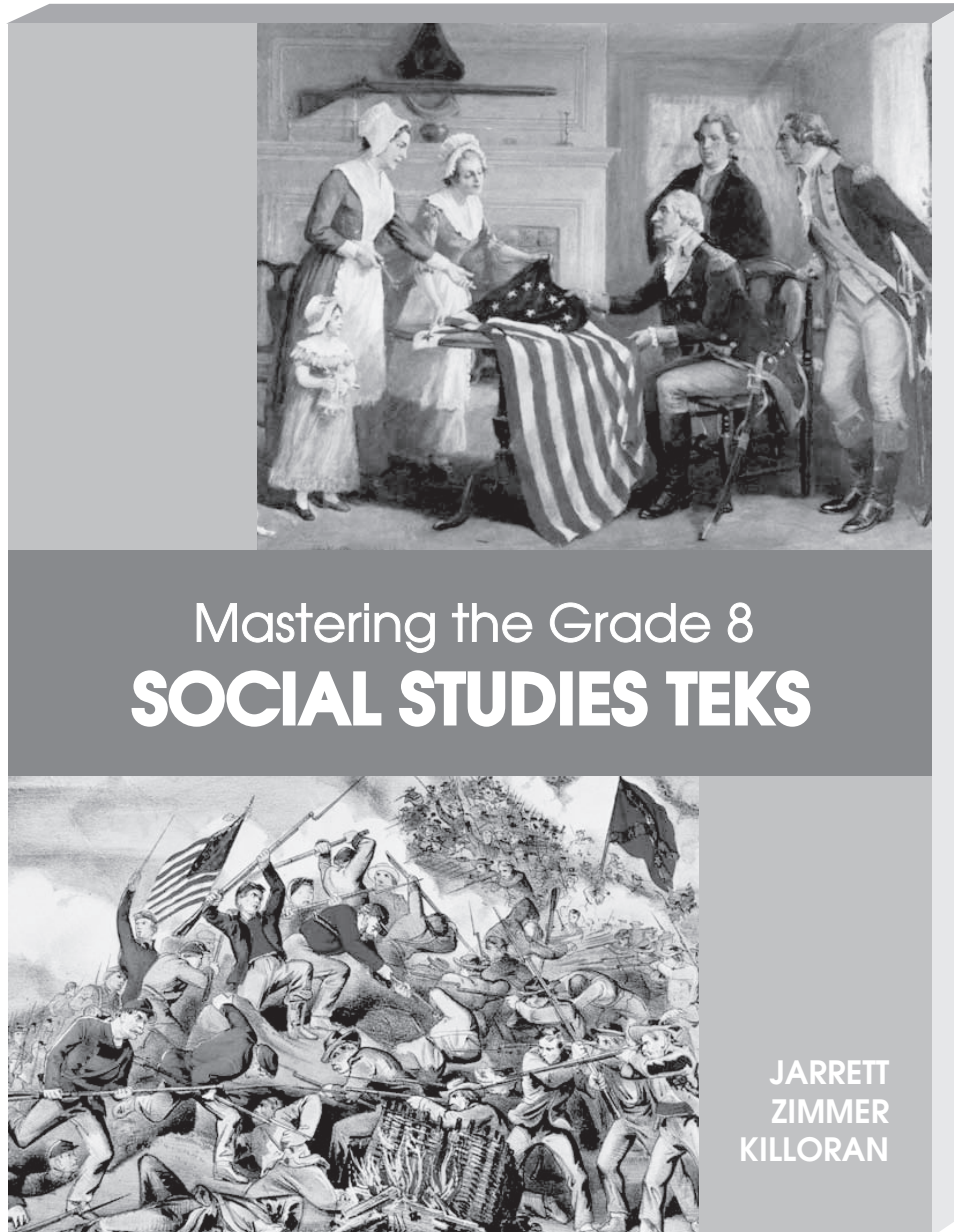


TEACHER'S GUIDE AND ANSWER KEY



A thorough mastery of the Social Studies TEKS is essential for success on the new *Grade 8 Social Studies Test*, to be taken by each student. ***Mastering the Grade 8 Social Studies TEKS*** is the best way to explore the Social Studies TEKS, while also familiarizing your students with the statewide test. This book presents stimulating content and a myriad of learning activities to inspire your students to learn more about United States history.

APPROACHES TO USING THIS BOOK

There are as many ways to use *Mastering the Grade 8 Social Studies TEKS* as there are ways to approach a lesson. In general, there are three main ways to use this book:

- (1) Use this text as your primary resource, which you can supplement with excerpts from other textbooks, the Internet, trade books, and audio-visual materials.
- (2) Use the *Essential Questions* to drive your lessons in order to discuss the main themes of United States History.
- (3) Use this text as a supplement to another resource.

USING THE BOOK AS A PRIMARY RESOURCE

One approach is to use *Mastering the Grade 8 Social Studies TEKS* as your primary classroom resource, which you can then supplement with excerpts and images from trade books, the Internet, other textbooks and other outside sources.

For this approach, you should begin with Chapter 1 and move through each unit in sequence. Other materials can be used for illustrative purposes or to provide primary sources for the group-work activities and research projects recommended in the *Applying What You Have Learned* activities of this book. Students can read the appropriate book sections to highlight the main concepts and terms related to each topic. Encourage students to underline main ideas and to make marginal notations in their books if possible. This should be followed by guided and independent practice in answering questions at the end of each chapter in the *Checking Your Understanding* sections.

Every lesson can be introduced by one or more of the *Essential Questions* found at the beginning of each content chapter. The lesson can often be developed around these *Essential Questions* or the *Applying What You Have Learned* activities in the chapter. A calendar of lessons for using this book during the school year as your main resource can be found later in this *Teacher's Guide*.

USING THE ESSENTIAL QUESTIONS TO DISCUSS THE MAIN THEMES OF UNITED STATES HISTORY

At the start of every content section, students will find several *Essential Questions*. You can also use additional *Essential Questions* of your own. These questions are excellent tools for focusing a classroom lesson on a meaningful goal. *Essential Questions* can be used to begin a topic of study and can be formulated to highlight concepts that you want your students to understand and apply. *Essential Questions* should center around major concepts, problems, interests or themes in early United States history. High-quality *Essential Questions* are often open-ended, non-judgmental, meaningful, motivational, and invite further exploration. They encourage collaboration among students and teachers.

Essential Questions can also provide a clear statement of expectations — identifying what students should know in the TEKS and be able to do. They require your students to use higher-order thinking, problem-solving and decision-making skills. Lastly, they can motivate your students. Think of adding more general questions of your own to those *Essential Questions* already in the book.

USING THIS BOOK AS ANOTHER RESOURCE

This book can also be used with other textbooks. Start your course with Chapters 1 to 4 of this book. Starting your year with these skills and making them a centerpiece for your course helps ensure student mastery of concepts and skills found on the *Grade 8 STAAR Social Studies Test*. Have students practice these skills at the beginning of the year so that you can reinforce them, and make these skills a part of their work throughout the school year. Emphasize to your students that the skills covered in these first few chapters are the ones that are most often tested on the *Grade 8 STAAR Social Studies Test*.

If you are using another textbook, after you complete each unit you can reinforce student understanding by having students review the corresponding chapter or pages in ***Mastering the Grade 8 Social Studies TEKS***. Here, complex facts and ideas are presented simply and concisely, helping students to focus on the most important information. *Applying What You Have Learned, Acting as an Amateur Historian, Study Cards, Learning with Graphic Organizers, Concept Maps* and practice test questions will further enhance and reinforce student learning of that unit.

THE SOCIAL STUDIES TEKS

The table below lists the Grade 8 Social Studies TEKS. The numbers shown in brackets indicate the chapter(s) in ***Mastering the Grade 8 Social Studies TEKS*** where each TEKS is covered in the book.

