

History Alive!

California Standards Mastery Guide
for Teachers

Grade 8

Bert Bower

Jim Lobbell

TCI

Teachers' Curriculum Institute

Curriculum Developers

Amy George
Karl Grubaugh
Deborah Schick
Steve Seely

Assessment Consultant

Julie Weiss

Director of Development: Liz Russell
Editorial Assistant: Anna Embree
Production Manager: Lynn Sanchez
Graphic Designer: Jeff Kelly
Operations Manager: Ellen Hardy
Illustration: DJ Simison

Copyright 2006 by Teachers' Curriculum Institute
Permission is granted to reproduce student and parent materials.
No other parts of this publication may be reproduced without written
permission from the publisher. Printed in the United States of America.

ISBN 1-58371-018-3
1 2 3 4 5 6 7 8 9 10 - 09 08 07 06 05

Contents

Teaching with TCI	1
Teaching to the California Standards	2
Overview of the Tools in This Guide	4
California Standards Correlations	7
Model Instructional Calendar	17
Chapter Study Guides	23
Benchmark Exams	57
Letter to Parents and Guardians	81
Student Guide to the California Standards	83

Teaching with TCI

Social studies teachers face these challenging goals:

- How to make historical knowledge and cultural understanding memorable to students
- How to engage students in thinking critically about the issues of the past that have shaped our world
- How to prepare students for active participation in American democracy

Teachers' Curriculum Institute (TCI) has created a powerful learning system to achieve these goals. This system produces student success with carefully structured, research-based lessons that are highly interactive and build critical reading and thinking skills. Here are the components of this system:

Lesson Guide A two-volume Lesson Guide for each grade level provides detailed, direct instruction for conducting the lessons and assessing student mastery of lesson content, concepts, and skills. Each active lesson uses multi-modal access to hook students and focus their attention on the big ideas, through one of six strategies: Visual Discovery, Social Studies Skill Builder, Experiential Exercise, Writing for Understanding, Response Group, or Problem Solving Groupwork.

Reproducible Student Handouts and Information Masters in the Lesson Guide provide information, templates, and checklists that help students complete the activity. Assessment pages for each lesson progress from recall to higher-order thinking questions, and from multiple choice to short answer to constructed response.

Student Edition The student book features considerate text on uncluttered pages, bringing history alive with a story well told and powerful images.

Interactive Student Notebook Students personalize this notebook as they complete a Preview assignment to connect to prior knowledge, respond to the textbook on Reading Notes pages that become a study guide, and complete a Processing assignment in which they apply what they have learned.

Placards and Overhead Transparencies These resources provide compelling visual information for interactive student work. The Lesson Guide explains how they are woven into the activities.

Sounds of History CD You play tracks as directed in the Lesson Guide to enrich activities with music, ambient sounds, and dramatic readings.

Digital Teacher Resources CD Digital versions of the Lesson Guide, Interactive Student Notebook, and transparencies allow you to customize the materials for your classroom.

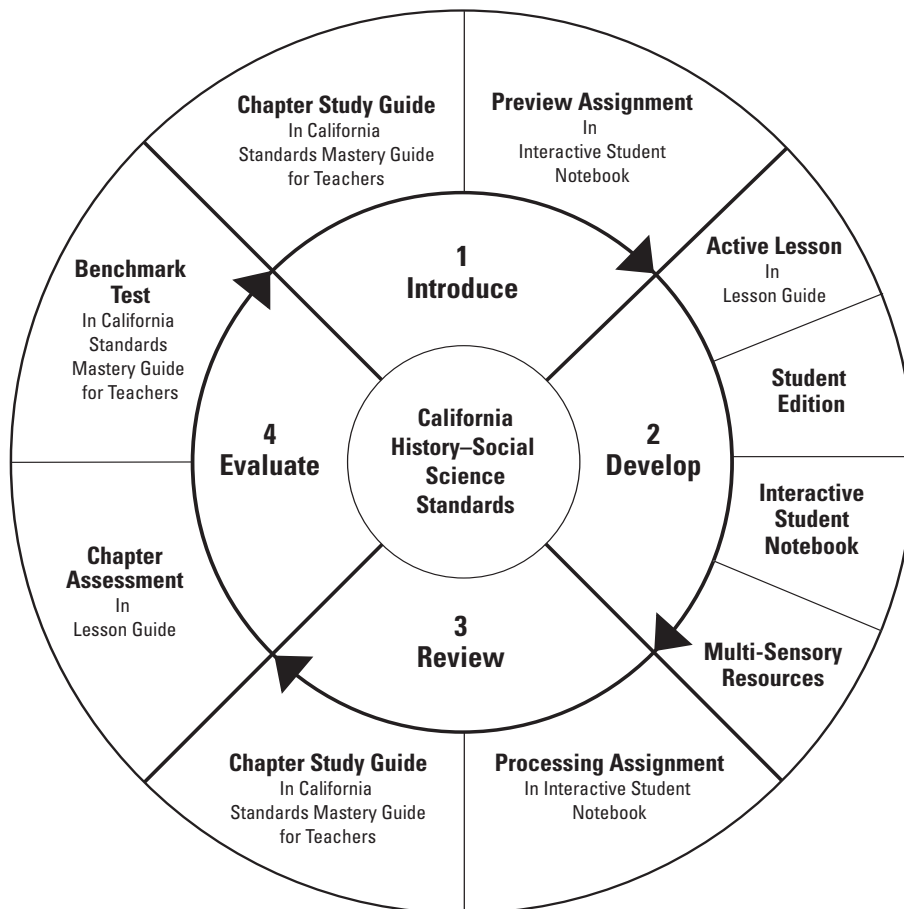
California Standards Mastery Guide for Teachers This booklet supplies the tools that will help you link your *History Alive!* program to the California History–Social Science Standards.

Teaching to the California Standards

Teaching all students to master the content and skills required of them by the California History–Social Science Standards is a key goal in the Golden State. Each TCI lesson addresses one or more California standards.

The content of this *California Standards Mastery Guide for Teachers* will help you make explicit to students—through previews, reviews, and assessments—how each lesson connects to the standards.

This diagram shows how the components of a TCI program work together in a standards-based lesson:



In greater detail, here's how to use each of the components identified in the diagram:

1. Introduce

Chapter Study Guide Hand out the chapter study guide from this booklet to introduce the standards to be covered, the key terms to be learned, and the essential questions to be answered through students' work in the lesson.

Preview Assignment As directed in the Lesson Guide, present the Preview assignment. The Lesson Guide will tell you whether to project a transparency, play a CD track, stage a brief activity, or have students answer a provocative question in their Interactive Student Notebook.

2. Develop

Active Lesson Follow the step-by-step directions in the Lesson Guide to conduct an activity that engages students and involves them in their learning. As needed, show transparencies, post placards, or distribute handouts.

Student Edition Refer to the Lesson Guide to see when students are expected to read the chapter. They may be asked to do the reading before, during, or after the activity.

Interactive Student Notebook While reading their textbook, students take notes in their Interactive Student Notebook, using graphic organizers that structure and highlight connections in the material.

3. Review

Processing Assignment Use the Lesson Guide to introduce the Processing assignment in the Interactive Student Notebook, which requires students to make sense of what they have learned and to respond to it creatively.

Chapter Study Guide After a lesson, use the chapter study guide for a review of the key terms and essential questions, which offer an ideal focus for class discussion and standards review.

4. Evaluate

Chapter Assessment To conclude each lesson, use the assessment pages from the Lesson Guide.

Benchmark Exams At midyear and year's end, use the benchmark exams in this booklet to review and build students' understanding as they move toward mastery of the state standards.

Overview of the Tools in This Guide

This guide includes six tools to help you work with the California History–Social Science Standards: correlations, a model instructional calendar, chapter study guides, benchmark exams, a model letter to parents and guardians, and the Student Guide to the California Standards. Using these tools in concert with your *History Alive!* program will help your students master the standards.

California Standards Correlations

The *History Alive!* middle school programs are fully articulated with the content standards and the analysis skills spelled out in the *History–Social Science Framework for California Public Schools* (2001).

As you will discover, you can teach in an active, student-centered classroom without sacrificing standards coverage. In fact, California’s standards underlie each *History Alive!* lesson and are woven throughout the student textbook, the Interactive Student Notebook, and the Lesson Guide, as well as the placards, transparencies, handouts, and online enrichment materials that support the powerful interactive classroom activities.

The standards correlations in this booklet can help you be explicit with students, administrators, and parents about where and how the standards are covered by the *History Alive!* program.

