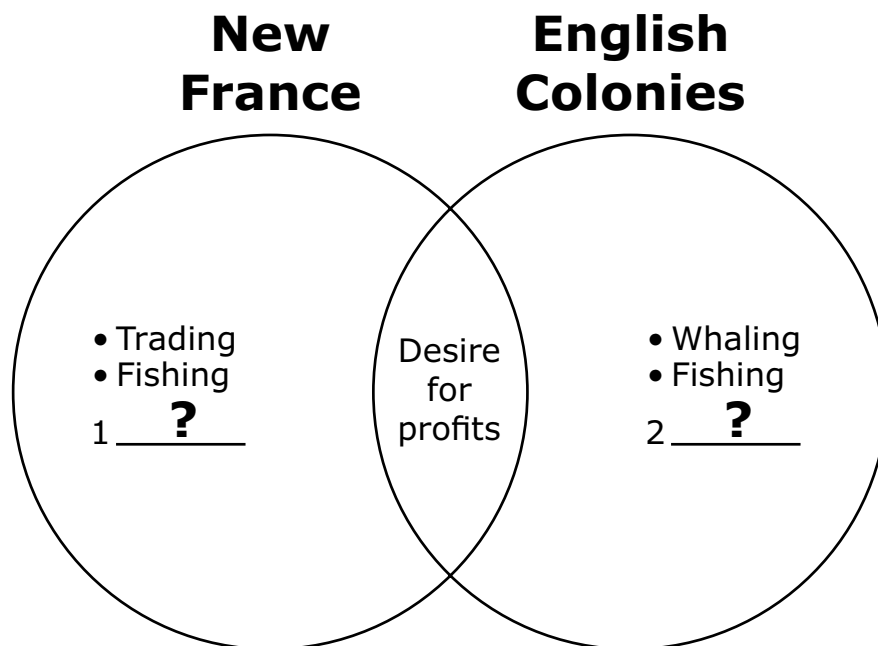
- 00.** Which sentence describes a direct result of Andrew Johnson becoming president?
- A.** President Johnson established the Freedmen’s Bureau over the objections of Congress.
 - B.** President Johnson’s foreign policy prompted Congress to repeal the Monroe Doctrine.
 - C.** President Johnson’s Reconstruction policy caused conflict between the White House and Congress.
 - D.** President Johnson prevented Republican representatives and senators from taking their seats in Congress.

- 00.** Which statement **best** describes the impact of the Missouri Compromise?
- A.** It forced the federal government to address the issue of secession and immediately pushed the nation into war.
 - B.** It required lawmakers to protect the rights of free Blacks living in the Southern states.
 - C.** It temporarily maintained the balance between slave and free states while allowing slavery to spread into new territories.
 - D.** It required lawmakers to end the transportation of slaves into the United States.

00. Which **two** sentences describe factors that contributed to Tennessee statehood?

- A.** The federal government needed to raise revenue by taxing citizens in new territories.
- B.** Residents of the territory felt the government was not adequately representing their views.
- C.** The federal government wanted to admit a new free state into the union.
- D.** Existing states felt burdened by the expense of governing settlers who had traveled west.
- E.** Native peoples wanted to form a state where they could practice their religions freely.

00. The Venn diagram compares the territory of New France to the English colonies.



Which phrases **best** complete the source?

- A.** 1 – Fur trapping 2 – Cash crops
B. 1 – Wheat farming 2 – Plantations
C. 1 – Lumbering 2 – Shipbuilding
D. 1 – Shipbuilding 2 – Staple crops

- 00.** Which statement explains a difference between the yeoman class and the planter class in the South?
- A.** The yeoman class lived on large plantation estates, while the planter class lived on modest farms.
 - B.** The yeoman class worked the land themselves, while the planter class relied on enslaved labor to tend the fields.
 - C.** The planter class held elite status, while the yeoman class shared the same social status as enslaved people.
 - D.** The planter class was the largest class in Southern society, while the yeoman class was the smallest.

- 00.** Which statement **best** explains how geographic features contributed to economic growth in the Middle colonies?
- A.** The hot and humid climate led to the development of rice plantations.
 - B.** The cold ocean waters helped create a commercial whaling industry.
 - C.** The fertile rivers led to a productive shipbuilding industry.
 - D.** The rich soil and long growing season helped create profitable wheat crops.

- 00.** Which statement **best** describes the accomplishments of the Massachusetts 54th Regiment during the Civil War?
- A.** Members enlisted as spies for the Union army.
 - B.** Members built ironclad ships to attack Confederate vessels.
 - C.** Members fought Confederate forces to secure freedom for slaves.
 - D.** Members protected western forts against American Indian attacks.