(1) History. Traditional historical points of reference in U.S. history through 1877.	
• History 1A [5, 7, 8, 10, 11, 12, 13, 14]	• History 1C [5, 6, 7, 8, 10, 13]
• History 1B [10, 13, 14]	
(2) History. The causes of exploration and colonization.	
• History 2A [5]	• History 2B [5]
(3) History. The foundations of representative government in the United States.	
• History 3A [6]	• History 3C [6]
• History 3B [5, 6]	
(4) History. The significant political and economic issues of the revolutionary era.	
• History 4A [6,7]	• History 4D [8]
• History 4B [7]	• History 4E [8]
• History 4C [7, 9]	
(5) History. Challenges faced by government leaders in the early years of the republic.	
• History 5A [10]	• History 5E [10]
• History 5B [10]	• History 5F [11]
• History 5C [10]	• History 5G [11]
• History 5D [10]	

(6) History. The westward expansion and its effects on the development of the nation.	
• History 6A [8]	• History 6D [12]
• History 6(B [12]	• History 6E [10, 12]
• History 6C [12]	

(7) History. How political, economic, & social factors led to sectionalism and conflict.	
• History 7A [10, 11]	• History 7C [12, 13]
• History 7B [12]	• History 7D [11, 12]

(8) History. Individuals, issues and events of the Civil War.	
• History 8A [13]	• History 8C [13]
• History 8B [13]	

(9) History. Effects of Reconstruction on political, economic and social life of nation.	
• History 9A [14]	• History 9C [14]
• History 9B [14]	• History 9D [14]

(10) Geography. The location and characteristics of places in the United States.	
• Geography 10A [5, 7, 10, 12, 13, 14]	• Geography 10C [6, 7]
• Geography 10B [6]	

(11) Geography. Physical characteristics of North America and how humans adapted.	
• Geography 11A [6, 10]	• Geography 11C [6, 14]
• Geography 11B [10]	

(12) Economics. Why sections of the U.S. developed different economic activities.	
• Economics 12A [6, 10, 12, 13, 14]	• Economics 12C [10, 11]
• Economics 12B [6, 12]	• Economics 12D [6, 12, 13, 14]

(13) Economics. How various factors resulted in the Industrial Revolution.	
• Economics 13A [10]	• Economics 13B [14]

(14) Economics. Origins and development of the free enterprise system in America.	
• Economics 14 [11]	• Economics 14B [11]

(15) Government. American beliefs and principles in important historic documents.	
• Government 15A [5, 6, 8]	• Government 15C [7, 8, 9]
• Government 15B [8]	• Government 15D [8]

(16) Government. The impact of geographic factors on major historic events.	
• Government 16A [8]	• Government 16B [14]

(17) Government. Dynamic nature of the powers of the national and state government.	
• Government 17A [8, 9]	• Government 17B [11, 12, 13]

(18) Government. The impact of landmark Supreme Court cases.	
• Government 18A [10]	• Government 18C [12]
• Government 18B [10]	

(19) Citizenship. The rights and responsibilities of citizens of the United States.	
• Citizenship 19A [7, 9]	• Citizenship 19D [9]
• Citizenship 19B [9]	• Citizenship 19E [9]
• Citizenship 19C [9]	• Citizenship 19F [9]

(20) Citizenship. The importance of voluntary individual participation in a democracy.	
• Citizenship 20A [6, 7]	• Citizenship 20C [7, 12]
• Citizenship 20B [9]	

(21) Citizenship. The importance of the expression of different points of view.	
• Citizenship 21A [7, 9, 10, 11, 12, 13]	• Citizenship 21C [8, 9, 12]
• Citizenship 21B [9]	

(22) Citizenship. The importance of effective leadership in a constitutional republic.	
• Citizenship 22A [10, 13]	• Citizenship 22B [7, 10, 11, 12, 13, 14]

(23) Culture. The relationships among people from various groups.	
• Culture 23A [6, 12]	• Culture 23D [12, 14]
• Culture 23B	• Culture 23E [6, 7]
• Culture 23C [6]	

(24) Culture. The major reform movements in the nineteenth century.	
• Culture 24A [12, 13]	• Culture 24B [11, 12, 14]

(25) Culture. The impact of religion on the American way of life.	
• Culture 25A [6]	• Culture 25C [9]
• Culture 25B [6, 11]	

(26) Culture. The relationship between art and the times in which they were created.	
• Culture 26A [11, 13]	• Culture 26C [14]
• Culture 26B [6]	

(27) Science, Technology, and Society. The impact of science and technology on the economic development of the United States.	
• Science, Technology, and Society 27A [10, 11, 12]	
• Science, Technology, and Society 27B [10, 11]	
• Science, Technology, and Society 27C [11]	
• Science, Technology, and Society 27D [14]	

(28) Science, Technology, and Society. Impact of scientific discoveries and technological innovations on daily life in the United States.	
• Science, Technology, and Society 28A [11]	
• Science, Technology, and Society 28B [11, 14]	

(29) Social Studies Skills. Apply critical-thinking skills to organize and use information acquired through established research methodologies.	
• Social Studies Skills 29A [3]	• Social Studies Skills 29F [3]
• Social Studies Skills 29B [1, 3]	• Social Studies Skills 29G [3]
• Social Studies Skills 29C [3]	• Social Studies Skills 29H [2]
• Social Studies Skills 29D [3]	• Social Studies Skills 29I [2]
• Social Studies Skills 29E [3]	• Social Studies Skills 29J [2]

(30) Social Studies Skills. Communicates in written, oral, and visual forms.	
• Social Studies Skills 30A [3]	• Social Studies Skills 30C [2]
• Social Studies Skills 30B	• Social Studies Skills 30D [2]

(31) Social Studies Skills. Uses problem-solving and decision making skills.	
• Social Studies Skills 31A [4]	• Social Studies Skills 31B [4]

CALENDAR OF LESSONS

The following calendar of lessons can be used if you adopt this book as your primary resource during the school year. Chapters range in length from one chapter to the next. Each chapter usually encompasses a full week and part of the following week. However, it must be stated that this *Calendar of Lessons* is meant only as a general guide for your classroom. Each chapter should be supplemented by various outside activities using the Internet, school library or public library, based on the *Applying What You Have Learned* and *Acting as an Amateur Historian* activities found in each chapter.

AUGUST

Week	Lessons
1	Introduction
2	Chapter 1: How to Answer Multiple-Choice Questions

SEPTEMBER

Week	Lessons
3	Chapters 2: How to Interpret Different Types of Data
4	Chapter 3: How to Interpret Historical Documents
5	Chapter 4: Problem-Solving and Decision Making
6	Chapter 5: European Exploration and Colonization

OCTOBER

Week	Lessons
7	Chapters 5 & 6: European Exploration & Colonization / Life in Colonial America
8	Chapter 6: Life in Colonial America
9	Chapter 7: The American Revolution
10	Chapters 7 & 8: The American Revolution / Establishing a New Government

NOVEMBER

Week	Lessons
11	Chapters 8: Establishing a New Government
12	Chapter 9: The Rights and Responsibilities of American Citizenship
13	Chapters 9: The Rights and Responsibilities of American Citizenship
14	Thanksgiving Holiday

DECEMBER

Week	Lessons
15	Chapter 10: The Early Republic
16	Chapter 10: The Early Republic
17-18	Winter Recess

JANUARY

Week	Lessons
19	Chapters 11: The Age of Jackson
20	Chapters 11: The Age of Jackson
21	Chapter 12 & 13: The Age of Jackson / Manifest Destiny & Rise of Sectionalism
22	Chapter 12: Manifest Destiny and the Rise of Sectionalism

FEBRUARY

Week	Lessons
23	Chapters 12: Manifest Destiny and the Rise of Sectionalism
24	Chapter 13: The Civil War
25	Winter Break: Martin Luther King Holiday
26	Chapter 13: The Civil War

MARCH

Week	Lessons
27	Chapter 13 & 14: The Civil War / The Reconstruction Era
28	Chapter 14: The Reconstruction Era
29	Chapter 14: The Reconstruction Era
30-31	Spring Recess

APRIL

Week	Lessons
32	General Review for the Test in Grade 8 Social Studies
33	General Review for the Test in Grade 8 Social Studies
34	Chapter 15: Administration of A Practice Test in <i>Grade 8 Social Studies Test</i>

MAY

Week	Lessons
35	Review of the STAAR Test in Grade 8 Social Studies / Research Project
36	Research Project / In-Depth Topics
37	Research Project / In-Depth Topics

SPECIFIC INSTRUCTIONAL STRATEGIES

Whichever way you use this book, there are several specific instructional strategies you may wish to adopt:

CREATE OR FILL IN OUTLINES

Have your students first take a brief “tour” of the chapter. Point out any special features that are in the chapter, such as the *Essential Questions* or Important Ideas. Then have your students look through the chapter again in class. This time, ask your students to create an outline of the chapter. Tell your students to pay particular attention to the headings and subheadings in the chapter. This technique is especially useful if you are using *Mastering the Grade 8 Social Studies TEKS* as your primary resource.

Alternatively, give your students an outline of the chapter with headings and subheadings and space for them to add more detailed information. Then have your students read the chapter and complete the outline. Emphasize that they are limited to *one or two sentences* under each sub-heading and should not copy word for word from the book. This will limit what they can write so your students will not simply copy the text.

WORD WALLS

Students should be able to recognize the specialized vocabulary of social studies. Imagine playing a sport without being aware of all of the rules, or playing a musical instrument without knowing how to read music. This is how many students feel when they sit down to read a book that is written using specialized content-area vocabulary they have never encountered or practiced.

Word walls are found at the opening of each content chapter, identifying the terms and individuals identified in the TEKS as well as other specialized vocabulary. As students complete the chapter, they will be exposed to appropriate definitions or identifications of these terms, concepts, and people, and will develop a contextual understanding.