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
1. Students understand the major events preceding the founding of the nation and their significance to the development of American constitutional democracy.	Lesson 2-4: 26-29; 153-160
2. Analyze the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary ideas.	Lesson 5: 52, 53; 124, 125; 153-160
3. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (i.e., the phrase such as “All men are created equal; that they are endowed by their Creator with certain unalienable Rights”).	Lesson 5: 52, 53; 124, 125; 153-160
4. Analyze how the American Revolution affected other nations, especially France.	Lesson 5: 180; CA 90
5. Describe the nature of federalism, constitutionalism, classical liberal principles, and English parliamentary traditions.	Lesson 6: 22-23; 153-160; 180; 181; 182; 183; 184; 185; 186; 187; 188; 189; 190; 191; 192; 193; 194; 195; 196; 197; 198; 199; 200; 201; 202; 203; 204; 205; 206; 207; 208; 209; 210; 211; 212; 213; 214; 215; 216; 217; 218; 219; 220; 221; 222; 223; 224; 225; 226; 227; 228; 229; 230; 231; 232; 233; 234; 235; 236; 237; 238; 239; 240; 241; 242; 243; 244; 245; 246; 247; 248; 249; 250; 251; 252; 253; 254; 255; 256; 257; 258; 259; 260; 261; 262; 263; 264; 265; 266; 267; 268; 269; 270; 271; 272; 273; 274; 275; 276; 277; 278; 279; 280; 281; 282; 283; 284; 285; 286; 287; 288; 289; 290; 291; 292; 293; 294; 295; 296; 297; 298; 299; 300; 301; 302; 303; 304; 305; 306; 307; 308; 309; 310; 311; 312; 313; 314; 315; 316; 317; 318; 319; 320; 321; 322; 323; 324; 325; 326; 327; 328; 329; 330; 331; 332; 333; 334; 335; 336; 337; 338; 339; 340; 341; 342; 343; 344; 345; 346; 347; 348; 349; 350; 351; 352; 353; 354; 355; 356; 357; 358; 359; 360; 361; 362; 363; 364; 365; 366; 367; 368; 369; 370; 371; 372; 373; 374; 375; 376; 377; 378; 379; 380; 381; 382; 383; 384; 385; 386; 387; 388; 389; 390; 391; 392; 393; 394; 395; 396; 397; 398; 399; 400; 401; 402; 403; 404; 405; 406; 407; 408; 409; 410; 411; 412; 413; 414; 415; 416; 417; 418; 419; 420; 421; 422; 423; 424; 425; 426; 427; 428; 429; 430; 431; 432; 433; 434; 435; 436; 437; 438; 439; 440; 441; 442; 443; 444; 445; 446; 447; 448; 449; 450; 451; 452; 453; 454; 455; 456; 457; 458; 459; 460; 461; 462; 463; 464; 465; 466; 467; 468; 469; 470; 471; 472; 473; 474; 475; 476; 477; 478; 479; 480; 481; 482; 483; 484; 485; 486; 487; 488; 489; 490; 491; 492; 493; 494; 495; 496; 497; 498; 499; 500; 501; 502; 503; 504; 505; 506; 507; 508; 509; 510; 511; 512; 513; 514; 515; 516; 517; 518; 519; 520; 521; 522; 523; 524; 525; 526; 527; 528; 529; 530; 531; 532; 533; 534; 535; 536; 537; 538; 539; 540; 541; 542; 543; 544; 545; 546; 547; 548; 549; 550; 551; 552; 553; 554; 555; 556; 557; 558; 559; 560; 561; 562; 563; 564; 565; 566; 567; 568; 569; 570; 571; 572; 573; 574; 575; 576; 577; 578; 579; 580; 581; 582; 583; 584; 585; 586; 587; 588; 589; 590; 591; 592; 593; 594; 595; 596; 597; 598; 599; 600; 601; 602; 603; 604; 605; 606; 607; 608; 609; 610; 611; 612; 613; 614; 615; 616; 617; 618; 619; 620; 621; 622; 623; 624; 625; 626; 627; 628; 629; 630; 631; 632; 633; 634; 635; 636; 637; 638; 639; 640; 641; 642; 643; 644; 645; 646; 647; 648; 649; 650; 651; 652; 653; 654; 655; 656; 657; 658; 659; 660; 661; 662; 663; 664; 665; 666; 667; 668; 669; 670; 671; 672; 673; 674; 675; 676; 677; 678; 679; 680; 681; 682; 683; 684; 685; 686; 687; 688; 689; 690; 691; 692; 693; 694; 695; 696; 697; 698; 699; 700; 701; 702; 703; 704; 705; 706; 707; 708; 709; 710; 711; 712; 713; 714; 715; 716; 717; 718; 719; 720; 721; 722; 723; 724; 725; 726; 727; 728; 729; 730; 731; 732; 733; 734; 735; 736; 737; 738; 739; 740; 741; 742; 743; 744; 745; 746; 747; 748; 749; 750; 751; 752; 753; 754; 755; 756; 757; 758; 759; 760; 761; 762; 763; 764; 765; 766; 767; 768; 769; 770; 771; 772; 773; 774; 775; 776; 777; 778; 779; 780; 781; 782; 783; 784; 785; 786; 787; 788; 789; 790; 791; 792; 793; 794; 795; 796; 797; 798; 799; 800; 801; 802; 803; 804; 805; 806; 807; 808; 809; 810; 811; 812; 813; 814; 815; 816; 817; 818; 819; 820; 821; 822; 823; 824; 825; 826; 827; 828; 829; 830; 831; 832; 833; 834; 835; 836; 837; 838; 839; 840; 841; 842; 843; 844; 845; 846; 847; 848; 849; 850; 851; 852; 853; 854; 855; 856; 857; 858; 859; 860; 861; 862; 863; 864; 865; 866; 867; 868; 869; 870; 871; 872; 873; 874; 875; 876; 877; 878; 879; 880; 881; 882; 883; 884; 885; 886; 887; 888; 889; 890; 891; 892; 893; 894; 895; 896; 897; 898; 899; 900; 901; 902; 903; 904; 905; 906; 907; 908; 909; 910; 911; 912; 913; 914; 915; 916; 917; 918; 919; 920; 921; 922; 923; 924; 925; 926; 927; 928; 929; 930; 931; 932; 933; 934; 935; 936; 937; 938; 939; 940; 941; 942; 943; 944; 945; 946; 947; 948; 949; 950; 951; 952; 953; 954; 955; 956; 957; 958; 959; 960; 961; 962; 963; 964; 965; 966; 967; 968; 969; 970; 971; 972; 973; 974; 975; 976; 977; 978; 979; 980; 981; 982; 983; 984; 985; 986; 987; 988; 989; 990; 991; 992; 993; 994; 995; 996; 997; 998; 999; 1000

Model Instructional Calendar

You have a lot of content to cover in a year. Pacing while teaching in an active, student-centered classroom can be challenging. Allowing students to reach conclusions through inquiry, setting up opportunities for cooperative learning, helping students to experience history through hands-on activities—all these can take extra time. But these methods are also the secret to making history memorable.

TCI lessons vary in length, depending on chapter length and the nature of the featured activity. Lessons may take from three to eight days of classroom time. The suggested calendar in this booklet can help you with lesson planning. It is based on the experiences of real teachers who use the TCI program in real classrooms. Keep in mind that *History Alive!* programs are complete but flexible. Some teachers use them just as they are. Others use pieces of activities and enhance their regular lessons with the rich resources that are a part of this powerful learning system.

September				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
	2	3	4	5
6 Labor Day	7 Cooperative, Tolson Classroom and U.S. Geography Review	8	9	10
11 School Pictures	12 Connecting with Past Learning: Our Cultural Heritage—Review of Chapters 1-4 (Standard 8.1)	13	14	15
16	17	18	19	20
21 Connecting with Past Learning: Our Cultural Heritage (continued)	22	23	24	25
26 Chapter 5: Toward Independence (Standard 8.1)	27	28	29	30
October				
Monday	Tuesday	Wednesday	Thursday	Friday
1 Chapter 6: The Declaration of Independence (Standard 8.1)	2	3	4	5
6	7	8	9	10
11 Staff Development	12 Chapter 7: The American Revolution (Standard 8.2)	13	14	15
16	17	18	19	20
21 Chapter 8: Creating the Constitution (Standards 8.1, 8.2, 8.3, 8.6)	22	23	24	25
26 Final Chapter 8	27 Chapter 9: The Constitution: A More Perfect Union (Standards 8.2, 8.3)	28	29	30
31 Chapter 9 (continued)				

Chapter Study Guides

It is important to tell students at the outset what you expect them to know and what they should be able to do. Making students aware of your expectations at the very beginning of a unit of instruction keeps them focused on the most important content and skills.

In this booklet, you will find a study guide for every chapter. Each study guide spells out the state standards addressed by the lesson, a list of terms that relate to the standards, essential questions related to the lesson, and a timeline activity that helps students keep track of the significance and sequence of the events covered in the lesson.

Use the study guides to introduce each lesson and to review before the chapter assessments and the benchmark exams.

Study Guide for Chapter 1
The Native Americans

Standards Covered
8.1 Students understand the major events surrounding the founding of the nation and relate their significance to the development of our constitutional democracy.

Terms Locate as many of the terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.
 migrate (p. 2)
 environment (p. 7)
 natural resources (p. 3)
 culture (p. 7)
 cultural region (p. 3)
 buffalo (p. 12)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialization*. For each question below, record notes that prepare you to answer it.
 1. How did Native Americans view the environment and the land? How was their perspective different from that of the Europeans who later came to America?
 2. For each of the historical regions, explain how the Native American inhabitants (Iroquois, Algonquian, and Chickasaw) influenced the Northwest Coast, California, Great Plains, Plains, Southwest, Great Plains, Eastern Woodlands, and Southeast.
 3. How might Native American settlement and living patterns have influenced the formation of America as a nation? (8.1)
 4. What is history and why does it change when new information is uncovered? (See Online Resources, Essay 1: *What Is History?*)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a narrative and appropriate symbols near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.
 Beginning of last Ice Age
 Crossing of land bridge by Siberians
 End of Ice Age
 Beginning of early American agriculture

24

Benchmark Exams

Teachers know that it is important to measure student progress at many points during the academic school year. Your *History Alive!* program gives you several ways to find out how students are doing.

- During each lesson, students organize important information in their Reading Notes. You can use these to informally assess understanding as the lesson unfolds.
- At the end of a lesson, the Processing assignment pushes students to think critically and creatively—and show what they have learned.
- After each lesson, you can give a chapter test that checks students' comprehension while also tapping into their multiple intelligences.

In addition, TCI believes it is essential for students to achieve mastery of the state standards. Over the three middle school years, students need to both retain what they learn and build on that knowledge in subsequent years. You can use the benchmark exams in this booklet to help reinforce learning from semester to semester and from year to year. Each successive benchmark exam is cumulative, requiring that students remember content and skills they have learned previously. The final benchmark exam in grade 8 assesses students' knowledge of the standards for grades 6, 7, and 8.

Grade 8 Benchmark Exam 1
The United States Through Industrialization

Chapter 4-17
with review of grades 6-7

- How did the Great Awakening contribute to the American Revolution?
 - spread the idea that people must work hard
 - spread the idea that all people are equal before God
 - encouraged people to spend more time reading
 - encouraged people to take up arms against others
- What was the Declaration of Independence written to explain?
 - why the colonists thought "taxation without representation" was unfair
 - why Britain needed to do its best to track the loyalty of the colonists
 - why it was time for the colonies to separate from Great Britain
 - what other nations could do to help the colonies win their freedom
- What English lawmaking body, established in 1265, was similar to the United States Congress?
 - Parliament
 - Magnum Carta
 - Electoral College
 - Supreme Court
- Which country's people followed the example of the American colonists, rebelling against their king in 1789?
 - France
 - Britain
 - Holland
 - Spain
- What did the English Bill of Rights provide?
 - it guaranteed religious freedom to English citizens
 - it gave English citizens the right to refuse to pay taxes
 - it gave English citizens representation in their government
 - it guaranteed equal rights for English men and women
- Which of the following did the Articles of Confederation emphasize?
 - giving the federal government the power to tax
 - giving the president the power to declare war
 - placing strict limits on the federal government's power
 - placing strict limits on citizens' travel between the states

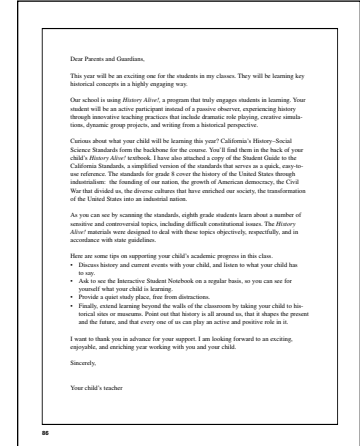
58

© Teachers' Curriculum Institute

Letter to Parents and Guardians

Involving families in your curriculum is essential to student success. Because middle school teachers are charged with covering sensitive and sometimes controversial topics—such as world religions and the separation of church and state—it is especially important to communicate clearly and professionally with parents and guardians.