- 00.** What was an important outcome of the debates between Abraham Lincoln and Stephen Douglas?
- A.** Abraham Lincoln gained support for the Transcontinental Railroad.
 - B.** Stephen Douglas negotiated the Compromise of 1850.
 - C.** Abraham Lincoln became a national political figure.
 - D.** Stephen Douglas became the leader of a new political party.

- 00.** What was one result of the Compromise of 1877?
- A.** Congress made the process for granting statehood more difficult.
 - B.** Federal troops were removed from the South.
 - C.** Congress passed civil rights laws protecting African Americans.
 - D.** Former Confederate state legislatures were placed under federal control.

- 00.** The excerpt is adapted from a newspaper article describing an appearance by William Lloyd Garrison at an event in 1850.

Mr. Garrison now came forward and made a long speech, which was frequently interrupted by small disturbances in different sections of the house. He started by explaining briefly the focus of his presentation and the reforms he wanted to accomplish. He described his goals as helpful and glorious.

What was the significance of the speaker's appearance at the event?

- A.** He used his appearance to sell copies of his best-selling novel, *Uncle Tom's Cabin*.
- B.** He used his appearance to find financing for his infrastructure project, the Erie Canal.
- C.** He used his appearance to spread information about his organization, the American Anti-Slavery Society.
- D.** He used his appearance to lobby congressmen to vote for his legislation, the Missouri Compromise.

- 00.** The texts describe the contributions of two Jamestown residents.

Source 1

In 1608, John Smith was elected president of the Jamestown Colony. Under Smith, the colonists dug the first well, planted food, and rebuilt the fort that had been damaged by fire.

Source 2

In 1611, John Rolfe began to cultivate tobacco seeds in Jamestown. The crop grown from Rolfe's seeds resulted in a popular type of tobacco.

Based on this information, how did these two people help the Jamestown Colony address its early failures?

- A.** Smith established a rigid social structure, while Rolfe showed people how to perform scientific experiments.
- B.** Smith focused on meeting basic needs, while Rolfe helped the colony establish long-term economic stability.
- C.** Smith established a democratic political system, while Rolfe taught people how to start a successful business.
- D.** Smith focused on cultural development, while Rolfe helped the colony develop a more productive form of agriculture.

00. Which **two** statements describe effects of the Louisiana Purchase?

- A.** It prevented another war with Great Britain.
- B.** It doubled the land size of the United States.
- C.** It gave the United States control of New Orleans.
- D.** It ended Spanish claims to land in North America.
- E.** It increased the influence of the French in the Caribbean.

00. The image shows newspapers with possible headlines about effects of the Mexican War.

Effects of the Mexican War

Daily Journal

Daily Journal

Headlines

California Becomes a U.S. Territory

Republican Party Wins Presidential Election

Rio Grande Made Southern Boundary of U.S.

Transcontinental Railroad Connects East to West

Campaign to Annex Texas Spreads

Which headlines **best** complete these newspapers about the Mexican War?

A.

Effects of the Mexican War

Daily Journal

Republican Party Wins Presidential Election

Daily Journal

Campaign to Annex Texas Spreads

B.

Effects of the Mexican War

Daily Journal

California Becomes a
U.S. Territory

Daily Journal

Rio Grande Made Southern
Boundary of U.S.

C.

Effects of the Mexican War

Daily Journal

Rio Grande Made Southern
Boundary of U.S.

Daily Journal

Republican Party Wins
Presidential Election

D.

Effects of the Mexican War

Daily Journal

Campaign to Annex
Texas Spreads

Daily Journal

Transcontinental Railroad
Connects East to West

00. The list describes some consequences of the War of 1812.

Consequences of the War of 1812

- Domestic manufacturing grows in New England.
- American national pride surges.
- ?

Which statement correctly completes the list?

- A.** The American Indians lose territory in the Northwest.
- B.** The British surrender Canada.
- C.** The French acquire New Orleans.
- D.** The United States loses territory in the Northwest.

- 00.** How did Andrew Jackson react to the outcome of the 1824 presidential election?
- A.** He argued that the election did not truly represent the will of the people.
 - B.** He changed his political opinions on the issues associated with states' rights.
 - C.** He argued that the right to vote should be expanded to include women.
 - D.** He refused to publicly campaign for office in national elections.

- 00.** The list has been adapted from the Articles of Confederation, which were ratified in 1777.