Each word wall lends itself to various instructional activities. For example, you can have your students write brief definitions or identifications for five or six people, terms or concepts for homework each night in their own words. You might use some of the terms and concepts listed in the word wall as a “warm up” activity at the start of your lesson. Or, these terms can be used as a summative evaluation of the content material in the chapter. You can go around the classroom asking students to raise their hands to identify a term, name or concept and describe its context as it appears in the chapter.

REVIEW LESSONS

For a model review lesson, have students look over the *Important Ideas* at the start of the chapter. Next, have students read the appropriate pages dealing with any *Important Ideas* they do not recall or feel unsure about. Conclude the lesson by having students complete the related *Checking Your Understanding* questions for homework. The following day, have your students review the correct answers to these questions.

CONCEPT MAPS

Have students make large posters based on *Learning with Graphic Organizers* within the chapters, and the *Concept Maps* at the end of each unit. Use these posters to decorate your classroom walls and bulletin boards. You can also have your students expand on particular sections of each *Concept Map* by adding further details.

STUDY GROUPS

Have students form small study groups. Each group should discuss one *Essential Question* found in the chapter and present their answer to the class in an oral presentation. Student groups can also debate the *Essential Question*. Alternatively, have small groups work on the chapter tests as a group activity.

STUDY CARDS

The introduction to the book gives students ideas for how they can make and use their own *Study Cards*. You can also have students examine the information found on each *Study Card* and quiz one another in pairs or small groups about this information. For example, can a “study buddy” identify a term or concept from an illustration that a student has made on the back of one of the cards? Students can also use the *Study Cards* to create a “Jeopardy” style game before each unit test. You might also have students write out the information on the *Study Cards* in a larger format. Some teachers encourage their students to bind these *Study Cards* together into a “mini-book” form. They can refer back to this mini-book of important terms and concepts as they progress through the book. Also, be sure to have students create and illustrate additional *Study Cards* on their own. You might wish to start each lesson by having a few students put new *Study Cards* they have created on the chalkboard before each lesson.

ANSWERING THE PRACTICE TEST QUESTIONS

Another recommended approach is to have students focus on answering the practice test questions. This is a simple and direct means to find out exactly what students know. It is especially useful if you are using this book as a supplement. This will allow you to pinpoint any problems your students may have with a particular topic.

- ★ Assign a chapter for homework. Have your students read through the content sections and complete the *Checking Your Understanding* at the end of the chapter.
- ★ When your students come to class, briefly review the main points of the chapter. Discuss the *Study Cards* (or *Concept Map* if you are at the end of the unit) as a particularly helpful form of review.
- ★ Have students complete the *Checking Your Understanding* at the end of the chapter in class. To conclude your classroom session, review the answer to each question.

HOW THIS BOOK USES THE MOST RECENT SCIENTIFIC RESEARCH ON STUDENT LEARNING

Both federal and state laws require educators to use research-based methods to help their students attain proficiency. *Mastering the Grade 8 Social Studies TEKS* is based on the latest educational research.

CONCEPT-BASED LEARNING

In 1999, the National Research Council concluded in *How Students Learn* that:

- ★ “To develop competence in an area of inquiry, students must:
 - a) have a deep foundation of factual knowledge;
 - b) understand ideas **in the context of a conceptual framework**; and
 - c) organize knowledge to facilitate retrieval and application.”
- ★ “A metacognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.”

Mastering the Grade 8 Social Studies TEKS applies these findings by helping students master the knowledge needed for social studies literacy in today’s world. Facts and ideas are presented in the “context of a conceptual framework.”

Based on current educational research, this book organizes the World History TEKS into meaningful concepts that students can easily assimilate, with frequent reinforcement and multiple opportunities for interaction. To emphasize the importance of key concepts, major concepts identified in the TEKS are presented in multiple ways in *Important Ideas*, *Social Studies Terminology*, *Essential Questions*, *Learning with Graphic Organizers*, *Applying What You Have Learned*, *Acting as an Amateur Historian*, *Study Cards*, a *Concept Map*, and practice test questions.

The effectiveness of emphasizing concepts, chunking information, and using advance organizers and concept maps has been well documented by recent educational research. Chunking information is the breaking down of information into “bite-sized” pieces so that the brain can more easily digest new information. The importance of “chunking information” was illustrated by Harvard psychologist George A. Miller in his article, “The Magical Number Seven, Plus or Minus Two.” Miller studied short-term memory — how many numbers people could be expected to remember a few minutes after having been told these numbers only once.

Miller contended that short-term memory could only hold 5-9 chunks of information where a chunk is any meaningful unit. The relevance of Miller's article goes beyond just numbers. The chunking principle requires us to classify items into groups to reduce the overload of information. If a learner's working memory is full, the flood of excess information will just drop out or disappear. Thus, if a student is reading a complex text, the student must hold several bits of information in mind to understand it. Comprehension and memory are greatly assisted if the information appears in bite-size pieces so that the student's mind can more easily absorb it.

This "chunking of information" has been a guiding principle in presenting content information throughout this book. Large units of information have been divided into smaller chunks, making them easier to understand and absorb.

Cognitive scientists believe knowledge is stored in the brain as propositions, or schemata, that provide our memories with content. Because concept maps are constructed to reflect the organization of the memory system, they facilitate meaningful learning. See *e.g.*, J.R. Anderson and C. Lebiere, C., *The Atomic Components of Thought* (Mahwah, N.J. 1998); Erlbaum and J.R. Anderson, M.D. Byrn, S. Douglass, S., C. Lebiere: and Y. Qin, "An Integrated Theory of the Mind." *Psychological Review*, (2004), Volume 111, pp. 1036-1050; D. Ausubel, J. Novak, and H. Hanesian, *Educational Psychology: A Cognitive View* (New York: Holt, Rinehart & Winston, 1978); J. Brandsord, *Human Cognition: Learning, Understanding and Remembering* (Belmont, C.A.: Wadsworth, 1979); R. Gagné, *The Conditions of Learning* (3rd edition) (New York: Holt Rinehart & Winston, 1977); Gary McKenzie, "The Importance of Teaching Facts in Social Studies Education," *Social Education*, Vol. 44, (1980), pp. 494-498; R. Mayer, "Twenty Years of Research on Advance Organizers: Assimilation Theory Still the Best Predictor," *Instructional Science*, vol. 8 (1979), pp. 133-167; and J. Howard, "Graphic Representations as Tools for Decision Making", *Social Education*, vol. 68 (2001), pp. 220-223.

WORD WALLS

Some high school teachers may be unfamiliar with *Word Walls*. *Word Walls* provide an important means of promoting the growth of specialized social studies vocabulary. Educational research supports the learning of content vocabulary as an explicit activity. A Word Wall can build prior knowledge, provide contextualized information, and provide students with high-frequency words that will be encountered in content chapters. This makes a *Word Wall* an extremely effective learning and teaching tool. (see Cunningham, P.M. & Allington, R.L., *Classrooms That Work: They Can All Read and Write*, Addison-Wesley Educational Publishers Inc., 1999).

Word Walls also provide a reference for students since these same words will later appear in bold print in context in the chapter. *Word Walls* provide a visual map to help students remember connections between words. They help students to develop a list of words as part of their social studies vocabulary. See Wagstaff, J.M. "Teaching Reading and Writing with Word Walls," *Scholastic Magazine*, (1999). In ***Mastering the Grade 8 Social Studies TEKS***, students are encouraged to make their own personal glossaries or *Study Cards* from the *Word Walls*.

STUDY CARDS

Mastering the Grade 8 Social Studies TEKS provides *Study Cards*. Thomas Himes (*Study Skills for All Ages: A Sourcebook*) refers to a system with flashcard drills as “efficient recitation designed for remembering texts in detail.” He further suggests that this type of learning can be especially useful for memory-intensive content. Drilling with *Study Cards* is more efficient than simply repeating information because more time is spent on those items that actually need to be learned.

Flashcard drills are also efficient because they make use of spans of time, both short and long, that otherwise do not contribute to learning course content. See Preston, Ralph, *Teaching Study Habits and Skills*, (Rinehart, 2006); Robert Kranyik and Florence V. Shankman, *How to Teach Study Skills* (Teacher’s Practical Press, 1963); and Marvin Cohn, *Helping Your Teen-age Student: What Parents Can Do to Improve Reading and Study Skills* (Dutton, 1979).

USE OF THE INQUIRY APPROACH

The chapters in this book help students to gain greater knowledge through the inquiry approach used in many of the *Applying What You Have Learned* and *Acting as an Amateur Historian* activities throughout the book. See Steven Olson, *Inquiry and the National Social Studies Educational Standards* (National Academies Press, 2000).

THE USE OF “GUIDED” PRACTICE

Guided practice provides students with the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress. Guided practice is not simply assigning a worksheet, problems, or questions to be completed in class. The use of *guided practice* can greatly assist students to organize their learning and eliminate confusion as well as reinforce the major points to be learned. Researchers have stressed the need for students to practice new knowledge and skills under direct teacher supervision. This is not always possible in a larger urban classroom setting.