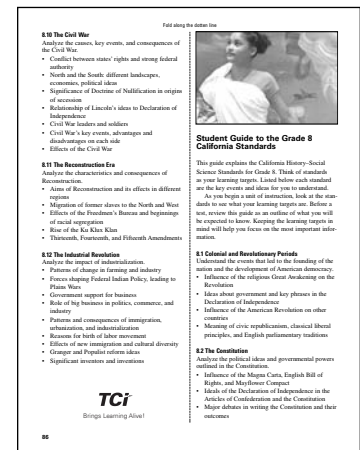
The sample letter in this booklet covers important points that parents need to be aware of: the importance of state standards, the pedagogical methods you plan to use with the *History Alive!* curriculum, your approach to teaching about controversial issues and religious topics, and tips on providing support at home. Feel free to use this letter as is and pass it out at Back to School Night. Or, use it as a model to write your own.



Student Guide to the California Standards

Students must know what they are expected to learn. To this end, teachers are asked to post the California History–Social Science Standards in their classrooms. But for many middle school students, the language of the standards is sometimes too complicated. The Student Guide to the California Standards offers a modified version in a handy, student-friendly reference tool.

The Student Guide to the California Standards can be used in a variety of ways. Hand it out to students at the beginning of the year. If you reproduce the fold-up version on sturdy stock, students can use it as a bookmark in their textbook. Duplicate the simpler two-page version of the guide for students to place in the front of their notebook. Encourage students to use the guide as a review tool at the end of a chapter or before any major assessment. In addition, you can distribute this item to parents as a quick and easy way to show them what students are learning.



California Standards Correlations

The charts that follow indicate correlations between TCI’s curriculum for grade 8 and the numbered content standards, plus the historical and social science analysis skills as listed in the *History–Social Science Framework for California Public Schools*.

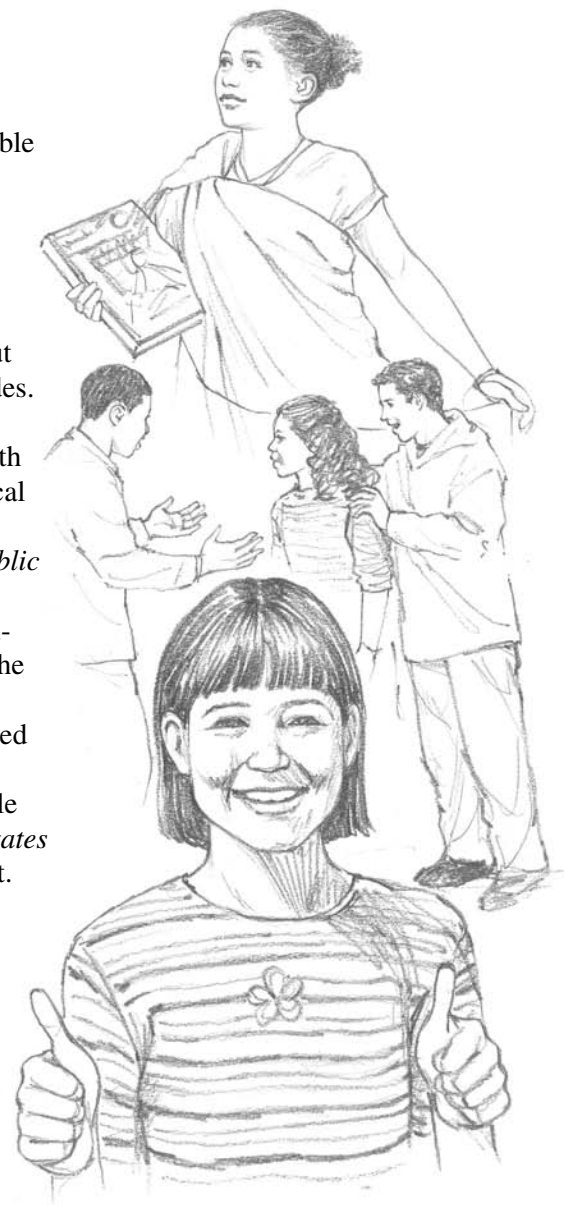
Key to the Charts Each number reference in these charts is preceded by a letter code that indicates where the relevant material can be found.

- SE pages in the Student Edition for *History Alive! The United States Through Industrialism*
- LG pages in the Lesson Guides for *History Alive! The United States Through Industrialism*
- ISN pages in the the Interactive Student Notebook for grade 8
- OLR Online Resources (enrichment essays and Internet projects), available to students at <http://www.historyalive.com>
- PL the Placards, used in class activities
- OT the Overhead Transparencies, used in class activities
- CA pages in this *California Standards Mastery Guide for Teachers*

Local Options A survey of California teachers in 1994 raised issues about the balance of the coverage of social studies standards in the middle grades. More specifically, seventh grade teachers observed an imbalance in standards coverage, since they had eleven major standards to cover while sixth grade teachers had just seven. Subsequently, the state suggested some local options to reduce the burden on seventh grade teachers, as explained in Appendix D of the *History–Social Science Framework for California Public Schools*.

One option the state proposed, which would affect the grade 8 curriculum, involves shifting the study of the age of European exploration and the Enlightenment from the end of grade 7 to the beginning of grade 8.

For districts and teachers who decide to implement the state’s suggested local options, two supplementary lessons (“The Age of Exploration” and “The Enlightenment”), with student text and study questions, are available on the *History Alive!* Web site. Chapter 2 of *History Alive! The United States Through Industrialism* also explores European exploration and settlement.



California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	Lessons 3–6: SE 35–85; LG 36–107
1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	Lesson 4: SE 56, 429; ISN 24; CA 27
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).	Lesson 6: SE 83, 470–472; ISN 38–39; LG 96; CA 29
3. Analyze how the American Revolution affected other nations, especially France.	Lesson 7: SE 100; CA 30
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Lesson 4: SE 52 Lesson 8: SE 107–108; OLR Essay 5; CA 31
8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	Lessons 8–10: SE 103–143; LG 124–231
1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	Lesson 3: SE 39, 428; CA 26 Lesson 4: SE 52; CA 27
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	Lesson 8: SE 103, 106–108, 117; ISN 47; LG 126; CA 31
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	Lesson 8: SE 106–116; ISN 48–51; LG 127–130, 140–155; CA 31 Lesson 9: SE 119–130; ISN 54–59; CA 33 Lesson 10: SE 133–143; CA 34
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	Lesson 8: SE 106–116; LG 142, 144, 147, 151, 155; CA 31
5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	Lesson 10: SE 135–136, 435–436; CA 34
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	Lesson 9: SE 120–125, 128–129; ISN 54–59; CA 33 Lesson 10: SE 134–143; ISN 64–71; LG 217–219; CA 34
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	Lesson 9: SE 120–130; ISN 54–59; LG 193–197, 203–206; CA 33 Lesson 10: SE 134–142; CA 34

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	Lessons 8–11: SE 103–159; LG 124–260
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	Lesson 8: SE 106–108, 433; OLR Essay 6; CA 31
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	Lesson 8: SE 104; CA 31
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.	Lesson 9: SE 128–129; CA 33
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	Lesson 11: SE 149–158, 436–437; ISN 74–76; LG 233–237, 244–255; CA 35
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).	Lesson 8: SE 105; ISN 48; CA 31 Lesson 11: SE 147; CA 35
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	Lesson 9: SE 121–122, 130; CA 33
7. Understand the functions and responsibilities of a free press.	Lesson 10: SE 136–137; ISN 69; LG 225; CA 34
8.4 Students analyze the aspirations and ideals of the people of the new nation.	Lessons 11–13: SE 144–183; LG 232–310
1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	Lesson 11: SE 145–158; ISN 76; LG 234–237 Lesson 12: SE 163–170; ISN 80–87; LG 264–266; OT 12A–12F; CA 36 Lesson 13: SE 176–177; ISN 90; CA 37 Lesson 15: SE 198–200; ISN 104–105; CA 39
2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).	Lesson 11: SE 148, 436; CA 35 Lesson 12: SE 437; CA 36
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	Lesson 3: OLR Essay 3 Lesson 13: SE 178–179; CA 37 Lesson 14: SE 191; CA 38

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper)	Lesson 11: OLR Essay 7 Lesson 13: SE 176–178, 180–182, 438–439; ISN 90–92; LG 292–293, 299–307; OT 13A–13E; OLR Essay 8; CA 37
8.5 Students analyze U.S. foreign policy in the early Republic.	Lesson 12: SE 160–173; LG 262–289 Lesson 15: SE 197–209; LG 362–383
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	Lesson 12: SE 168–170; ISN 84–85; LG 278–279; CA 36
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	Lesson 12: SE 171–172; ISN 86–87; LG 280–281; CA 36 Lesson 15: SE 197–208; ISN 104–108; LG 364–365; CA 39 Lesson 16: SE 216–217
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	Lesson 14: SE 439–441; CA 38
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	Lesson 13: SE 175–183; LG 290–310 Lessons 18–19: SE 240–267; LG 412–439
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	Lesson 19: SE 254, 257–260, 262–263, 265–266, 448–449; ISN 134–135; LG 425–427; OT 19A–19E; CA 43
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).	Lesson 13: SE 176, 178; CA 37 Lesson 19: SE 259–261; CA 43
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	Lesson 19: SE 265–266; CA 43
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	Lesson 19: SE 265–266; CA 43 Lesson 20: SE 270–271; CA 45
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.	Lesson 4: SE 57; ISN 26; LG 62; CA 27 Lesson 18: SE 245–246; ISN 127, 130; OLR Essays 9, 10; CA 42
6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	Lesson 18: SE 248–250, 445–447; ISN 128–131; LG 413–415; CA 42 Lesson 27: SE 396; ISN 186; LG 589