ARTICLE 2: Each State retains its sovereignty, freedom, and independence, and every power . . . which is not . . . expressly delegated to the United States.

ARTICLE 6: Any Declaration of War or appointment of an army or navy commander must be authorized by at least two-thirds of the States.

ARTICLE 13: These Articles can only be amended if every State agrees and every State legislature also agrees with any amendments.

Which generalization can be made about the Articles of Confederation based on the list?

- A.** The state governments were organized to have the same goals.
- B.** The state governments were more powerful than the national government.
- C.** The national government was divided to strengthen its authority.
- D.** The national government could easily be changed when needed.

- 00.** The list explains the role of theocracy in the colonial period.

Role of Theocracy in the Colonial Period

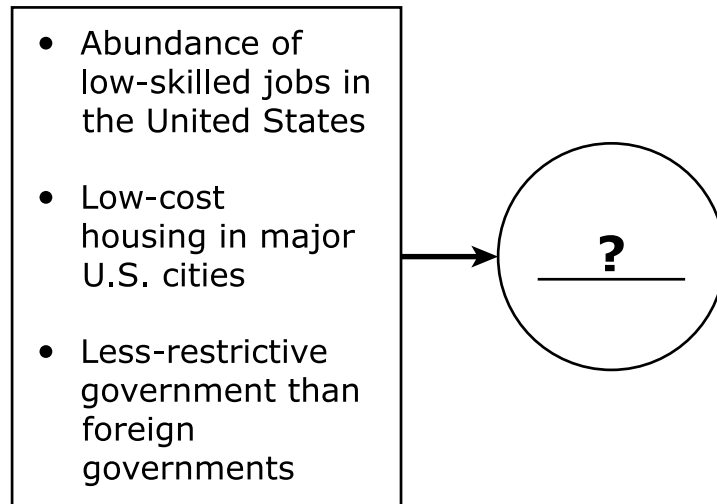
- Scripture was the authority in criminal cases.
- Church leaders were also community leaders.

How did these principles affect the Salem Witch Trials?

- A.** Religious beliefs were used to determine the guilt of the accused.
- B.** Participants were only allowed to be questioned by their lawyer.
- C.** The people accused were allowed to choose the jury members.
- D.** The people accused were allowed to question the witnesses in open court.

- 00.** Which statement about the Kansas-Nebraska Act **best** describes the beliefs that contributed to the rise of the Republican Party?
- A.** The Republican Party maintained slavery should be legal in all states.
 - B.** Republicans believed the act was unfair to slaveholders.
 - C.** The Republican Party argued against the spread of slavery into new territories.
 - D.** Republicans believed the act was unconstitutional.

00. The list describes push-pull factors in the early 19th century.



Which statement **best** completes the source?

- A.** Pioneers settle the west
- B.** Immigrants move to urban areas
- C.** Middle class develops in the north
- D.** Slavery increases on plantations

- 00.** Which statement was a reason that the Anti-Federalists wanted a bill of rights added to the Constitution?
- A.** They feared that the national government would be too weak.
 - B.** They feared that the national government would restrict individual freedoms.
 - C.** They feared that state governments would be too strong.
 - D.** They feared that state governments would expand individual freedoms.

- 00.** Which issue was central to the election of 1860?
- A.** whether to allow new immigrants into the country
 - B.** whether factory workers could unionize
 - C.** whether slavery should expand into new territories
 - D.** whether to annex new territory in the West

- 00.** The excerpt is adapted from Benjamin Franklin’s testimony about the Stamp Act.

Benjamin Franklin’s Testimony before the House of Commons, 1766

Franklin: Suppose a military force sent into America, they will find nobody in arms; what are they then to do? They cannot force a man to take stamps who chooses to do without them. They will not find a rebellion; they may indeed make one.

Question: If the act is not repealed, what do you think will be the consequences?

Franklin: A total loss of the respect and affection the people of America hold to this country, and of all the commerce that depends on that respect and affection.

Benjamin Franklin offered his testimony to explain that colonists

- A.** disliked local officials appointed by King George III.
- B.** were against a tax on all shipped goods.
- C.** disliked troops being placed in the colonies.
- D.** were against taxes imposed by Parliament.

- 00.** How did Nat Turner's revolt affect enslaved persons in the South?
- A.** Open resistance movements by enslaved persons increased.
 - B.** Restrictions on enslaved persons by state lawmakers increased.
 - C.** Work hours for enslaved persons decreased.
 - D.** Punishments for enslaved persons decreased.