The learning of a new skill is like wet cement; it is easily damaged. An error at the beginning of learning can be more easily corrected than after it is set. Recent cognitive research has shown that we have a window of approximately 6-8 hours to correct inaccurate information/skills before they become more permanently encoded. Therefore, it is helpful to check for understanding through guided practice before students begin their own independent practice. See M. Harmin, *Inspiring Active Learning: A Handbook for Teachers* (Alexandria, VA: Association for Supervision and Curriculum Development 1994), pp. 44-45; Gary Borich, *Effective Teaching Methods*, Sixth Edition. (Columbus, Ohio: Prentice-Hall/Merrill, 2007).

For most students, direct instruction in specific study skills has been an effective area of learning. However, there are some students who need a more systematic, guided approach in learning certain skills in a purposeful manner. See Pearson, P.D. and Gallagher, M., “The Instruction of Reading Comprehension,” *Contemporary Educational Psychology*, Volume 8, (1983).

Many students have difficulty working independently answering multiple-choice questions. Even when they have been taught specific study strategies, they may fail to see their purpose or value. They

need to be given actual practice that is relevant to these strategies accompanied by some form of guidance. See M. Harmin, *Inspiring Active Learning: A Handbook for Teachers*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1994). Guided practice is important for all learners, especially low achievers. The effectiveness of guided practice can be evaluated by measuring subsequent student performance in independent practice. See Rosen, A. "Knowledge Use in Direct Practice," *Social Service Review*, 1994, Volume 68, pp. 561-77.

VISUAL LEARNING

Students are less capable of learning complex concepts and facts when their knowledge frameworks are weak or unorganized. Visual learners benefit when they are shown pictures, graphs, maps and various graphic organizers (webs, *Concept Maps* and Venn diagrams).

All of these visual techniques are used in ***Mastering the Grade 8 Social Studies TEKS***. These are among the best visual learning techniques for enhancing thinking and learning skills. When information is presented spatially with visual imagery, many students are better able to grasp meaning, reorganize and group similar ideas easily, and make better use of their visual memory. See R. Bartoletti, *How Good Visual Design Helps Learning* (American Psychological Association Publication Manual, 2008). Also see J.D. Novak, J. D., *Learning, Creating and Using Knowledge: Concept Maps as Facilitative Tools in Schools*, (Trenton, NJ: Lawrence Erlbaum Associates, Inc., 1998).

LEARNING WITH GRAPHIC ORGANIZERS

Throughout the book, there are special *Learning with Graphic Organizer* exercises. There is a fundamental educational basis behind this feature. Random, disconnected factual information often quickly passes out of the brain. However, the mind's ability to store images is nearly boundless. A graphic organizer is a diagram or illustration of a written statement. The goal of each diagram is to allow students to organize ideas and examine relationships. A large amount of information can be viewed in a single figure that provides a broad overview of a topic. The process of seeing information organized graphically helps learners arrange details in their minds. See Hall, Tracey and Strangman, Nicole, "Graphic Organizers," *National Center on Accessing the General Curriculum Publications*, (2005). Graphic organizers are therefore helpful for all types of students, from under-achievers to gifted learners.

Requiring students to complete their own graphic organizers compels them to demonstrate their understanding and helps them to clarify their thinking. Students must not only move words but focus on their connections. In doing this, students employ more of their thinking skills and process information more intensely, helping to improve long-term recall. Since the brain chunks information, a graphic organizer complements the way the brain works naturally. See Bromley, K., Irwin-DeVitis, and Modlo, M., *Graphic Organizers* (New York: Scholastic Professional Books, 1995).

Graphic organizers are also wonderful learning tools for students who are primarily visual learners. See Marzano, Robert, Debra Pickering, and Jane E. Pollack, *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement* (Alexandria, VA: ASCD, 2001).

METACOGNITIVE APPROACH TO SKILLS INSTRUCTION

Mastering the Grade 8 Social Studies TEKS provides metacognitive instruction in data-interpretation skills and test-taking strategies. Metacognition simply means exercising active control over the thinking process. It refers to a learner's self-awareness and ability to understand, control, and manipulate his or her own cognitive processes.

Metacognitive skills include taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing one's behavior and strategies when necessary. See D.S. Ridley, P.A. Schutz, and R.S. Glanz, "Self-regulated Learning: The Interactive Influence of Metacognitive Awareness and Goal-setting," *Journal of Experimental Education*, Volume 60 (1992).

As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. See, e.g., I. Gaskins, I. and T. Elliot, *Implementing Cognitive Strategy Training across the School: The Benchmark Manual for Teachers* (Cambridge, MA: Brookline Books, 1991); *How Students Learn: History, Mathematics and Science in the Classroom* (National Research Council, 2005).

A large body of research supports the effectiveness of explicit instruction in metacognitive thinking skills, such as data interpretation, comparing, drawing conclusions, and finding cause-and-effect relationships. See, e.g., J.E. Baron and R.J. Steinberg, *Teaching Thinking Skills: Theory and Practice* (New York: W.H. Freeman); B.K. Beyer, "Teaching Critical Thinking: A Direct Approach," in *Social Education*, vol. 49 (1985); J. Onosko, "Barriers to the Promotion of Higher Order Thinking in Social Studies," *Theory and Research in Social Education*, vol. 19, (1991), pp. 341-366. ***Mastering the Grade 8 Social Studies TEKS*** provides those strategies by showing students the steps to think about in interpreting historical documents, interpreting data, and responding to test questions.

EXPLICIT TEST-TAKING STRATEGIES

Research-based evidence demonstrates that students can improve their test scores substantially by practicing with the actual test format. See, e.g., Thomas Scruggs and Margo Mastropieri, *Teaching Test-Taking Skills* (Brookline, 1992); J.B. Schumaker, *et al*, "Teaching Routines for Content Areas at the Secondary Level," G. Stover *et al*, *Interventions for Achievement and Behavior Problems* (Washington, D.C.: National Association of School Psychologists, 1991).

Scientific, research-based evidence demonstrates that a successful test preparation program includes four key components:



See Rubinstein, Jeff, "Test Preparation: What Makes It Effective?" in *Assessment Issues for Teachers, Counselors, and Administrators*, ed. by Janet Wall and Greg Walz, (Austin, Texas: Pro-Ed, Inc., 2003).

Mastering the Grade 8 Social Studies TEKS provides all four of these components:

- (1) introductory chapters review basic skills;
- (2) content-rich chapters provide a thorough subject matter review, with skills practice and sample questions;
- (3) our unique “E-R-A” approach provides a metacognitive test strategy for answering multiple-choice questions; and
- (4) the final chapter provides a complete practice test to allow students to practice their skills and to apply all of the content knowledge they have learned.

A wide variety of question types are provided at the end of each chapter. As students answer each type of question found on the test, they begin to develop their own strategies for selecting the correct answer. This allows students to practice and more fully develop the strategies they need for answering questions on their own. In the last chapter of the book, students apply the strategies they have learned to approaching different types of questions based on all the historical periods covered in the book.

Mastering the Grade 8 Social Studies TEKS also makes it easier for even slow learners to assimilate higher-level skills and concepts, better preparing them for the test. When they have completed all of the questions at the end of each chapter, they will have effectively practiced taking the test several times.

ADDITIONAL LESSON IDEAS

There are many ways to approach teaching a lesson. What follows are several additional suggestions for how you might approach teaching the chapters in this book. Each lesson is presented in the form of a focus question with one or more possible ways for developing the lesson. In planning your lessons, we recommend you begin with the focus question. Then decide on the best lesson format (lecture, class discussion, debate, student reports, etc.) for exploring and resolving the focus question in order to develop the lesson. Keep in mind that any of the following lesson ideas may extend over more than one class period. You might also use the teaching ideas below for different chapters.

Remember that the *Essential Questions* in the book are generally based on the TEKS and can often be broadened. For example, students are asked to explore how someone becomes a citizen of the United States. You might also ask them to consider, more broadly, what they think the requirements for citizenship should be.

CHAPTER 1: HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

Focus: *What is the best way to approach answering multiple-choice questions?*

Lesson Development: Have students review the material in the chapter about the various kinds of questions, such as recall, generalization, and cause-and-effect. Then have students make up their own questions on U.S. history. Finally, have students apply the “E-R-A” approach discussed in the chapter. See whether, by using this approach, your students arrive at the correct answer.

Focus: *How good are you at identifying the various types of multiple-choice questions?*

Lesson Development: You can make up a set of ten or fifteen multiple-choice questions for the class. Create a number list of these questions on the chalkboard and have students identify what type of question is being asked, such as cause-and-effect. Here, the emphasis is on identifying question types and not on finding the answer. Emphasize that once students know the kind of question being asked, they can then apply their knowledge on attacking that particular type of question.