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	Lesson 13: SE 180, 182; ISN 92; LG 310; OLR Essay 8; CA 37 Lesson 18: SE 243
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	Lessons 19–20: SE 253–283; LG 424–459
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	Lesson 19: SE 253, 256–257, 261–263; ISN 136; LG 426, 438; OT 19C; CA 43
2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	Lesson 3: SE 45; CA 26 Lesson 4: SE 55; ISN 25; LG 61 Lesson 8: SE 111–112; ISN 50; LG 190 Lesson 18: SE 246–247; ISN 126; LG 422 Lesson 19: SE 256–257, 264; ISN 136–137; LG 438–439; OLR Essay 11; CA 43 Lesson 20: SE 269–283; ISN 140–143; LG 441–442, 449–459; OLR Essays 12, 13; CA 45
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	Lesson 19: SE 255–257, 261, 264; ISN 136–137; LG 438–439; CA 43
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	Lesson 20: SE 270–271; CA 45
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	Lessons 14–17: SE 185–239; LG 312–329, 362–411 Lesson 24: SE 337–351; LG 508–541
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	Lesson 14: SE 185–195; ISN 95–101; OT 14C–14H; LG 314–317, 323–329; CA 38
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	Lesson 14: SE 192–194, 439–440; ISN 100; OT 14H; LG 317, 323; CA 38 Lesson 15: SE 197–209, 441–443; ISN 104–109; OT 15; LG 363–365, 377–378; CA 39 Lesson 16: SE 211–227; ISN 112–115; LG 387–388, 396–399; CA 40 Lesson 24: SE 337–351; ISN 168–170; LG 509–511, 519, 523, 527, 531, 535; CA 49

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	Lesson 16: SE 220–222, 442–444; ISN 114; LG 398; CA 40
4. Examine the importance of the great rivers and the struggle over water rights.	Lesson 17: SE 237, 444–445; CA 41
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	Lesson 15: SE 201–203 Lesson 16: SE 216–217; ISN 113; LG 397 Lesson 17: SE 229–239; ISN 118–123; LG 401–402, 408–411; PL 17A–17I; CA 41
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	Lesson 15: SE 201–203, 206–208; ISN 106, 108; LG 381, 383 Lesson 17: SE 229; ISN 118–123; LG 401–402, 408–411; CA 41
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	Lesson 8: SE 111; LG 190 Lesson 18: SE 246–247; LG 422 Lesson 20: SE 276–278; LG 456–457 Lesson 21: SE 289–290, 298–299; LG 469–471
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	Lesson 8: SE 111 Lesson 18: SE 246–247; ISN 126, 132; LG 422 Lesson 20: SE 276–278, 450–453; OLR Essay 12 Lesson 21: SE 289–290, 298–299; ISN 149; LG 471; CA 46
2. Discuss the abolition of slavery in early state constitutions.	Lesson 8: SE 433; OLR Essay 6
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	Lesson 18: OLR Essay 9 Lesson 21: SE 286–287; CA 46
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.	Lesson 15: SE 203 Lesson 21: SE 290–292; ISN 147; LG 469; CA 46
5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).	Lesson 11: SE 156; CA 35 Lesson 14: SE 190 Lesson 21: SE 285–299; ISN 146–149; LG 461–464, 468–471; CA 46
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	Lesson 20: SE 270–271; CA 45

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	Lessons 21–22: SE 285–321; LG 460–493
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	Lesson 14: SE 190 Lesson 21: SE 453–454; CA 46
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	Lesson 19: SE 253–267; ISN 134–138; OT 19A–19E; LG 425–427, 434–439; CA 43
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	Lesson 11: SE 156; CA 35 Lesson 14: SE 190; ISN 98; LG 327; CA 43 Lesson 21: SE 286–288; ISN 149; LG 463, 471
4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	Lesson 21: SE 298–300; CA 46 Lesson 22: SE 303–320; OLR Essay 14; CA 48 Lesson 23: SE 323
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	Lesson 22: SE 304–320, 454–457; ISN 154–156; LG 473–476, 481–485, 490–492
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.	Lesson 22: SE 300, 303–321; ISN 157; LG 476, 486, 493; CA 48
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	Lesson 22: SE 303–321; ISN 154–156; LG 473–476, 481–485, 490–492; CA 48
8.11 Students analyze the character and lasting consequences of Reconstruction.	Lesson 23: SE 323–335; LG 494–507
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	Lesson 23: SE 324–334; ISN 160; CA 49
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	Lesson 23: SE 334; CA 49
3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.	Lesson 23: SE 324–325, 332–334, 457–458; ISN 160–164; OT 23A–23F; LG 497–498, 503–507
4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.	Lesson 23: SE 330–331; ISN 163; LG 506; CA 49

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	Lesson 23: SE 324–329; ISN 160–162; OT 23D; LG 503–505; CA 49
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	Lessons 24–27: SE 337–397; LG 508–601
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	Lesson 24: SE 340, 343–344, 346–347; ISN 168–169; LG 540–541; CA 50 Lesson 25: SE 354–355, 359–360, 363; ISN 172; LG 554; CA 51
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	Lesson 14: SE 192–194 Lesson 24: SE 337–350 ISN 168–170; LG 540–541; CA 50
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	Lesson 24: SE 340–341, 346–347 Lesson 25: SE 354–355; ISN 172–173; LG 554–555; CA 51
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	Lesson 24: SE 341; CA 50 Lesson 25: SE 354–357, 359–360; ISN 173; LG 555; CA 51 Lesson 27: SE 388–389; ISN 184; LG 581–582, 599; CA 53
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	Lesson 25: SE 353–368; ISN 172–175; LG 554–557; CA 51 Lesson 26: SE 371–382; ISN 178–181; LG 566–569 Lesson 27: SE 393, 464–465; ISN 185; LG 586, 600; OLR Essay 20; CA 53
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	Lesson 25: SE 353–368; ISN 174–176; LG 543–546, 556–557; CA 51 Lesson 27: SE 392; ISN 185; LG 585, 600; CA 53
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	Lesson 26: SE 371–382, 463–464; ISN 178–181; LG 560–561, 566–569; OLR Essays 17, 18; CA 52 Lesson 27: SE 464–465
8. Identify the characteristics and impact of Grangerism and Populism.	Lesson 27: SE 386–387; CA 53
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	Lesson 25: SE 356–357, 460–463; OLR Essay 16

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
Chronological and Spatial Thinking	
1. Students explain how major events are related to one another in time.	Lesson 3: SE 428 Lesson 4: SE 429 Lesson 18: ISN 132 Lesson 21: ISN 146–149 with SE 285–301 Lesson 29: ISN 196–200
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.	Lesson 3: SE 428 Lesson 6: LG 101 Lesson 18: ISN 132 Lessons 1–29: CA 24–55
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	Lesson 4: PL 4A–4K with LG 53–54 Lesson 6: SE 84 with LG 99; ISN 38–39 Lesson 7: SE 98 with LG 113 Lesson 13: PL 13A–13E with LG 292, 300; LG 302 Lesson 14: SE 194 with LG 317 Lesson 15: OT 15 with LG 363; ISN 104–108; LG 368–369; SE 441–442 Lesson 16: OT 16A–16I with LG 385–386; SE 214–215 with LG 387–388 Lesson 17: PL 17A–17I with LG 402 Lesson 19: OT 19A–19D with LG 425–427; SE 262–263 with LG 427, 434–435; LG 430; SE 448–449 Lesson 20: SE 273 with LG 442 Lesson 24: LG 514–515 Lesson 26: SE 373 with LG 560 Lesson 27: SE 464–465 Lesson 28: SE 407 with LG 604, 609
Historical Research, Evidence, and Point of View	
1. Students frame questions that can be answered by historical study and research.	Lesson 16: SE 442–444 Lesson 27: OLR Internet Project
2. Students distinguish fact from opinion in historical narratives and stories.	Lesson 2: SE 427 Lesson 12: LG 269 Lesson 14: LG 321 Lesson 19: LG 430 Lesson 20: LG 447 Lesson 27: LG 576
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Lesson 8: LG 127 with ISN 48–51 Lesson 11: SE 435–436 Lesson 20: OLR Essay 13 with Activity Lesson 24: SE 459–460
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Lesson 14: OT 14F–14G with LG 316–317 Lesson 19: SE 448–450 Lesson 20: LG 442, 449–452

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
<p>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	<p>Lesson 1: OLR Essay 1 Lesson 19: SE 448–450 Lesson 22: SE 454–457 Lesson 28: SE 465–466</p>
Historical Interpretation	
<p>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>	<p>Lesson 5: ISN 33 Lesson 8: ISN 48–51 Lesson 11: SE 436–437 Lesson 12: ISN 78–87 Lesson 19: SE 448–450 Lesson 21: SE 453–454 Lesson 24: LG 516 Lesson 27: ISN 184–186</p>
<p>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>	<p>Lesson 6: LG 101 Lesson 13: LG 298 Lesson 15: OLR Internet Project Lesson 17: SE 444–445, LG 400–411 Lesson 21: ISN 146–150 Lesson 25: SE 460–463</p>
<p>3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p>	<p>Lesson 5: SE 430 Lesson 13: LG 298 Lesson 14: CA 38 Lesson 26: SE 463–464; CA 52</p>
<p>4. Students recognize the role of chance, oversight, and error in history.</p>	<p>Lesson 1: OLR Essay 1 Lesson 6: SE 431 Lesson 28: SE 465–466</p>
<p>5. Students recognize that interpretations of history are subject to change as new information is uncovered.</p>	<p>Lesson 1: OLR Essay 1 Lesson 6: SE 431</p>
<p>6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>Lesson 15: OLR Internet Project Lesson 19: SE 262–263, 448–450 Lesson 25: SE 460–463 Lesson 29: SE 467–469</p>

Model Instructional Calendar

This calendar shows how one teacher plans to teach U.S. history to California eighth graders, using the TCI program *History Alive! The United States Through Industrialism*. Modify these lesson plans to suit the needs of your students.

