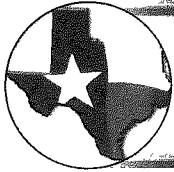


TAKS Test Skills Practice



ACTIVITY 16: Classifying Facts and Details

SOCIAL STUDIES OBJECTIVE: The student will identify relevant factual material and group data in appropriate categories.

A common way to organize information is by **classifying**. This involves sorting or grouping facts and detail by their general and/or specific common features. Nearly everything can be classified; most things can be classified in more than one way. When you are faced with a large list of facts and details, think about different sets of common features that are present.

★ Learning to Classify Facts and Details

Use the following guidelines to help you classify facts and details.

- Read and study the information.
- Decide the different categories you will use to group data.
- Sort data into categories and draw conclusions about the similarities and differences.

★ Practicing the Skill

DIRECTIONS: Use the information in the chart below to complete the activity that follows.

| DIFFICULT ISSUES DURING RECONSTRUCTION IN TEXAS | |
|---|--|
| Political | Write a new state constitution that prohibited slavery Cancel or nullify ordinance of secession from the Union Swear allegiance to the federal government of the United States |
| Social Order | Create jobs for freed Texans Establish schools to educate freed Texans Protect the legal rights of freed Texans Restore law and order throughout the state |
| Economic | Replace slavery with a new system of labor |

DIRECTIONS: Use the chart on the previous page to help you answer the following questions.

1. What are the three categories on the chart?

2. The struggle for equality for freed African Americans is a common characteristic of the information in which category?

3. Sharecropping and tenant farming systems developed in Texas during Reconstruction. Into which category would you place this information?



TAKS Test Skills Practice

DIRECTIONS: Based on the data on the chart on the previous page, answer the following questions. Circle the letter of the correct answer.

1. Political difficulties during Reconstruction focused primarily on what important task?

- A. Creating a new state government.
- B. Convincing Texas that slavery should be illegal in the state.
- C. Electing new political leaders.
- D. Developing new labor systems to replace slavery.

2. Which of the following issues best fits in the social order category?

- F. Giving African Americans the constitutional right to vote in elections
- G. Raising taxes to pay the state's growing debts.
- H. Finding homes for thousands of people—black and white—left homeless after the war.
- J. Denying African Americans the right to testify against whites in court.

TAKS Test Skills Practice



ACTIVITY 17: Analyzing a Line Graph

SOCIAL STUDIES OBJECTIVE: The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs.

Drawings that present statistical data are known as **graphs**. Each kind of graph has certain advantages in presenting numerical facts. Bar graphs are better for making statistical comparisons. Circle graphs show relationships among parts of a whole. **Line graphs** are best for showing how statistics change over time.

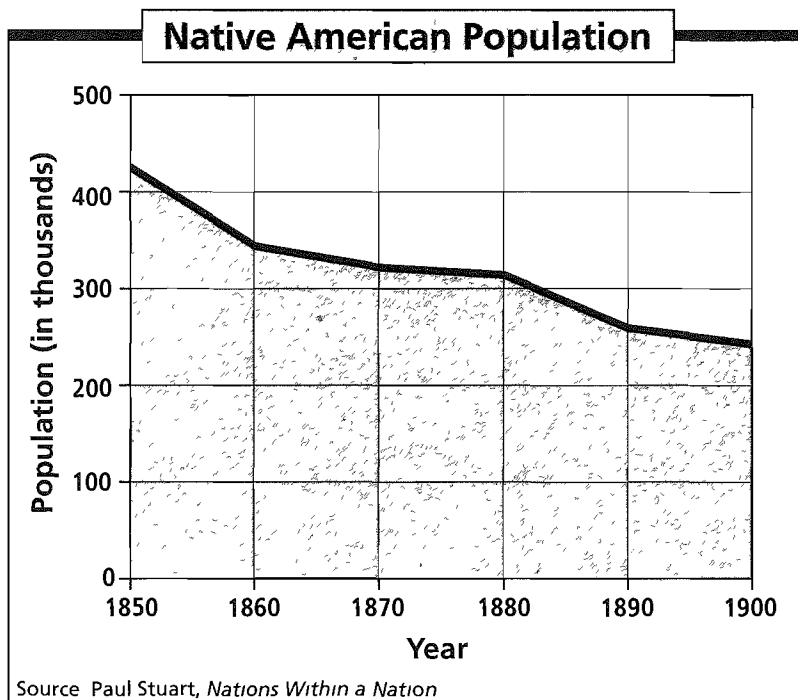
★ Learning to Analyze a Line Graph

Use the following guidelines to help you analyze a line graph

- Read the graph's title.
- Read data on the axes of the graph.
- Follow the dot/lines on the graph, noting when the line goes up and down.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

DIRECTIONS: Read the line graph below to complete the activity that follows



DIRECTIONS: Use the information in the line graph on the previous page to help you answer the questions that follow

1. What information is provided on the vertical axis?

2. How many decades are illustrated on this line graph?

3. What was the approximate population of Native Americans in 1850?

4. Was the Native American population in 1890 greater than 300 thousand, less than 200 thousand, or less than 300 thousand but greater than 200 thousand?



TAKS Test Skills Practice

DIRECTIONS: Based on the line graph on the previous page, answer the following questions. Circle the letter of the correct answer.

1. Which of the following statements is accurate?

- A. The Native American population decreased by almost one half from 1850 to 1900
- B. The Native American population decreased by approximately 150,000 from 1850 to 1900.
- C. The Native American population fell, then rose again at the end of the century
- D. The Native American population remained approximately the same during the last half of the 19th century.