CHAPTER 2: HOW TO ANSWER DATA-BASED QUESTIONS

Focus: *What is the best way to approach answering a data-based question?*

Lesson Development: Have students review the information in the chapter about interpreting the various types of data. Then have students select one, two or three of the questions found in the chapter and write out how they would apply the “E-R-A” approach to answering those particular questions.

Focus: *How good are you at creating data-based questions?*

Lesson Development: Have students locate two pieces of data explored in the chapter. For each piece of data, have them create two questions. The first question should be a simple comprehension question, while the second question should ask some high-level thinking question, such as drawing a conclusion, making a prediction, or making a generalization based on the data.

CHAPTER 3: HOW TO INTERPRET HISTORICAL SOURCES

Focus: *How good a historian are you?*

Lesson Development: Have students take a historical document from some aspect of history that will be explored during the school year. Have them do research on the background of the author, the events that surrounded the origins of the document, and what impact that document may have had on the events of that time period.

Focus: *How many different sources can you find?*

Lesson Development: Have students collect a variety of different document types, such as several primary and secondary sources. Have them state the type of document each one is and the reason why they have identified that source as a primary or secondary document. Include artifacts as well as written documents.

Focus: *How do different types of sources compare with each other?*

Lesson Development: Have students compare and contrast a primary document with a secondary document written about the same event. For example, your students could compare the Declaration of Independence, a primary source, with a secondary source written by a modern historian about the positive effects of the document. Have students list some of the differences between the two documents. Finally, have students see if they can formulate one or more generalizations based on the two documents being compared.

CHAPTER 4: PROBLEM-SOLVING AND RESEARCH SKILLS

Focus: *How would you go about solving a current problem in American history?*

Lesson Development: Have students generate a list of current problems in the United States today. After one problem has been chosen by the class, have each student develop a problem-solving approach to that problem. They should gather information about the problem, consider some of the options, weigh the advantages and disadvantages of each option, and try a solution. The class should list several of these problem-solving solutions and discuss how well they think each would work. Finally, the class should try to reach a consensus, for example by a vote, on the one solution they think would most likely work the best.

Focus: *What issue in American history would you like to research?*

Lesson Development: Have each student or group of students select a topic in American history that they are interested in researching. Have them submit a well-defined historical question for your approval before they begin their research project. After the question has been approved, students can then set about finding information, creating a set of note cards, and submitting a detailed outline of the research paper. After receiving your approval of their outlines, students can then write up their report. Each report is submitted, it should include a bibliography of the books used in doing the research. This project can be completed at any time during the school year.

CHAPTER 5: EUROPEAN EXPLORATION AND COLONIZATION

Focus Question: *Why did Europeans explore the world's oceans and colonize the Americas?*

Lesson Development: Give your students an opportunity to interpret a variety of primary and secondary sources. In this activity, students will use skills such as summarization, making inferences, drawing conclusions, determining the validity and reliability of source materials, and interpreting how context and frame of reference influence a source. Provide your students with excerpts from the journal of Columbus. Then ask them the following:

- Who delivered the message of the passage?
- For whom was the document produced?
- What was the subject of the document?
- Where and when was the passage produced?
- What was happening at the time it was produced?
- Why was the document is intended?
- What is the main idea of the document?
- Why this document important?
- What feelings or attitudes does the document express?

Focus Question: *What political, economic, religious, and social reasons led to the establishment of the thirteen English colonies?*

ESP is a categorization and classification strategy that helps students analyze and interpret documents and information.

ESP [ECONOMIC, SOCIAL, AND POLITICAL FACTORS]

Economic Factors. These relate to: money, taxes, industry, agriculture, jobs, and the availability of resources; or to the ways people organize for production, distribution and consumption of key goods/services; or simply, to how people answer the three fundamental economic questions of *What to produce? How to produce? and For whom to produce?*

Social/Cultural Factors. These relate to cultural aspects of groups, such as language, religion, leisure activities, customs, traditions, food, and clothing; these also relate to population density, immigration, cultural diversity, lifestyles, use of leisure time, traditional roles within society, the impact of cultural customs and traditions.

Political Factors. These relate to the functions and procedures of government, laws, and selecting officials. These factors often deal with power and control: Who has power? How did they get it? Who wants it? How will an individual/group achieve various levels of influence and power?

Lesson Development: Students should develop their own matrices/charts using “ESP.” They should choose a title for the matrix, compose a thematic statement, and create categories to synthesize the information they gather. These are all important parts of the matrix assignment. Initially, you might assist your students with creating categories and thematic statements. As your students progress, place more responsibility for these tasks on your students. Students do not need to fill in every box in the matrix, but they should include the most pertinent details.

CHAPTER 6: LIFE IN COLONIAL AMERICA

Focus Question: *What differences existed between the three main regions of the thirteen colonies?*

Lesson Development:

Activity 1.

Use these Key Questions to help students compare the “ESP” factors in the three colonial regions:

1. What were the defining characteristics of each of the colonial regions: New England, Middle, and Southern Colonies?
2. How did these colonial regions compare and contrast in terms of their economic activities?
3. How did these colonial regions compare and contrast in terms of their political organization?
4. How did these colonial regions compare and contrast in terms of religious beliefs and toleration (social)?
5. How did these colonial regions compare and contrast in terms of lifestyles of the colonists (social)?

Activity 2.

Have students create a persuasive presentation with a poster, advertisement, brochure, Microsoft Photo Story or other Web 2.0 Technologies. They should assume the role of an individual in charge of getting colonists to a specific region. The task is to inform potential newcomers from Europe or from other colonial regions of the “ESP” advantages that colonists would enjoy in this particular region.

Sample Rubrics for Performance Assessments

Name _____ Date _____ Period _____

Score	Project Content
0	Did not describe any of the critical ESP aspects of [assigned region].
1	Partially described some critical ESP aspects of [assigned region]
2	Described the critical ESP aspects of [assigned region], but provided minimal or incorrect supporting details.
3	Clearly described the critical ESP aspects of [assigned region] and provided accurate supporting details, but did not elaborate.
4	Clearly described the critical ESP aspects of [assigned region] and provided accurate supporting details, with significant elaboration.

Comments

Score	Description - Standard Conventions
0	Did not have a presentation
1	Had numerous [15+] grammatical, spelling, sentence structure, and punctuation errors in the presentation
2	Had some [5 - 10+] grammatical, spelling, sentence structure, and punctuation errors in the presentation
3	Had minimal [less than 5] grammatical, spelling, sentence structure, and punctuation errors in the presentation
4	Had no grammatical, spelling, sentence structure, or punctuation errors in the presentation

Focus Question: *How did the economic system of mercantilism affect the thirteen colonies?*

Lesson Development: Use a verbal/visual vocabulary strategy to define mercantilism. Create a graphic organizer that includes the following:

Term: Mercantilism
Definition: Provide a definition for your students.
Examples
Non-examples
Visual

Discuss the following:

- The definition of mercantilism and the key terms included in that definition.
- The role of the colonies and the mother country in this economic system.
- The reasons why mercantilism later led to discontent in the British colonies of North America.

CHAPTER 7: THE AMERICAN REVOLUTION

Focus Question: *How did the French and Indian War make the colonies ripe for change?*

Lesson Development: Use video clips and/or maps to illustrate the effects of the French and Indian War on the British colonists. Have students create cartoon panels or a simple cause-and-effect organizer to illustrate the cause-and-effect relationships connecting actions before, during, and after the French and Indian War. Significant historical events usually have multiple economic, social, and political causes: How did the colonial protests in this period reflect this multiple causation?

Focus Question: *Which British policies in the colonies led to disagreement?*

Lesson Development: Have students complete a timeline, cause-and-effect graphic organizer, or a flow chart to help them visualize the relationship between the actions taken by the British from 1763 to 1774 and the growing colonial dissatisfaction that escalated into violence at the beginning of the American Revolution. Use pages 90-94 as a reference. The following graphic is a possible sample:

British Actions...	Colonists Reactions...
Proclamation of 1763	Colonists reacted by...
Stamp Act (1765)	Colonists reacted by...
Townsend Act (1767)	Colonists reacted by boycotting and...
Boston Massacre (1770)	
Quartering of soldiers	
Intolerable Acts (1774)	

Using the *British actions / Colonial reactions* chart above, have students line up in two lines facing each other so that each one is paired with a partner. Appoint one side to defend the British point of view and the other to defend the Patriot point of view. Introduce each British action with a prompt and allow 30 seconds for the British “side” to state their point of view; then allow 30 seconds for the Patriots to respond and explain why they believe the policy/act to be unfair, and why they reacted [effect] the way they did.

Focus Question: *How did individual leaders influence the course and outcome of the American Revolution?*

Lesson Development:

Activity 1.

Divide students into groups and have them randomly choose the name of a Revolutionary War leader. Have each group create a visual to persuade people to vote for their candidate as the “Individual of the Era”. Post “campaign” posters around the room and have students vote by using sticky notes, placing their vote by the leader they believe most exhibited good civic leadership. This activity can be used with the graphic organizer found on pages 105-106.