- 00.** The excerpt is adapted from the Reconstruction Acts, which were passed by Congress in 1867–68.

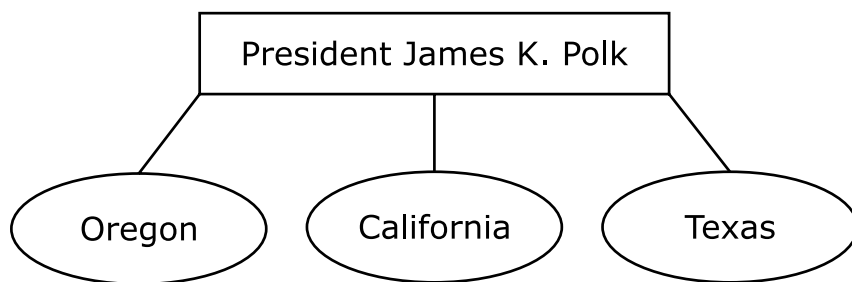
Because no legal State governments or reasonable protection for life or property now exists in the rebel States; and because it is necessary that peace and good order should be enforced in said States: The rebel States shall be divided into military districts and made subject to the military authority of the United States.

What was the importance of the legislation outlined in the excerpt?

- A.** It emphasized swiftly integrating the seceded states back into the Union.
- B.** It imposed serious restrictions on most states that had seceded from the Union.
- C.** It welcomed back residents of Confederate states after they took an oath of allegiance.
- D.** It banished residents of Confederate states until they took an oath of allegiance.

- 00.** Which individual would support the policies of King George III?
- A.** a member of the Sons of Liberty
 - B.** a member of the Continental Congress
 - C.** a Loyalist in the South Carolina colony
 - D.** a participant in the Boston Tea Party

- 00.** The diagram provides information on the administration of President James K. Polk.



During President Polk's administration, the areas shown in the diagram were

- A.** added to the United States as free states.
- B.** opened to the slave trade.
- C.** western lands obtained by the United States.
- D.** territories acquired after wars.

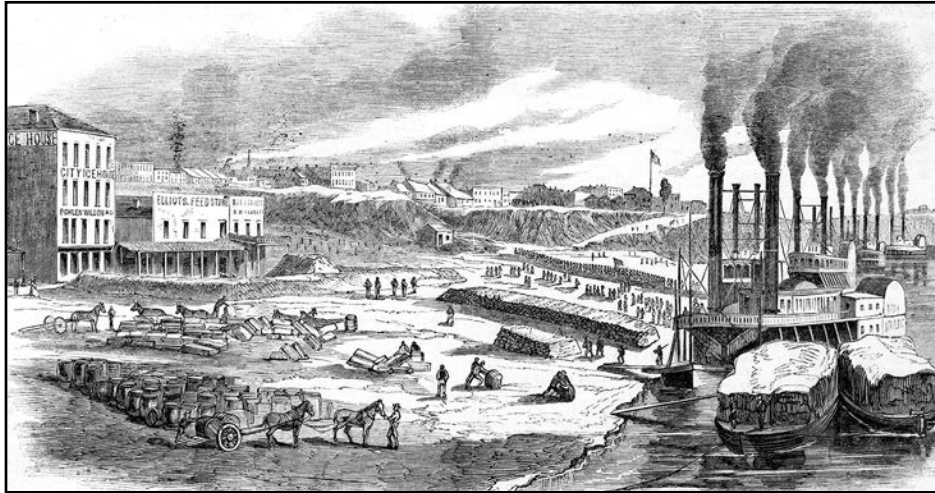
- 00.** What was the purpose of the Monroe Doctrine?
- A.** to support expanding American business involvement in Europe
 - B.** to increase trade between American businesses and nations in South America
 - C.** to reduce trade between the United States and other countries in the Western Hemisphere
 - D.** to warn foreign nations not to interfere in the Western Hemisphere

- 00.** Which outcome did the British hope to achieve through the Navigation Acts?
- A.** increase trade with French colonies
 - B.** control the trade of American colonies
 - C.** increase colonial economic freedom
 - D.** limit the types of cash crops grown

- 00.** Which statement describes a result of the Three-Fifths Compromise?
- A.** The South gained more representation in the Senate.
 - B.** The South gave up Electoral College votes in return for lower taxes.
 - C.** The South gained more seats in the House of Representatives.
 - D.** The South gave up a fugitive slave law in exchange for seats in Congress.