You'll notice that four days are set aside at the beginning of the year to review U.S. geography while also establishing a cooperative, tolerant classroom environment. This environment is essential to the success of the TCI curriculum.

During the next two weeks, the teacher plans to make selections from the first four lessons to conduct a review of pre-Columbian settlements in America, European exploration of the continent, and significant features of life in colonial America. This serves as background for the first full lesson on events and ideas that led to the war for independence.

Using the Model Instructional Calendar

1. *Refer to the model calendar as you create your own instructional calendar for the year.* Be sure to account for your particular school holidays and adhere to pacing guidelines given by your school or district. As needed, coordinate your planning with history and social science teachers across the grades.
2. *Consult your instructional calendar while doing your weekly and monthly planning.* Determine what your focus should be for each week and make adjustments to account for unexpected changes.
3. *To complete your weekly planning, refer to the chapter study guides in this booklet and to the Lesson Guide for details about the lesson you will be teaching.* Review both to determine how you will introduce standards and content to your students.



September

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4 Labor Day	5	6	7	8
	Cooperative, Tolerant Classroom and U.S. Geography Review			
11 School Pictures	12	13	14	15
	Connecting with Past Learnings: Our Cultural Heritage — Review of Chapters 1–4 (Standard 8.1)			
18	19	20	21	22
Connecting with Past Learnings: Our Cultural Heritage (continued)				
25	26	27	28	29
Chapter 5: Toward Independence (Standard 8.1)				

October

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
Chapter 6: The Declaration of Independence (Standard 8.1)				
9 Staff Development	10	11	12	13
	Chapter 7: The American Revolution (Standard 8.1)			
16	17	18	19	20
Chapter 8: Creating the Constitution (Standards 8.1, 8.2, 8.3, 8.7, 8.9)				
23 Finish Chapter 8	24	25	26	27
	Chapter 9: The Constitution: A More Perfect Union (Standards 8.2, 8.3)			
30 Chapter 9 (continued)	31			

November

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Finish Chapter 9	2	3 Start Chapter 10
6	7	8	9	10 Veteran's Day
Chapter 10: The Bill of Rights (Standards 8.2, 8.3)				
13 Review for and Administer District Constitution Test	14	15	16	17
Chapter 11: Political Developments in the Early Republic (Standards 8.4, 8.5)				
20 Finish Chapter 11	21	22 Start Chapter 12	23 Thanksgiving	24
27	28	29	30	
Chapter 12: Foreign Affairs in the Young Nation (Standards 8.4, 8.5)				

December

Monday	Tuesday	Wednesday	Thursday	Friday
				1 Start Chapter 13
4	5	6	7	8 Start Chapter 14
Chapter 13: A Growing Sense of Nationhood (Standards 8.4, 8.6)				
11	12	13	14	15
Chapter 14: Andrew Jackson and the Growth of American Democracy (Standards 8.5, 8.8, 8.10, 8.12)				
18 Winter Break	19	20	21	22
25 Winter Break	26	27	28	29

January

Monday	Tuesday	Wednesday	Thursday	Friday
1 New Year's Day	2 Chapter 15: Manifest Destiny and the Growing Nation (Standards 8.4, 8.5, 8.8)	3	4	5
8 Finish Chapter 15		10 Chapter 16: Life in the West (Standards 8.5, 8.8)	11	12
15 Martin Luther King's Birthday	16 Chapter 16 (continued)	17	18	19 Staff Development
22 Finish Chapter 16	23 Chapter 17: Mexicano Contributions to the Southwest (Standard 8.8)	24	25	26
29 Finish Chapter 17	30 Review for and Administer Benchmark Exam 1	31		

February

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Chapter 18: An Era of Reform (Standards 8.6, 8.9)	2
5 Finish Chapter 18	6	7	8 Chapter 19: The Worlds of North and South (Standards 8.6, 8.7, 8.10)	9
12 Finish Chapter 19	13	14	15	16 Start Chapter 20
19	20 Chapter 20: African Americans at Mid-Century (Standards 8.6, 8.7, 8.9)	21	22	23 President's Day
26 Chapter 21: A Dividing Nation (Standards 8.9, 8.10)	27	28		

March

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Chapter 21 (continued)	2
5 Finish Chapter 21	6	7 Chapter 22: The Civil War (Standard 8.10)	8	9
12	13	14	15	16 Chapter 22: The Civil War (continued)
19 Finish Chapter 22	20 Library: Department Research Project on the Civil War	21	22	23 Start Chapter 23
26	27	28	29	30 Chapter 23: The Reconstruction Era (Standard 8.11)

April

Monday	Tuesday	Wednesday	Thursday	Friday
2 Finish Chapter 23	3 Chapter 24: Tensions in the West (Standards 8.8, 8.12)	4	5	6
9 Spring Break	10	11	12	13
16 Finish Chapter 24	17	18	19 Review for and Administer Benchmark Exam 2	20
23 STAR Testing	24	25	26	27
30 STAR Testing				

May

Monday	Tuesday	Wednesday	Thursday	Friday
	1 STAR Testing	2	3	4
7	8	9	10	11
Chapter 25: The Rise of Industry (Standard 8.12)				
14	15	16	17	18
Chapter 26: The Great Wave of Immigration (Standard 8.12)				
21	22	23	24	25
Chapter 27: The Progressive Era (Standard 8.12)				
28 Memorial Day	29	30	31	
	Chapter 28: America Becomes a World Power			

June

Monday	Tuesday	Wednesday	Thursday	Friday
				1 Chapter 28 (continued)
4 Finish Chapter 28	5	6	7	8
	Chapter 29: Linking Past to Present			
11 Collect Books	12 8th Grade Trip	13 8th Grade Graduation Practice	14 8th Grade Graduation	15 School Year Ends
18	19	20	21	22
25	26	27	28	29

Chapter Study Guides

This section contains reproducible study guides for each chapter of *History Alive! The United States Through Industrialism*. A study guide lists the content standards covered by the chapter, key terms, essential questions, and a timeline exercise. Use these study guides to introduce the standards related to each chapter and to check that students have mastered those standards.

Using the Study Guides in Your Classroom

1. *Reproduce and distribute the study guide.* Give students the appropriate study guide at the beginning of a lesson. Ask them to keep the study guide in their Interactive Student Notebook for reference throughout the lesson. Encourage students to review their study guide frequently and to add notes as they learn new information.
2. *Preview the standards that will be covered.* Ask students to read the standards and find the corresponding topics on their Student Guide to the California Standards. Explain that in order to master the standards for this chapter, students will have to know the key terms listed and be prepared to answer the essential questions. They will also need to be able to place several key events on a timeline.
3. *Preview the key terms.* Before beginning a lesson, introduce new terms by having students find each one in their textbook. As students work through the lesson activity and the reading, awareness of these terms will help them focus on important content. At the end of a lesson, working with the terms as indicated on the study guide offers further review of that content.
4. *Introduce the essential questions.* Post the essential questions in your classroom for reference. At the end of class each day, ask students to reflect on what they have learned that will help them to answer the essential questions. Tell students to record notes that will prepare them to answer the questions. When an Online Resource is suggested for additional information, be sure that students have the opportunity to visit www.historyalive.com.
5. *Use the study guides to help students review for the chapter test.* Ask students to complete their notes for the essential questions and to create the timeline. For further review, students might play a quiz game using the key terms. Students might use their completed timelines to label a more extensive timeline on the classroom wall that includes events they have studied throughout the year.
6. *Use the study guides for midyear and year-end reviews.* When students keep their study guides for each chapter, the collected packet offers a useful summary and review of key terms and concepts before the benchmark exams.



The Native Americans

Content Standard

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

migrate (p. 2)
environment (p. 3)
natural resources (p. 3)
culture (p. 3)
cultural region (p. 3)
buffalo (p. 12)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did Native Americans view the environment and the land? How was their perspective different from that of the Europeans who later came to America?
2. For each of the following regions, explain how the Native American inhabitants fed, clothed, and sheltered themselves: Northwest Coast, California, Great Basin, Plateau, Southwest, Great Plains, Eastern Woodlands, and Southeast.
3. How might Native American settlement and living patterns have influenced the formation of America as a nation? (8.1)
4. What is history and why does it change when new information is uncovered? (See Online Resources, Essay 1, *What Is History?*)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of last Ice Age
Crossing of land bridge by Siberians
End of Ice Age
Beginning of early American agriculture

Study Guide for Chapter 2

European Exploration and Settlement

Content Standard

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

New World (p. 17)
Christopher Columbus (pp. 18–19, 427)
The Columbian Exchange (p. 19)
slavery (pp. 19–20)
conquistadors (p. 20)
Spanish borderlands (p. 22)
New France (p. 25)
trappers (p. 25)
Jamestown (p. 28)
Pocahontas (p. 29)
New Netherland (p. 30)
New Amsterdam (p. 31)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did European nations compete to claim lands and riches in the New World?
2. What changes did the arrival of Europeans bring to Native American life?
3. How did early European explorers and settlers influence the formation of America as a nation? (8.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Columbus's arrival in the New World
Cortés's arrival in the New World
Cartier's arrival in the New World
Jamestown
New Amsterdam

Study Guide for Chapter 3

The English Colonies in America

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

8.7.2 Trace the origins and development of slavery.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

indentured servant (p. 35)

cash crops (p. 38)

assembly (p. 38)

democratic (p. 38)

Puritans (p. 39)

Mayflower Compact (pp. 39, 428)

slave trade (p. 40)

Fundamental Orders (p. 41)

William Penn (p. 43)

James Oglethorpe (p. 46)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How were the New England, Middle, and Southern colonies different from each other? How were they similar?
2. What events, ideas, and social patterns from the colonial period helped to shape American democracy? (8.1)
3. In what way was the Mayflower Compact important to the development of democracy in America? (8.2.1)
4. How and why did the practice of slavery begin and grow in colonial America? (8.7.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

First slaves in Virginia

Mayflower voyage across Atlantic

Rhode Island settled

William Penn's Great Law

Election of the first New York assembly

Study Guide for Chapter 4

Life in the Colonies

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

8.6.5 Trace the development of the American education system from its earliest roots.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

economy (p. 50)