After groups have completed their posters, have each student take on the role of one Revolutionary War leader. Then ask them to write persuasive speeches to be given to an audience of students in schools today that answers the following question: “In what ways was I a good Revolutionary War leader?”

Activity 2.

Ask students to categorize American leaders into the following groups:

- ◆ Leaders in colonial times
- ◆ Leaders during the American Revolution
- ◆ Leaders who worked for Revolution and assumed leadership roles in the newly created republic

CHAPTER 8: ESTABLISHING A NEW GOVERNMENT

Focus Question: *What conditions led Americans to change their system of government in 1787?*

Lesson Development: Use a graphic organizer to enable students to compare the strengths and weaknesses of the Articles of Confederation (T-chart). Individual students or groups of students can create this graphic organizer, using pages 117-119. Have the cause-and-effect graphic organizer include those weaknesses of the Articles of Confederation that caused problems such as Shay’s Rebellion, and that eventually led to the Constitutional Convention.

Another way of making categories is to give students sentence strips or smaller sets of sentences [one per card/slip of paper] to sort characteristics into strengths or weaknesses and to be able to defend the choice of category. Why was this characteristic either a strength or weakness in the Articles and how did this weakness lead to the Constitution Convention?

Focus Question: *What issues were resolved at the Constitutional Convention?*

Lesson Development: Divide students into five groups and ask each group to work together to prepare a short presentation on one of the major issues. Each presentation should address the following:

- **Context** — What was the issue facing the delegates? What was this about?
- **Choices** — What choices did the participants have at that time? In other words, what were the different points of view relating to the issue? Why did these differences in perspective exist?
- **Course** — What compromise decision did the participants make? Describe how this course of action gave something to each side in the debate.
- **Consequences** — Have students draw at least one conclusion about the consequences of the compromise. For example, after the 2000 Presidential election, many questions were again raised about the Electoral College system.

CHAPTER 9: THE RIGHTS AND RESPONSIBILITIES OF U.S. CITIZENS

Focus Question: *What individual rights are guaranteed by the Bill of Rights?*

Lesson Development: Divide your class into 4 teams. Assign each team two of the first 8 amendments to the Constitution and have them find the grievances in the Declaration which their assigned amendments addressed. Have the class develop a graphic organizer that matches each grievance to its “fix” in the Bill of Rights. You may wish to use the chart *Impact of Colonial Grievances on the Constitution* on page 151 as a reference.

Use pages 144-151 to explain the rights guaranteed by the Bill of Rights. Then divide your class into groups of 3 or 4, and have these student groups develop a “Bill of Responsibilities” in which they name the responsibilities, or duties, that accompany the rights we enjoy as Americans.

Review the meaning of “unalienable rights” and discuss the reasons for their inclusion in the Bill of Rights. Use pages 144-151 a resource to help students to begin to see how rights guaranteed to all American citizens affect their daily lives. Working in groups, have students begin to think about real-world applications of the Bill of Rights. Ask students to generate their own examples, using their experiences and/or current events.

Focus Question: *What are the responsibilities of citizenship?*

Lesson Development: Help students develop a definition of citizenship responsibility as the duty that shapes the mutual exercise of our individual rights. They should discuss how the concepts of rights and responsibilities are actually linked. This strategy can be used to assess student understanding of the relationship between rights and responsibilities.

Read each statement and have students decide the number that best expresses their individual opinions. Set up a continuum in your classroom with areas numbered from 1 to 5 and have students move each time a statement is read.

1 — strongly disagree; 2 — disagree; 3 — not sure; 4 — agree; 5 — strongly agree
--

- People should be free to say whatever they want, however they want.
- The U.S. Armed Forces should be just large enough to guard our country.
- Vouchers to allow students to use public money to attend private school should be introduced.
- People who can't find work should be provided for by the government.
- Censorship in any form is wrong.
- The United States should pay for health care for all citizens.
- The United States should stay out of the problems of other countries.
- There should not be a death penalty for convicted criminals.
- There should be no limit to the amount spent on public education by the government.
- Content and access on the Internet should not be regulated.
- It is fair to raise taxes if the additional revenue will be spent helping unemployed and low-income people.
- In times of national emergency, people's individual rights can be suspended.
- The government should not help businesses that are going bankrupt.
- The government should ensure that companies don't become too powerful.
- When trading with another country, the United States should consider how that country treats its citizens.

Discuss what the opinions of the class show about the relationships and responsibilities listed.

CHAPTER 10: THE EARLY REPUBLIC

Focus Question: *What challenges faced the new nation under the Constitution?*

Lesson Development: Use pages 170-173 from the text as a reference. Divide your class into “expert” groups. Assign each group one of the three key challenges below. Instruct each student to fold a piece of paper into thirds by both length and width to create a nine-section grid. Label each column with one of the challenges facing the new nation.

Create a stable economic system — Summarize the challenge	Setting up a national court system — Summarize the challenge	Determining the authority of the federal government — Summarize the challenge
State the solution[s]	State the solution[s]	State the solution[s]
Evaluate the solution[s]: 1 is great — 5 is poor. Justify your evaluation with supporting details.	Evaluate the solution[s]: 1 is great — 5 is poor. Justify your evaluation with supporting details.	Evaluate the solution[s]: 1 is great — 5 is poor. Justify your evaluation with supporting details.

Then have each group work together to find information about their assigned challenge and to record that information in one of the squares in that column.

Reconfigure your students into groups of three with each of the issues being represented. Then ask your students to share what they know about their particular issue. As they share, the others in the group can record the information in the blank spaces of the foldable. Students will use a problem-solution grid to summarize the issue, state possible solutions, evaluate and rank the solutions, and justify their thinking with supporting details.

Focus Question: *How did the first American political parties emerge?*

Lesson Development: Use pages 171-172 to trace the development of key U.S. political parties and key individuals (such as Jefferson and Hamilton) involved in the early development of a two-party system. Focus on the similarities and differences between the parties. Help students understand the relationship between the older arguments of the Federalists and the Anti-Federalists and the later development of political parties during Washington's Presidency.

Develop a list of opinion statements about current issues. Have students respond on a scale of **1** [strongly agree] to **5** [strongly disagree]; then group students together with similar response patterns. Discuss with students how this helps illustrate the formation of political parties - those with similar ideas usually support candidates sharing their views. Have the class develop a list of current issues, then search newspapers and magazines for how American political parties today stand on those issues.

Focus Question: *How did the United States conduct its relations with other nations?*

Lesson Development: Divide your students into groups of three and refer them to Washington's Farewell Address on page 174, the War of 1812 on page 183, and the Monroe Doctrine on pages 189-190. Have them analyze these events and their effects on changes in U.S. foreign policy.

As a class, discuss the following:

- ⇒ What factors account for the change in American foreign policy from the time of Washington's warning to his countrymen to the issuing of the Monroe Doctrine?
- ⇒ Can you reach any conclusions about how governments conduct themselves when they believe they are getting stronger?

Emphasize the economic effects of the War of 1812 by asking students to draw a T-chart with one column labeled "Before the War" and the other labeled "After the War." Have them discuss and complete the following:

Before the War	After the War
Americans imported most goods from England	American industry grew because imports were limited [Lowell Mills]
Britain supported Indian raids on settlements and made westward migration dangerous	
Americans felt inferior to British military power	
Foreign nations doubted America's strength	

CHAPTER 11: THE AGE OF JACKSON

Focus Question: *How did reformers change the United States as it began to move from an agrarian to an industrial society?*

Lesson Development: Divide students into groups and assign pages 211-214 on America's 'First Age of Reform.' Have students divide the reading between group members. Ask each group member to summarize one of the reforms and then to share their information with others in the group. Students might use the graphic organizer on page 215 to organize their note-taking.

Provide each group with poster paper, large construction paper, or newsprint and assign that group one of the four reform movements - public education, temperance, women's rights, and prison reform/care of the disabled. Ask that group to include the name of the reform, any significant individuals involved in the reform movement, a statement of why this reform movement was so important, and an illustration depicting something about the reform movement.

Ask each group to display the key points they included and their illustration, and to describe how they have depicted the assigned reform. Ask each student to answer these three key questions:

- Why was this reform necessary?
- What did the reformers do to fix the so-called "wrong" (or problem)?
- Why is the movement so important in history?

You may also wish to use the "Somebody Wanted/But/So Summarization Strategy" to review the significant 19th century reforms and reformers. Some examples of sentence starters include:

Horace Mann wanted _____ but _____ so _____.
Dorthea Dix wanted _____ but _____ so _____.

Students would then complete the sentence: Horace Mann wanted to help children become educated but there were no free schools, so he started a movement to provide free, compulsory public schools (the "common school" movement).

Focus Question: *How did Jackson's policies affect the political, economic, and social life of the nation?*

Lesson Development: Refer students to the text, pp. 202 - 204, to discuss the Indian Removal Act of 1830. Display pictures of the *Trail of Tears* from the text and other sources.