2. Which decade saw the least amount of change in Native American populations?

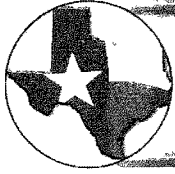
- F. 1850 to 1860
- G. 1870 to 1880
- H. 1880 to 1890
- J. 1890 to 1900



Satanta, Kiowa Chief

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TAKS Test Skills Practice



**ACTIVITY 18:
Making Inferences**

SOCIAL STUDIES OBJECTIVE: The student will analyze information by making inferences.

Using diagrams, charts, and other data sources requires careful reasoning skills. Sometimes you have to draw conclusions based on the evidence in a source. This is known as making an **inference**. Making an inference involves combining limited facts at hand and general knowledge to form a reasonable conclusion.

★ Learning to Make Inferences

Use the following guidelines to help you use data to make accurate inferences.

- Observe the key features and details of the source.
- Decide what general topic is being presented or illustrated.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information that proves or disproves your inference.

★ Practicing the Skill

DIRECTIONS: Use the information in the chart below to complete the activity that follows.

| Sharecropping and Tenant Farming Compared | | | | |
|--|---|-----------------------------------|-----------------------------------|-----------------------------------|
| | Landowner Provides | Laborer Provides | Landowner Gets | Laborer Gets |
| Sharecropper | Land, tools, seed, work animals, credit for food and other supplies | Labor | 1/2 of proceeds from sale of crop | 1/2 of proceeds from sale of crop |
| Tenant Farmer | Land | Labor, tools, seeds, work animals | 1/4 of cotton, 1/3 of grain | 3/4 of cotton, 2/3 of grain |

Based on Neil Foley, *White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture*, U of California Press, 1997

DIRECTIONS: Use the information on the chart on the previous page to help you answer the following questions.

1. Who provides the land for farming?

2. Who supplies their own tools for farming the land?

3. What inference can you make about why a family might become sharecroppers?



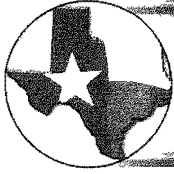
TAKS Test Skills Practice

DIRECTIONS: Based on the information provided by the chart on the previous page, answer the following questions. Circle the letter of the correct answer.

1. What is the rent a tenant farmer pays to the landowner?
 - A. the proceeds from sale of crop
 - B. $\frac{1}{4}$ of cotton and $\frac{1}{3}$ of grain crops
 - C. $\frac{1}{2}$ of cotton and $\frac{2}{3}$ of grain crops
 - D. $\frac{1}{3}$ of cotton and $\frac{1}{3}$ of grain crops

2. Which inference below is accurate, based on the facts in the chart and common sense about farming and debts?
 - F. After paying the landowner, both sharecroppers and tenant farmers had little money left over to purchase their own farms
 - G. The tenant farming system helped families earn enough money to buy their own farms.
 - H. Sharecroppers and tenant farmers did not have any debts because they did not own land.
 - J. Under the sharecropping system, a family knew they would always have a place to live and food to eat.

TAKS Test Skills Practice



**ACTIVITY 19:
Interpreting an Editorial**

SOCIAL STUDIES OBJECTIVE: The student will evaluate print, visual, and electronic sources of information.

An article written for publication that expresses the writer’s opinion on an issue is known as an **editorial**. In some editorials, the writer makes a strong case for his or her point of view; in other editorials, the writer may contrast several viewpoints as background for presenting his or her own position. As with a political cartoon, the purpose of an editorial is to influence public opinion and generate discussion

★ Learning to Interpret an Editorial

Use the following guidelines to help you evaluate editorials.

- Focus on the subject and purpose.
- Familiarize yourself with the pros and cons of the subject as well as the facts that support both sides.
- Evaluate both sides in terms of objectivity and bias.
- Develop your own viewpoint based on the available information

★ Practicing the Skill

DIRECTIONS: Read the two passages below to complete the activity that follows.

Passage 1

In the late 1880s, many Texas farmers faced serious problems. Newspapers published editorials debating whether the state government should step in and help the farmers. The passage below comes from a Dallas newspaper called the *Southern Mercury*, December 12, 1886:

The only reason for establishing government is to utilize human effort to the advantage of the governed. It is the duty of every government, of, by, and for the people, to provide for the constant and profitable employment of its people.

Passage 2

In 1911, Texans were split on whether the sale of alcohol should be illegal. Making alcohol illegal was called Prohibition. The quote below comes from an editorial published in *The Dallas Morning News*, July 14, 1911:

Is the crime of taking a drink as a beverage so bad as to justify the limitation of our freedoms? Shall our constitution become a dish-rag for the convenient use of politicians leading a popular clamor? Or shall it remain the strong protection to the individual?

DIRECTIONS: Use your reading of the excerpts from the two editorials on the previous page to help you answer the questions that follow.

1. What is the writer's opinion about government in Passage 1?

2. In Passage 2, what is the subject of the editorial?

3. Does the author of Passage 2 favor or oppose Prohibition? How do you know?



TAKS Test Skills Practice

DIRECTIONS: Based on the two passages on the previous page, answer the following questions. Circle the letter of the correct answer.

1. Which statement is accurate, based on your understanding of Passage 1?

- A. The writer believes people should not rely on the government for handouts.
- B. The writer believes that people have a right to work for a living.
- C. The writer believes that people unfairly expect the government to help them when they are out of work.
- D. The writer believes that profitable employment of citizens is a government responsibility.

2. What major argument does the writer of Passage 2 use to justify or support his point of view?

- F. Taking a drink is a crime.
- G. People should not change the Constitution just to go along with a popular trend.
- H. Politicians understand the Constitution and should therefore be free to change it when necessary.
- J. Politicians, not the Constitution, ensure the protection of individual freedoms.