Magna Carta (p. 52)

Parliament (p. 52)

English Bill of Rights (p. 52)

petition (p. 52)

blue laws (p. 53)

social class (p. 54)

the Middle Passage (p. 55)

First Great Awakening (pp. 56, 429)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Considering various parts of colonial life—cities and farms, citizen's rights, crime and punishment, social class, education, and African American life—how does each compare with life in America today?
2. How did the religious revival called the First Great Awakening help pave the way for the American Revolution? (8.1.1)
3. In what ways were the English Bill of Rights and Magna Carta important to the development of democracy in America? (8.2.1)
4. What made the colonists decide to provide education to at least some of their children? What was it like to attend America's earliest schools? (8.6.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Magna Carta

English Bill of Rights

Salem witch trials

First Great Awakening

Toward Independence

Content Standard

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Patriots (p. 63)
Loyalists (p. 63)
French and Indian War (p. 65)
Proclamation of 1763 (p. 66)
Stamp Act (p. 67)
Quartering Act (p. 68)
Townshend Acts (p. 68)
Boston Massacre (p. 68)
Boston Tea Party (p. 70)
Tea Act (p. 71)
Intolerable Acts (p. 72)
First Continental Congress (p. 73)
Lexington and Concord (p. 74)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were some of the major events that led Americans toward revolution? (8.1)
2. What was life like for the English colonists before the Royal Proclamation of 1763? After?
3. What were some of the important British mistakes and misunderstandings about the Americans after the French and Indian War?
4. How did the events that happened during America's colonial and revolutionary period influence the shape of American democracy? (8.1)
5. How did Thomas Paine's pamphlet *Common Sense* influence American colonial thinking about British rule? (See *Investigating History*, page 430.)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

French and Indian War
Royal Proclamation of 1763
Stamp Act and Quartering Act
Townshend Acts
Boston Tea Party
Lexington and Concord

The Declaration of Independence

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

George Washington (p. 80)
Continental Army (p. 80)
Bunker Hill (p. 80)
Ticonderoga (p. 81)
Olive Branch Petition (p. 82)
Thomas Jefferson (p. 83)
Declaration of Independence (p. 83)
King George III (p. 83)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Who said “Give me liberty, or give me death!” and what did it mean to Patriots? To Loyalists?
2. What political philosophy is expressed by the Declaration of Independence? (8.1.2)
3. What is the significance of each of these phrases from the Declaration of Independence:
all men are created equal
unalienable rights
consent of the governed
right of the people to alter or abolish it
Why were these phrases important to the development of American democracy? (8.1.2)
4. According to the Declaration, what is the purpose of government? (8.1.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Battle of Bunker Hill
Olive Branch Petition
Common Sense
Signing of the Declaration of Independence

The American Revolution

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.3 Analyze how the American Revolution affected other nations, especially France.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Thomas Paine's *The Crisis* (p. 92)

Trenton (p. 92)

Saratoga (p. 94)

Valley Forge (p. 94)

guerilla troops (p. 96)

Lord Cornwallis (p. 96)

Yorktown (p. 96)

Treaty of Paris (p. 100)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were the strengths and weaknesses of the Continental Army? What were the strengths and weaknesses of the British?
2. What military strategies did each side use during the war?
3. What factors led to American victory over the British?
4. Why were the results of the Revolutionary War so important to the development of American democracy? (8.1)
5. How did the American Revolution affect other countries, especially France? (8.1.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Washington's defeat in New York

Saratoga

Valley Forge

Yorktown

Treaty of Paris

Creating the Constitution

Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.4 Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.4 Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Articles of Confederation (p. 103)

Constitutional Convention (p. 106)

James Madison (p. 107)

constitution (p. 108)

state constitutions (pp. 108, 433)

republic (p. 108)

Virginia Plan (p. 109)

New Jersey Plan (p. 109)

the Great Compromise (p. 110)

the three-fifths compromise (p. 112)

Electoral College (p. 114)

ratify (p. 115)

Federalists and Anti-Federalists (p. 116)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the events between 1776 and 1787 influence the development of American democracy? (8.1)
2. In what ways did civic republicanism, classical liberal principles, and English parliamentary traditions contribute to the development of American democracy? (See Online Resources, Essay 5, *The Roots of American Democracy*.) (8.1.4)
3. What were the main features of the Articles of Confederation? How well did the Articles of Confederation and the Constitution promote the ideals in the Declaration of Independence? (8.2.2)
4. What major debates shaped the terms of the U.S. Constitution? (8.2.3)
5. What political ideas can be found in the thinking of key founders such as James Madison, in the *Federalist Papers*, in the actions and words of leaders such as George Washington, and in the U.S. Constitution? (8.2.4)
6. Why were state constitutions important to the development of the American political system? What did early state constitutions have to say about slavery? (See Online Resources, Essay 6, *Early State Constitutions*.) (8.3.1, 8.7.2, 8.9.2)
7. How did the land ordinances of 1785 and 1787 encourage private land ownership and the orderly development of towns and states? (8.3.2)
8. What was the significance of domestic rebellions—such as Shays's Rebellion—and the way the government responded to them? (8.3.5)

(See next page for timeline activity.)

Creating the Constitution

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.3.1 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

8.7.2 Trace the origins and development of slavery. . . .

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.2 Discuss the abolition of slavery in early state constitutions.

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Shays's Rebellion
Constitutional Convention
Signing the Constitution

Study Guide for Chapter 9

The Constitution: A More Perfect Union

Content Standards

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

the Preamble (p. 120)
popular sovereignty (p. 120)
legislative branch (p. 121)
bicameral (p. 121)
bill (p. 121)
veto (p. 122)
executive branch (p. 123)
impeach (p. 124)
judicial branch (p. 124)
amendment (p. 127)
federal system (p. 128)
interstate commerce (p. 128)
political parties (p. 130)
interest groups (p. 130)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What powers does the national government have under the Constitution? Which powers belong to the states? Which powers are shared? (8.2.6)
2. What is the significance of the following terms: *federalism, dual sovereignty, separation of powers, checks and balances, and individual rights*? (8.2.7)
3. How did the Constitution encourage the development of a common market among American states? What are the advantages to a common market? (8.3.3)
4. How did the Constitution view Native American tribes? (8.2.3)
5. What are the roles of individual citizens, elections, political parties, and interest groups in the political process? (8.3.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of the Constitutional Convention
Conclusion of the Constitutional Convention
Ratification of the Constitution

The Bill of Rights

Content Standards

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.5 Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

8.3.7 Understand the functions and responsibilities of a free press.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

ratification (p. 133)

bill of rights (p. 133)

separation of church and state (pp. 135, 435)

self-incrimination (p. 139)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the addition of the Bill of Rights resolve the concerns of some of the delegates to the Constitutional Convention? (8.2.3)
2. What fundamental freedoms are guaranteed by each amendment in the Bill of Rights? How do these amendments protect people from government excesses? (8.2, 8.2.6)
3. Where did the idea of the separation of church and state come from, and how did it influence the U.S. Constitution? (8.2.5)
4. What is the role of a free press in America? What are the responsibilities of a free press? (8.3.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Ratification of Constitution

Official addition of Bill of Rights to Constitution

Study Guide for Chapter 11

Political Developments in the Early Republic

Content Standards

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

8.9.5 Analyze the significance of the States' Rights Doctrine.

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

inauguration (p. 146)
executive departments (p. 146)
the French Revolution (p. 147)
Alexander Hamilton (p. 149)
Thomas Jefferson (p. 152)
John Adams (p. 155)
the Alien and Sedition Acts (p. 155)
Election of 1800 (p. 157)
Twelfth Amendment (p. 158)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the American political system change during the early years of the nation's history? (8.3)
2. How did the conflict between Thomas Jefferson and Alexander Hamilton give rise to two opposing political parties and two plans for what was best for America? (8.3.4, 8.4.1)
3. What was the significance of the Whiskey Rebellion and the way the government responded to it? (8.3.5)
4. How did Washington's Farewell Address help set America's future direction? (8.4.2)
5. What was the significance of Jefferson's 1801 Inaugural Address? (See *Investigating History*, page 436.) (8.4.2)
6. What is the significance of the idea of states' rights? (8.9.5)
7. What is the significance of the term *nullify*, and where did it come from? (8.10.3)
8. What were some of the hopes and ideals expressed by Americans in the early years of the nation's history? (8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Election of George Washington
Whiskey Rebellion
French Revolution
Washington's Farewell Address
Election of 1800
Twelfth Amendment

Foreign Affairs in the New Nation

Content Standards

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.2 Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

8.5 Students analyze U.S. foreign policy in the early Republic.

8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

- | | |
|-------------------------|--------------------------------|
| neutrality (p. 163) | embargo (p. 167) |
| isolationism (p. 163) | blockade (p. 168) |
| the Jay Treaty (p. 164) | War Hawks (p. 169) |
| the XYZ Affair (p. 164) | Francis Scott Key (p. 169) |
| impressment (p. 166) | Battle of New Orleans (p. 170) |
| Barbary States (p. 166) | Monroe Doctrine (p. 172) |
| tribute (p. 167) | |

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What foreign policy position did George Washington urge the United States to take in his famous Farewell Address? (8.4.2)
2. What policy did John Q. Adams favor in his Fourth of July Address, 1821? (See *Investigating History*, page 437.) (8.4.2)
3. Analyzing early U.S. foreign policy generally, what can be said about its motives, methods, and the outcomes that were achieved? (8.5)
4. What were the causes and consequences of the War of 1812? What major battles, leaders, and events contributed to the story of this war? (8.5.1)
5. How did early American foreign policy influence the nation’s relationship with its neighbors and Europe, the nation’s boundaries, and westward expansion? (8.5.2)
6. What hopes and ideals do America’s early foreign policy actions reveal? (8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

- The Jay Treaty
- The XYZ Affair
- Bombardment of Tripoli
- Battle of Tippecanoe Creek
- War of 1812
- Monroe Doctrine

A Growing Sense of Nationhood

Content Standards

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

8.6.7 Identify common themes in American art.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Appalachian Mountains (p. 176)
Uncle Sam (p. 177)
capitalism (p. 178)
Bank of the United States (p. 178)
McCulloch v. Maryland (p. 179)
Era of Good Feelings (p. 179)
folk art (p. 180)
Hudson River School (p. 180)
spirituals (p. 181)
minstrel shows (p. 181)
Washington Irving (pp. 182, 438)
James Fenimore Cooper (pp. 182, 438)
Henry Wadsworth Longfellow (p. 182)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What hopes and ideals did Americans hold after the War of 1812? (8.4)
2. What was the nature of America's landscape in the early 1800s? (8.4.1)
3. How did capitalism develop and secure its place in America's economic and legal systems? (8.4.3)
4. What were the characteristics of daily life in early America? What did people enjoy for art, music, and literature? (See also Online Resources, Essay 7, *Daily Life in the New Nation*.) (8.4.4)
5. What was the focus of Henry Clay's American System? What physical, economic, and political obstacles did Clay's system face? (8.6.2)
6. What were some common themes in American art and literature during this time period? (See also Online Resources, Essay 8, *The Growth of a National Literature*.) (8.6.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

War of 1812
Election of James Monroe
Creation of second Bank of the United States
McCulloch v. Maryland
Election of John Quincy Adams

Andrew Jackson and the Growth of American Democracy

Content Standards

8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion... (e.g., accounts of the removal of Indians, the Cherokees' "Trail of Tears,"...)