Have students answer the following questions about the picture to analyze the impact of this event on thousands of Native Americans:

- What objects are in the picture/painting/cartoon?
- What people are in the picture/painting/visual?
- What is the title of the work and what time period does it portray?
- What inferences can you draw, based on this source?
- What conclusions can you reach, based on this source?
- What symbols are present in this [cartoon/picture]?
- How would you summarize the main idea?

Refer to the excerpts *Jackson Addresses Congress* and *Cherokee Refuse to Leave* found on page 206. Use the following questions to analyze and interpret these primary sources:

- What is the general subject of the document?
- Who or what delivers the message of the passage?
- Where and when was the passage produced?
- What was happening at that time?
- For whom was the document produced?
- Why was the document produced?
- What is the main idea of the document?
- Why is this document important? What important idea does it convey?
- What feelings or attitudes does the document express?

Using the following guided writing can help students to interpret and describe information:

The speaker (or author) is _____ who _____, and the occasion (which occurred in the larger context occasion of _____). Because the audience was _____, the tone was _____, as illustrated by _____. The speaker's purpose was _____.

CHAPTER 12: MANIFEST DESTINY AND RISE OF SECTIONALISM

Focus Question: *What role did “Manifest Destiny” play in westward expansion?*

Lesson Development: Before class begins, move most of the desks into one small section of the room — along one wall if possible. Leave a few desks spaciouly distributed throughout the rest of the room. As students are seated, pose this question: *“What is wrong with this room arrangement for the class?”* Use this to segway into a discussion of the perceived need by many Americans in the early nineteenth Century to move beyond the Appalachian Mountains into western lands. Moreover, discuss why a plan was needed for orderly expansion — i.e. rows of desks, rather than random seating in the classroom.

Refer to the map illustrating the territorial growth of the United States from 1783 to 1853 on page 231. Refer students to the text on page 228 and discuss the provisions of the Northwest Ordinance. Point out that the Northwest Ordinance did not organize the territories south of the Ohio River. Why did this pose a problem later in the century, particularly related to the issue of slavery?

Use a visual vocabulary strategy to define *Manifest Destiny*, by creating a graphic organizer that includes the following:

Term: Manifest Destiny
Definition: Provide the definition for students
Examples
Non-examples
Visual

Discuss how the belief in “Manifest Destiny” encouraged westward expansion.

Using a *timeline strategy*, have students record and sequence key events in America’s westward expansion. Be sure to include territories acquired just after the American Revolution, the Louisiana Purchase, Florida, and claims on the Oregon Territory. In the next lesson, students will be able to add the Texas Annexation, Mexican Cession and Gadsden Purchase to their timelines.

Date	Area(s) Acquired	Important information about this area

Focus Question: *Was the U.S.-Mexican War justified?*

Lesson Development: Using the pictures on pages 229 and 235, or pictures from other sources, use a “sensory figure analysis” to discuss the feelings and motivations of settlers moving west into Texas and other frontier areas. Remind students of Stephen Austin and the “Old 300” from Grade 7 Texas History and the cost of land at 12.5 cents an acre.

Provide students with the following guidelines for their sensory figure analysis:

Select a person or inanimate object from the pictures on pages 229 and 235 (or pictures from other sources).

1. Draw a stick figure of a person or trace/cut out an actual person’s body on butcher paper.
2. Name the figure based on the text or visual [primary or secondary].
3. On one side of the head, write words that describe what the person might be thinking.
4. On the other side of the head, write what that person might be seeing.
5. Near the hands, write what that person might be doing.
6. Near the torso/heart, write what that person might be feeling.
7. At the bottom, write one or two sentences that summarize this person’s perspective on the topic or setting.

Point out that as more and more Americans settled in areas like Texas, there was inevitable conflict. In the case of the Texas Annexation and the Mexican War, the conflict was over the border between the United States and Mexico.

Pose the following “History Mystery” question for class discussion:

History Mystery: *Why did the United States pay \$10 million for the “little” piece of land known as the Gadsden Purchase in 1853, when the huge expanse of the Louisiana Purchase and the Mexican Cession only cost \$15 million each?*

Answer: A southern railroad route was needed to reach California gold, discovered in 1849 — the year after the Mexican Cession was concluded. Mexico had a seller’s market for that piece of desert since it provided a natural pass through the Rocky Mountains. They received almost as much money for that territory as for the whole Mexican Cession.

Have students add to the timeline/chart key points about Texas Annexation, the Mexican Cession, and finally, the Gadsden Purchase.

Date	Area(s) Acquired	Important information about this area

Focus Question: *Could the divisions created by sectionalism have been avoided?*

Lesson Development: Refer to pages 234-239. Place students in mixed ability groups-pairs or triads. Students should use a form of two-column notes that will assist them in organizing and summarizing information from the reading. They will paraphrase an idea from the text in the left column and write their responses to the idea in the right column. Responses could include stating and defending an opinion, posing and explaining a question, or connecting the text's content to other people, events, literature, or ideas.

Activity 1.

Pose the following key questions:

1. Why was there so little industry in the antebellum South?
2. How did improvements in transportation affect the economy of the North?
3. How was life for "Free Blacks" (persons of color) different from life for slaves?
4. Why was the Midwest developing closer relations with the North?

Call on pairs of students to share their answers with the class, citing specific evidence from the reading.

Activity 2.

Use a visual vocabulary strategy to define *sectionalism*. Create a graphic organizer that includes the following:

Term: Sectionalism
Definition: Provide the definition for students
Examples
Non-examples
Visual

Turn to a partner and discuss: "*Which is more important: the family, or the individuals in that family?*"

Tell students that this question is similar to the issue that faced Americans in the mid-19th century, when the issue of states' rights (similar to individuals in the family) threatened to tear the nation (the family) apart.

Use a map to point out the three distinct regions that had developed in the United States by the mid 19th century.

Have the students count off by threes. Have the 1's read a biography of Calhoun or find out more information from the Internet, and answer questions on Calhoun. Have the 2's read Webster's biography or find more information on the Internet and answer questions relating to Webster. Finally, have the 3's read a biography of Clay or find more information on the Internet and answer the questions on Clay. They can also use the index to see where they can find information on these statesmen in the book. Use the JigSaw grouping strategy to then recombine groups of three, each representing a different leader.

What state was **John Calhoun** from?
Which region or section of the country did **John Calhoun** represent? (North, South, or West)
Did **John Calhoun** support or oppose slavery, states' rights, or protective tariffs?
What evidence in the reading supports this answer?

What state was **Daniel Webster** from?
Which region or section of the country did **Daniel Webster** represent? (North, South, or West)
Did **Daniel Webster** support or oppose slavery, states' rights, or protective tariffs?
What evidence in the reading supports this answer?

What state was **Henry Clay** from?
Which region or section of the country did **Henry Clay** represent? (North, South, or West)
Did **Henry Clay** support or oppose slavery, states' rights, or protective tariffs?
What evidence in the reading supports this answer?

How did **Henry Clay** respond to South Carolina's threat to use states' rights to nullify the federal tariff?
What did **Henry Clay's** Missouri Compromise of 1820 give to opponents of slavery?
What did **Henry Clay's** Compromise of 1850 give to supporters of slavery?

Assign each group one of the three men [Daniel Webster, Henry Clay, or John C. Calhoun] and ask the group to create a biographical poem on their assigned leader. The poem should include the spokesman's stand on tariffs, slavery, and state's rights. See the format below:

Line 1: First and Last Name
Line 2: Four adjectives describing the spokesman
Line 3: Relative (son, husband) of...
Line 4: Resident of (state and or region)
Line 5: Who supported...
Line 6: Who defended...
Line 7: Who opposed...
Line 8: Who is remembered for...
Line 9: First and Last Name

Allow the groups to share their poems orally or to post their work.

CHAPTER 13: THE CIVIL WAR

Focus Question: *What were the contrasting visions of Abraham Lincoln and Jefferson Davis?*

Lesson Development: Using pages 260, 261, and 274 as a reference, along with other primary sources you might provide or that students can find on the Internet. Have students analyze and describe in writing the contrasting visions of Abraham Lincoln and Jefferson Davis. This important strategy prepares students for writing argumentative essays and DBQ essays. It also helps students learn how to organize information from a document or to sort a series of documents into a manageable form that aids in formal or informal writing.

The elements of the strategy include the following:

- Students interpret and analyze one or more documents, based on a prompt or “big picture” question.
- They form an assertion/thesis statement related to the document(s).
- In the “Yes/No” column, the student circles either “Yes” or “No” depending on his or her position on the assertion. In that column, the student then lists information or documents that support (or refute) the assertion he or she has made, citing specific evidence from the document. If there are multiple documents, number or letter the document and why he or she put it in that column.
- In the “But” column, the student lists information that refutes the assertion and offers rebuttal arguments or information that runs counter to the assertion/thesis.