00. The image provides information about Memphis, Tennessee, before the Civil War.

Loading Cotton onto Steamships



Source: Library of Congress

How did the information provided in the image contribute to Memphis becoming the cotton capital of the South?

- A.** by leading to a growth in the number of textile factories in Memphis
- B.** by expanding the market for exporting cotton gins throughout Memphis
- C.** by leading to a growth in the sale of cotton cloth made in Memphis
- D.** by increasing the amount of cotton that was traded through Memphis

- 00.** The excerpt provides information about the Gadsden Purchase.

The Gadsden Purchase, or Treaty, was an agreement between the United States and Mexico, finalized in 1854, in which the United States agreed to pay Mexico \$10 million for a 29,670 square mile portion of Mexico that later became part of Arizona and New Mexico. The Gadsden Purchase provided the land necessary for a southern transcontinental railroad and attempted to resolve conflicts that lingered after the Mexican-American War.

—Office of the Historian, United States Department of State

What effect did the land described in the excerpt have on the United States?

- A.** It protected the rights of American Indian populations.
- B.** It facilitated increased settlement in Western territories.
- C.** It reduced American support for military spending.
- D.** It prohibited the expansion of slavery into Western territories.

- 00.** Which question was the focus of the Nullification Crisis?
- A.** Can states refuse to follow a federal law?
 - B.** Should Congress outlaw the slave trade?
 - C.** Should states determine what items to tax?
 - D.** Can senators be removed from office?

- 00.** The list provides information about territories acquired by the U.S. in the 1840s.

Territory Acquired by the United States, 1840s

- Texas Annexation, 1845
- Oregon Territory, 1846
- Mexican Cession, 1848

Which statement **best** describes the motivation to acquire the territories on the list?

- A.** People hoped to expand democratic principles so American Indians would become citizens.
- B.** People felt it was the country's right to get new lands for the growing population.
- C.** People hoped these new lands would help defend the nation against European enemies.
- D.** People felt the new lands were needed to expand the railroad industry.

00. The cartoon was published by Benjamin Franklin in 1754.

“Join, or Die” by Benjamin Franklin, 1754



Source: Public Domain

In what way did the cartoon reflect the future politics of the colonies during the American Revolution?

- A.** It suggested that colonial taxation should be decided by local governments.
- B.** It argued that each colony was responsible for maintaining its own sovereignty.
- C.** It suggested that local militias were needed for the defense of the colonies.
- D.** It demonstrated the importance of the colonies uniting for a common cause.

- 00.** Which example is the type of action George Washington warned about in his Farewell Address?
- A.** Congress ratifies a treaty with a foreign country for mutual defense.
 - B.** Western states form a partnership to better manage the use of a nearby river.
 - C.** The House of Representatives votes to raise taxes on wealthy individuals.
 - D.** A senator from the South gives a speech saying new laws restrict personal freedoms.

- 00.** During Reconstruction, who did Southerners refer to as carpetbaggers?
- A.** traveling salesmen selling local goods
 - B.** former Confederate soldiers looking for work
 - C.** citizens working for the new government
 - D.** businessmen arriving from the North

00. The excerpt comes from the Declaration of Independence.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

—*Declaration of Independence, 1776*

This excerpt from the Declaration of Independence is significant because it states that

- A.** individuals are born with natural rights.
- B.** the rights of citizens are created by the government.
- C.** monarchs have a divine right to govern territory.
- D.** church and state should be separate.

- 00.** The list provides information about American factory and mill workers in the 1800s.

American Factory and Mill Workers, 1820 – 1860

- By 1820, 350,000 Americans had jobs in factories or mills.
- In the 1830s, one woman was required to be at her job from 5 A.M. to 7:30 P.M. She had an hour for breakfast and half an hour for lunch, and was paid between \$2.50 and \$3.50 for a 6-day week in the mill.
- By 1860, 2 million Americans had jobs in factories or mills.

Which **two** actions could have been taken to improve the working conditions referred to in the list?