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

self-made man (p. 187)

Jacksonian democracy (p. 188)

the Kitchen Cabinet (p. 189)

civil servant (p. 189)

tariff (p. 190)

secede (p. 190)

Bank of the United States (p. 191)

Indian Removal Act (p. 192)

Five Civilized Tribes (p. 192)

Trail of Tears (pp. 193, 439–440)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How was Andrew Jackson's election and presidency viewed by the rich and well-born? By the common people? By Native Americans? By supporters of states' rights? (8.8.1)
2. Why was Andrew Jackson opposed to a National Bank? (8.8.1)
3. What was the spoils system? Why did Jackson favor it, and why was he criticized for doing so? (8.8.1)
4. How did Jacksonian democracy give more governmental power to the common people? (8.8.1)
5. Why did many Americans, including Jackson, believe that Native Americans needed to be removed from their lands? How did Jackson respond to the 1831 Supreme Court ruling that Indians had a right to their lands? (8.8.2)
6. What was the nullification crisis? How did it demonstrate the growing split between the North and South? (8.10.3)
7. What were the details and outcomes of the treaties negotiated between the first four presidents and Indian nations? (See also *Investigating History*, p. 439.) (8.5.3, 8.12.2)
8. What events and ideas connected to Andrew Jackson led to patterns of change in the United States? How did things stay the same?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Inauguration of Andrew Jackson

Nullification crisis

Battle over the National Bank

Indian Removal Act

Trail of Tears

Study Guide for Chapter 15

Manifest Destiny and the Growing Nation

Content Standards

8.4.1 Describe the country's . . . territorial expansion during the terms of the first four presidents.

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

8.8 Students analyze the divergent paths of the American people in the West from 1800 and the challenges they faced.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Manifest Destiny (p. 197)
Louisiana Purchase (p. 198)
diplomacy (p. 200)
Texas War for Independence (p. 202)
the Alamo (p. 202)
converts (p. 205)
Oregon Fever (p. 205)
Mexican-American War (pp. 206–208)
Treaty of Guadalupe Hidalgo (p. 208)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What does the term *Manifest Destiny* mean, and why was it so important to the westward expansion of the United States? (8.8.2)
2. What were the major territorial acquisitions of the United States between 1803 and 1853, and how did they change the country's boundaries? How did the United States achieve each territorial expansion: by purchase, by treaty, or by war? (8.4.1, 8.5.2)
3. Who fought in the Texas War for Independence and the Mexican-American War, and what were they fighting for? What effect did those wars have on U.S. boundaries? What was the wars' effect on Americans and Mexicans living in the Southwest? How are the lives of Mexican Americans today affected by what happened in those wars? (8.8.6)
4. What different paths did Americans in the West take in the period from 1800 to 1850, and what challenges did they face? (8.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Louisiana Purchase
Acquisition of Florida
Battle of the Alamo
Oregon Fever
Mexican-American War
Gadsden Purchase

Life in the West

Content Standards

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) . . . and how those relationships influenced westward expansion.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Zebulon Pike (p. 213)

John C. Fremont (p. 213)

Californios (p. 216)

missions (p. 216)

rancho (p. 216)

Annie Bidwell (p. 222)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What different paths did Americans in the West take in the period from 1800 to 1850, and what challenges did they face? Consider, for example, the Californios, the Mormons, the Forty-Niners, and the Chinese. (8.5.2, 8.8)
2. Why did Lewis and Clark make their journey? What challenges did they face? What were the possible economic outcomes of their expedition? (8.8.2)
3. What role did pioneer women—including women like Annie Bidwell, Laura Ingalls Wilder, and slave women who gained their freedom—play in the West? How did the status of women improve? (See also *Investigating History*, pp. 442–444.) (8.8.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Lewis and Clark expedition

Mormons found Salt Lake City

California Gold Rush

Mexicano Contributions to the Southwest

Content Standards

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.4 Examine the importance of the great rivers and the struggle over water rights.

8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Mexicanos (p. 229)

batea (p. 230)

rifle box (p. 230)

arrastra (p. 230)

Californios (p. 231)

Tejanos (p. 231)

vaquero (p. 231)

rodeo (p. 231)

irrigation (p. 234)

Tex-Mex cooking (p. 235)

adobe (p. 236)

community property (p. 237)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were the effects of the Texas War for Independence and the Mexican-American War on Americans and Mexicans living in the Southwest? How are the lives of Mexican Americans today affected by what happened in those wars? (8.8.6)
2. What were the main features of the Mexican settlements? Discuss their location, food, architecture, music, economic pursuits, land ownership, laws, and attitudes toward slavery. How did these features contribute to the development of the West? (8.8.5)
3. In what ways were great rivers and issues over water rights important to life in the West? (See *Investigating History*, p. 444.) (8.8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Discovery of the New World by Columbus

Conquering of Mexico by Spain

Mexican independence

Mexican-American War

An Era of Reform

Content Standards

8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

8.6.6 Examine the women's suffrage movement (e.g. biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Hermann Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Second Great Awakening (p. 242)
transcendentalism (p. 243)
Dorothea Dix (p. 244)
Horace Mann (p. 245)
public schools (p. 245)
abolitionists (p. 246)
Frederick Douglass (p. 247)
Sojourner Truth (p. 247)
Elizabeth Cady Stanton (pp. 248, 446)
Lucretia Mott (pp. 248, 446–447)
Elizabeth Blackwell (p. 249)
Seneca Falls Convention (p. 249)
Declaration of Sentiments (p. 249)
Susan B. Anthony (pp. 250, 445–446)
Margaret Fuller (p. 447)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How did the Second Great Awakening, as well as transcendentalism, help inspire an era of reform in the United States beginning in the 1820s? (8.6.7)
2. How did American public education develop, and what role did Horace Mann play in its development? (8.6.5)
3. Who were the leaders of the women's suffrage movement? What can you say about their goals, their writings, their accomplishments, and their struggles? (8.6.6)
4. What was done during the era of reform to eliminate slavery and realize the ideals of the Declaration of Independence? (8.9)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Second Great Awakening
Founding of the *Liberator* by William Lloyd Garrison
World Anti-Slavery Convention
Seneca Falls Convention

Study Guide for Chapter 19

The Worlds of North and South

Content Standards

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).

8.6.3 List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Eli Whitney (pp. 253, 256)

cotton gin (pp. 253, 256)

deforestation (p. 254)

agrarians (p. 256)

plantation (p. 256)

Industrial Revolution (p. 257)

industrialist (p. 257)

immigration (p. 266)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Where is the best place to draw a boundary between the North and the South? (8.10.2)
2. What are the key differences in the geography and climate of the North and the South? (8.10.2)
3. What features of the physical geography of the Northeast made this region well-suited to industrial and technological development? (8.6.1)
4. How did industry and technology influence life and affect the environment of the Northeast? (8.6.1)
5. What were the physical obstacles, political issues, and economic factors involved in building a network of roads, canals, and railroads in the Northeast? (8.6.2)
6. Why did a wave of immigrants come from northern Europe to America from 1845 to 1860? How did they contribute to the growth and changing characteristics of cities? (8.6.3)
7. What different paths did Americans in the Northeast take in the period from 1800 to 1850, and what challenges did they face? (8.6)
8. What were conditions like for free African Americans in the North, and how did they respond? (8.6.4)
9. What factors caused many Southern states to develop a farming economy based mostly on cotton? (8.7.1)
10. What explains the birth and growth of slavery in the South? (8.7.2)
11. How did slavery affect the South's economy and society? (8.7.2)
12. What were some of the characteristics of white Southern society, and how were these characteristics influenced by the physical geography of the region? (8.7.3)

(Continued)

The Worlds of North and South

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

13. What features of the geography of the North and the South caused one region to produce so many agrarians and the other so many industrialists? (8.10.2)
14. What different paths did Americans in the South take in the period from 1800 to 1850, and what challenges did they face? (8.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a clever, creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Industrial Revolution
Invention of the cotton gin
Invention of the reaper
Building of the Erie Canal
Irish potato famine

African Americans at Mid-Century

Content Standards

8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

racism (p. 269)

Frederick Douglass (p. 270)

discrimination (p. 271)

segregation (p. 271)

Underground Railroad (p. 278)

Denmark Vesey (p. 278)

Nat Turner (p. 278)

oppression (p. 282)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What explains the birth and growth of slavery in the South? (8.7.2)
2. What did free blacks in the North do to advance their rights and build communities? (8.6.4)
3. In what ways were the lives of free blacks in the North different from—and similar to—the lives of free blacks in the South? (8.7.4)
4. What was life like for free blacks? How were laws used to limit their freedom and economic opportunities? (8.9.6)
5. In what ways did the institution of slavery affect the political, social, religious, economic, and cultural lives of African Americans in the South? (8.7.2)
6. What was the legal status of slaves? How did slaveholders control their slaves and attempt to preserve slavery? (8.7.2)
7. What actions did African Americans take to eliminate slavery and realize the ideals of the Declaration of Independence? (See also Online Resources, Essay 13, *Documents on the Slave Rebellions of Denmark Vesey and Nat Turner*.) (8.9)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Invention of the cotton gin

Denmark Vesey's rebellion

Nat Turner's revolt

A Dividing Nation

Content Standards

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Tallmadge Amendment (p. 286)

gag rule (p. 289)

Henry Clay (p. 291)

Fugitive Slave Law (p. 292)

Uncle Tom's Cabin (p. 293)

John Brown's raid (pp. 298–299)

Election of 1860 (p. 299)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What actions did the following individuals take to eliminate slavery: John Quincy Adams, John Brown, William Lloyd Garrison, and Theodore Dwight Weld? (See also *Investigating History*, p. 451.) (8.9, 8.9.1)
2. What was the Northwest Ordinance, and how did it influence the spread of slavery? (8.9.3)
3. Why did the admission of Texas and California increase tensions over the slavery issue? (8.9.4)
4. How did each of the following either raise or reduce tensions over the slavery issue: the States' Rights Doctrine, the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and the Lincoln-Douglas debates? (8.9.5)
5. How did Daniel Webster and John C. Calhoun disagree over the division of power between the states and the federal government? (See *Investigating History*, pp. 453–454.) (8.10.1)
6. Where did the idea of secession start, and why did it create a constitutional crisis? (8.10.3)
7. To what extent did Abraham Lincoln live up to the ideals of the Declaration of Independence in his speeches and as president? (8.10.4)
8. What were the key causes of the American Civil War? (8.10)

(See next page for timeline activity.)