Looking at Both Sides of an Issue Yes /No...But	
Title of Document:	
Assertion:	
Yes / No	But

CHAPTER 14: THE RECONSTRUCTION ERA

Focus Questions:

- *How did Reconstruction attempt to deal with the problems facing Americans in 1865?*
- *Was Reconstruction America’s “unfinished revolution”?*

Lesson Development: Introduce your lesson by discussing with your students how, at the end of the Civil War in 1865, there was a much different America than there had been at the beginning of the war.

Then explain that Reconstruction was a revolutionary attempt to restructure the “**ESP**” (*economy-society-politics*) of America. Here was the situation in 1865:

- The economy of the South had been destroyed.
- Many Southern cities had been destroyed.
- Slavery in the South had been abolished by the Emancipation Proclamation.
- Freedmen (former slaves) had to find their place in society: many of them were without skills except for in agriculture.

Next, or have students examine the three “Civil War” Amendments, directed in part at dealing with these problems facing the South.

THE CIVIL WAR AMENDMENTS

13th Amendment. Prohibited slavery and permanently changed the social and economic life of the United States. The plantation system collapsed, a system of sharecropping developed, there were migrations of freed African Americans from the South to the North, and demands for education by African Americans in the South.

14th Amendment. Gave citizenship to all African Americans, in effect, nullifying the *Dred Scott* decision. This amendment extended “equal protection” under the law to African Americans, and was part of the rationale behind the army’s occupation of the South during Reconstruction.

15th Amendment. Gave the right to vote to African-American males. (No American female had the right to vote nationally until the passage of the 19th Amendment in 1920.) African Americans held many offices in the Reconstruction South as a result of this amendment.

After discussing each amendment, ask the following questions:

- What would be the economic impact of the amendment on freed slaves, Southern whites, and previously “Free Blacks”?
- What would be the political impact of the subject of the amendment on freed slaves, Southern whites, and previously “Free Blacks”?
- What would be the social impact of the subject of the amendment on freed slaves, Southern whites, and previously “Free Blacks”?

Write ‘*Revolution: a fundamental change in organization*’ on the board or overhead. Ask students if the political, social, and economic changes were revolutionary, and if so, how? Guide students to see that the Civil War Amendments resulted in *fundamental* changes in American political, social, and economic organization.

Divide students into groups and assign pages 286-295. Have students divide the reading between group members. Their task is to individually highlight or select an event that had the greatest effect during Reconstruction. Tell students that some events can have more than one kind of effect, so they should choose the one they believe had the greatest effect. As a group, students should categorize their events as economic, social, or political. Collect an event from each individual within the group.

Place the letters **P** (for Political), **E** (for Economic), and **S** (for Social) at locations around the classroom. Read the list of events aloud and have students move to the letter corresponding to how they classified the statements on their handouts. Call on students to justify their classification.

Finally, have students discuss what happened at the end of Reconstruction. Which of the changes implemented by Reconstruction lasted and which were reversed? Then have students evaluate historian Eric Foner’s thesis that Reconstruction was America’s “*unfinished*” revolution.

ANSWERS TO CHAPTER QUESTIONS

CHAPTER 1: HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
7	1	A	10	3	B	12	5	B	14	7	A
9	2	J	12	4	G	13	6	H	15	8	H

CHAPTER 2: HOW TO INTERPRET DIFFERENT TYPES OF DATA

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
18	1	B	21	3	A	24	5	B	25	6	H
19	2	J	22	4	G						

CHAPTER 3: HOW TO INTERPRET HISTORICAL SOURCES

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
35	1	D	35	2	J						

CHAPTER 5: EUROPEAN EXPLORATION AND COLONIZATION

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
58	1	B	59	5	C	60	9	C	61	13	B
59	2	G	59	6	J	60	10	H	61	14	H
59	3	C	60	7	C	60	11	C	61	15	B
59	4	H	60	8	J	61	12	G	61	16	J

CHAPTER 6: LIFE IN COLONIAL AMERICA

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
81	1	C	83	8	J	84	15	A	85	22	J
82	2	J	83	9	B	84	16	G	86	23	D
82	3	A	84	10	H	85	17	D	86	24	G
82	4	G	84	11	A	85	18	G	86	25	B
82	5	B	84	12	G	85	19	B	86	26	F
83	6	J	84	13	B	85	20	H	86	27	D
83	7	A	84	14	H	85	21	B			

CHAPTER 7: THE AMERICAN REVOLUTION: ROAD TO INDEPENDENCE

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
108	1	C	110	7	A	111	13	D	113	19	A
109	2	H	110	8	G	112	14	G	113	20	F
109	3	D	110	9	B	112	15	A	113	21	C
110	4	F	111	10	G	112	16	G	113	22	J
110	5	D	111	11	C	112	17	C	113	23	C
110	6	F	111	12	G	112	18	J			

CHAPTER 8: ESTABLISHING A NEW GOVERNMENT

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
136	1	B	138	7	A	139	13	D	141	19	C
137	2	F	138	8	F	139	14	G	141	20	F
137	3	D	138	9	A	139	15	D	141	21	A
137	4	G	138	10	H	140	16	H	141	22	J
137	5	D	139	11	A	140	17	D			
138	6	H	139	12	J	140	18	G			

CHAPTER 9: RIGHTS AND RESPONSIBILITIES OF AMERICAN CITIZENS

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
162	1	A	164	8	J	165	15	B	166	22	G
163	2	H	164	9	D	165	16	J	166	23	C
163	3	C	164	10	F	165	17	B	167	24	H
163	4	H	164	11	D	166	18	H	167	25	D
163	5	D	165	12	F	166	19	B	167	26	F
164	6	G	165	13	C	166	20	F	167	27	B
164	7	B	165	14	H	166	21	B			

CHAPTER 10: THE EARLY REPUBLIC

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
193	1	A	194	7	A	195	13	D	197	19	D
193	2	F	194	8	F	195	14	J	197	20	F
193	3	C	195	9	A	196	15	C	197	21	C
194	4	J	195	10	G	196	16	H	197	22	A
194	5	C	195	11	C	196	17	A	197	23	J
194	6	H	195	12	F	197	18	G			

CHAPTER 11: THE AGE OF JACKSON

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
219	1	D	221	8	H	222	15	A	224	22	J
220	2	J	221	9	B	222	16	H	224	23	B
220	3	D	221	10	H	222	17	A	224	24	H
220	4	J	221	11	C	223	18	J	224	25	S
220	5	A	221	12	G	223	19	D			
220	6	H	222	13	D	224	20	J			
221	7	D	222	14	J	224	21	B			

CHAPTER 12: MANIFEST DESTINY AND THE RISE OF SECTIONALISM

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
251	1	D	253	9	A	254	16	G	256	23	A
251	2	F	253	10	J	254	17	A	256	24	G
251	3	B	253	11	B	255	18	H	256	25	A
252	4	H	253	12	H	255	19	A	256	26	H
252	5	B	254	13	D	255	20	J	256	27	B
252	7	B	254	14	H	256	21	A			
253	8	H	254	15	B	256	22	H			

CHAPTER 13: THE CIVIL WAR

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
278	1	B	280	7	B	281	13	A	283	19	A
279	2	G	280	8	H	281	14	G	283	20	H
279	3	D	280	9	D	282	15	D	283	21	C
279	4	H	280	10	J	282	16	F	283	22	H
279	5	D	281	11	B	282	17	C	283	23	C
279	6	H	281	12	F	282	18	G			

CHAPTER 14: THE RECONSTRUCTION ERA

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
308	1	A	310	8	H	311	15	D	313	22	H
309	2	G	310	9	C	312	16	H	313	23	D
309	3	A	310	10	H	312	17	C	313	24	J
309	4	F	311	11	C	312	18	G	313	25	B
309	5	C	311	12	G	312	19	C	313	26	H
309	6	H	311	13	C	312	20	H	313	27	A
310	7	A	311	14	F	312	21	D			

CHAPTER 15: A PRACTICE TEST IN GRADE 8 SOCIAL STUDIES

Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.	Pg.	Quest.	Ans.
314	1	A	318	14	H	321	27	C	324	40	H
314	2	J	318	15	B	321	28	H	325	41	B
315	3	D	318	16	G	321	29	A	325	42	H
315	4	G	319	17	C	322	30	H	325	43	C
316	5	D	319	18	H	322	31	A	325	44	H
316	6	J	319	19	A	322	32	J	326	45	B
316	7	C	319	20	G	323	33	D	326	46	H
316	8	F	320	21	C	323	34	H	326	47	B
316	9	C	320	22	J	323	35	C	327	48	G
317	10	F	320	23	C	323	36	G	327	49	A
317	11	B	320	24	G	324	37	A	328	50	H
317	12	H	321	25	B	324	38	H	328	51	B
318	13	A	321	26	F	324	39	S	328	52	F

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