- A.** reduce the number of hours worked
- B.** lower tariffs to increase trade with foreign countries
- C.** limit the number of days worked per week
- D.** encourage businesses to open factories overseas
- E.** ban membership in labor unions

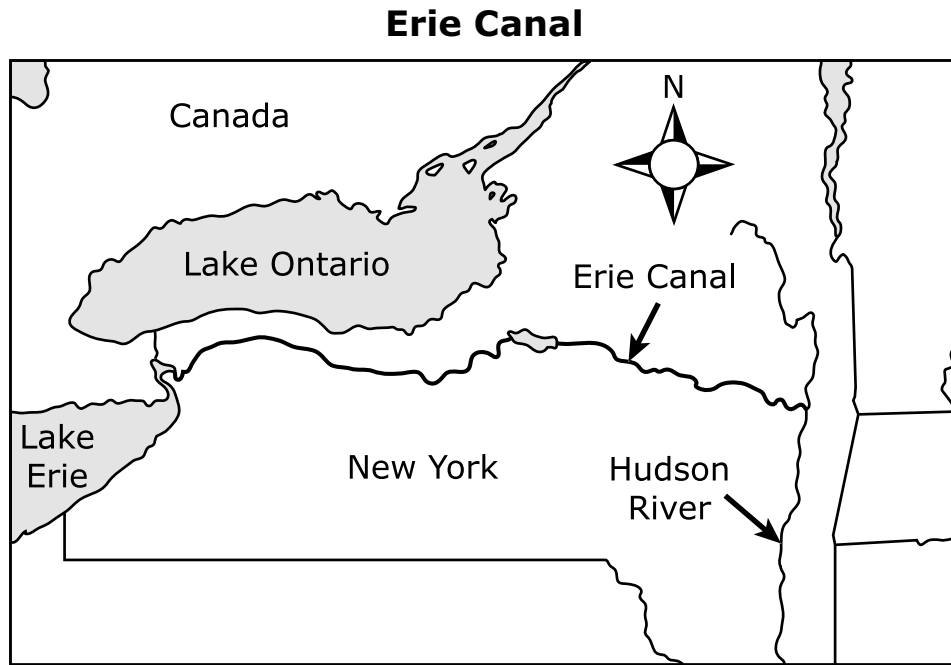
- 00.** The table provides information about a significant event from the early years of the Republic.

Event	Significance
____? _____	The first peaceful transfer of power between two opposing political parties occurred.

Which statement **best** completes the table?

- A.** James Madison was asked to serve as chief justice in the judicial branch.
- B.** George Washington was asked to serve a third term in the executive branch.
- C.** Thomas Jefferson was elected president by the House of Representatives.
- D.** John Adams was elected president through the Electoral College.

- 00.** The map provides information about the Erie Canal.



How did the development of the canal shown on the map affect the U.S. economy?

- A.** It made it more expensive for Western producers to transport their goods.
- B.** It made it more difficult for Southerners to transport enslaved people.
- C.** It allowed Northern cities to trade with Southern plantation owners.
- D.** It allowed Northern and Western regions to become interconnected.

- 00.** The list provides information on New Netherlands in the 1600s.

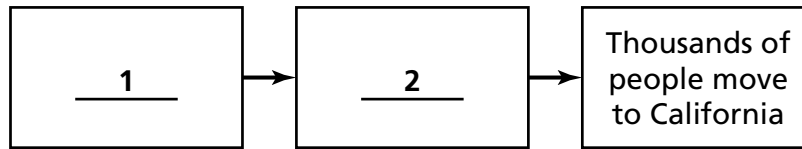
New Netherlands in the 1600s

- Colonists arrived from many areas of Europe.
- Some colonists moved to New Netherlands for economic opportunities.
- Some colonists fled Europe to escape religious persecution and wars.

What were **two** effects of the information included in the list?

- A.** New Netherlands became an important port for commerce.
- B.** New Netherlands became difficult to populate.
- C.** New Netherlands was influenced by diverse cultures.
- D.** New Netherlands became a refuge for native peoples.
- E.** New Netherlands was unable to attract industry.

00. The diagram provides information about California.



Which events **best** complete the diagram?

- A.** 1 — James Marshall discovers gold as he builds a mill
2 — Federal government establishes gold mining laws
- B.** 1 — Immigrants begin to settle in the West
2 — President Fillmore signs California’s admission as a free state
- C.** 1 — Pioneers come to Oregon for the farmland
2 — Gold is discovered by James Marshall
- D.** 1 — California territory is acquired by the United States
2 — Gold is discovered at Sutter’s Mill

- 00.** Which statement explains the significance of the 15th Amendment?
- A.** The amendment guaranteed due process for all citizens.
 - B.** The amendment prevented excessive fines for criminals.
 - C.** The amendment prohibited the restriction of voting based on race.
 - D.** The amendment guaranteed the right to assemble.

- 00.** The Tennessee Constitution of 1870 established a poll tax in order to
- A.** limit voting to landowners.
 - B.** prevent freedmen from voting.
 - C.** allow wealthy women to vote.
 - D.** pay for protection at voting locations.

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