Study Guide for Chapter 21 (continued)

A Dividing Nation

8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Missouri Compromise
Compromise of 1850
Kansas-Nebraska Act
Dred Scott case
Election of 1860
Civil War begins

Study Guide for Chapter 22

The Civil War

Content Standards

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Abraham Lincoln (pp. 305–306)	draft (p. 312)
Jefferson Davis (pp. 305–306)	habeas corpus (p. 313)
Anaconda Plan (p. 308)	Merrimac and Monitor (p. 315)
Bull Run (p. 308)	Vicksburg (p. 316)
blockade (p. 310)	Ulysses Grant (p. 318)
Robert E. Lee (p. 310)	total war (p. 318)
emancipation (p. 312)	William Sherman (pp. 318–319)
Emancipation Proclamation (p. 312)	Appomattox (p. 319)
Gettysburg (p. 312)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were the key causes, events, and consequences of the American Civil War? (8.10)
2. To what extent did Abraham Lincoln live up to the ideals of the Declaration of Independence in his speeches and as president? (See also Online Resources, Essay 14, *Great American Speeches: Abraham Lincoln's Inaugural Addresses*.) (8.10.4)
3. What comparisons and differences do you see in the views and lives of leaders (such as Lincoln, Davis, Lee, and Grant) and soldiers on both sides of the Civil War? (See *Investigating History*, pp. 454–457.) (8.10.5)
4. What major events and battles of the American Civil War helped to determine the outcome? (8.10.6)
5. What were the geographic advantages and disadvantages of both sides in the war? (8.10.6)
6. What technological advances were made during the war? (8.10.6)
7. What was significant about Lee's surrender at Appomattox? (8.10.6)
8. In what ways did the war affect soldiers, civilians, the physical environment, and future warfare? (8.10.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Abraham Lincoln's inauguration
Battle of Bull Run
Gettysburg
Vicksburg

The Reconstruction Era

Content Standards

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.

8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Reconstruction (p. 323)	scalawags (p. 328)
Andrew Johnson (p. 324)	carpetbaggers (p. 328)
freedmen (p. 324)	Election of 1876 (p. 331)
Freedmen’s Bureau (p. 324)	Compromise of 1877 (p. 331)
black codes (p. 325)	Jim Crow laws (pp. 333, 457–458)
sharecropping (p. 327)	<i>Plessy v. Ferguson</i> (p. 333)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What were some of the conflicts over the original Reconstruction plans? How did these conflicts affect American politics and result in the impeachment of a president? (8.11.1)
2. How did Reconstruction affect the different regions of the nation in different ways? (8.11.1)
3. Why did former slaves leave the South to go to the cities of the North and to the West, and what were their experiences once they got there? (8.11.2)
4. How did the Freedmen’s Bureau help former slaves to advance their rights as Americans? (8.11.3)
5. What restrictions were placed on freedmen that kept them from achieving true equality? (8.11.3)
6. Where did the Ku Klux Klan come from, and what effects did it have? (8.11.4)
7. What new constitutional rights were ushered in during the Reconstruction era? Why were these rights added at this time? (8.11.5)
8. What were the key characteristics of the Reconstruction era? How did Reconstruction change America for the better? For the worse? (8.11)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Assassination of Abraham Lincoln
Civil Rights Act of 1866
Thirteenth, Fourteenth, and Fifteenth Amendments
Election of 1876

Tensions in the West

Content Standards

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

reservation (p. 337)
Nez Percé (p. 338)
Chief Joseph (p. 339)
homesteader (p. 340)
Homestead Act (p. 340)
transcontinental railroad (p. 340)
subsidy (p. 340)
mining (pp. 343–344)
the "long drive" (p. 345)
Battle of the Little Big Horn (p. 350)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. What motivated so many Americans to move west, onto and beyond the Great Plains? What challenges did this movement present to settlers, Native Americans, and the nation? (See also Online Resources, Essay 15, *The Homestead Act and the Rise of Private Property*.) (8.8.2)
2. How and why did American agriculture and industry develop so dramatically in the late 19th and early 20th century? What role did climate, natural resources, and trade play in this development? (8.12.1)
3. How did the growth of agriculture, mining, railroading, and industry contribute to a change in federal Indian policy in the 1860s? (8.12.2)
4. What actions did the government take to encourage business growth in the late 19th century? (8.12.3)
5. Why were entrepreneurs, industrialists, and bankers significant figures in American politics and business in the late 19th century? (8.12.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Discovery of gold in California
Homestead Act
Pacific Railroad Act
Completion of the transcontinental railroad
Battle of the Little Big Horn

Study Guide for Chapter 25

The Rise of Industry

Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and locate such development on a map.

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

8.12.9 Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

industrialization (p. 354)	monopoly (p. 359)
entrepreneur (p. 354)	J. P. Morgan (p. 359)
laissez-faire (p. 354)	urbanization (p. 361)
the Gilded Age (p. 355)	tenements (p. 361)
Bessemer process (p. 356)	trade unions (p. 366)
corporation (p. 359)	collective bargaining (p. 366)
trust (p. 359)	strikes (p. 367)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. How and why did American agriculture and industry develop so dramatically in the late 19th and early 20th century? What roles did climate, natural resources, and trade play in this development? (8.12.1)
2. What actions did the government take to encourage business growth in the late 19th century? (8.12.3)
3. Why were entrepreneurs, industrialists, and bankers such significant and controversial figures in American politics and business in the late 19th century? (8.12.4)
4. Why did the growth of industry contribute to the following: the growth of cities; changing social conditions in cities; increased immigration; and new business opportunities? In what parts of the country were these effects most visible? (8.12.5)
5. What were conditions like for factory workers, including children? How did the government's laissez-faire policies toward big business affect those conditions? (8.12.6)
6. What strategies did the labor movement use to try to improve working conditions? Who were the leaders of the labor movement? (8.12.6)
7. How did late 19th-century inventors—such as Thomas Edison, the Wright brothers, and Alexander Graham Bell—change the quality of life in America? (8.12.9)
8. In what ways did the Industrial Revolution transform America's economy, society, and politics? (8.12)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Hosting of grand ball by Vanderbilt family
Fire at the Triangle Shirtwaist Factory

The Great Wave of Immigration

Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

immigration (pp. 371–372)
Ellis Island (p. 371)
refugees (p. 372)
assimilation (p. 372)
tenement buildings (p. 375)
pogroms (p. 376)
Chinese Exclusion Act (p. 378)
passport (p. 380)
barrios (p. 381)
nativism (p. 382)
quota (p. 382)
visas (p. 384)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Where did the huge numbers of late 19th-century immigrants come from? What drew them to America? (8.12.7)
2. Historians look for *historical continuity*—the way things stay the same as in the past. They also look for *new patterns*—the way things change. How was immigration at the turn of the century similar to previous times in America’s past? How was it different?
3. What contributions did immigrants make to the building of the American economy and cities? (8.12.7)
4. What factors contributed to the assimilation of immigrants into American society? (8.12.7)
5. What explains the growth of nativism around the turn of the 20th century? (8.12.7)
6. In what ways did the Industrial Revolution transform America’s economy, society, and politics? (8.12)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Russian pogroms
Chinese Exclusion Act
Mexican Revolution
Quota system

The Progressive Era

Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

8.12.8 Identify the characteristics and impact of Grangerism and Populism.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Progressive movement (p. 385)	John Muir (p. 393)
muckrakers (p. 385)	conservation (p. 393)
Social Darwinism (p. 389)	W. E. B. DuBois (p. 394)
Theodore Roosevelt (p. 390)	Upton Sinclair (p. 395)
Robert LaFollette (p. 391)	Alice Paul (p. 396)
Mother Jones (p. 392)	Nineteenth Amendment (p. 396)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. In what ways did the Industrial Revolution transform America's economy, society, and politics? How did the changes give birth to a new era of reform? (8.12)
2. Why were entrepreneurs, industrialists, and bankers such significant and controversial figures in American politics and business in the late 19th century? (8.12.4)
3. Why did the growth of industry contribute to the development of a conservation movement? (See also Online Resources, Essay 20, *This Land Is Our Land: Conservation in the United States*.) (8.12.5)
4. What were conditions like for factory workers, including children? How did the government's laissez-faire policies toward big business affect those conditions? (8.12.6)
5. What strategies did the labor movement use to try to improve working conditions? Who were the leaders of the labor movement? (8.12.6)
6. What was the Granger movement, and what did it accomplish? (8.12.8)
7. What was Populism, and how did it help usher in the Progressive movement? (8.12.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Start of Granger movement
Birth of People's (Populist) Party
Sherman Anti-Trust Act
Creation of Yosemite National Park
Founding of NAACP
Nineteenth Amendment

America Becomes a World Power

Content Standards

From the California History–Social Science Framework, Course Descriptions:

This period is notable for the extension of the United States beyond its borders. Students can trace the major trends in our foreign policy, from George Washington’s Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I. By discussing and debating the issues, students should be able to formulate appropriate questions about the American role in these wars.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

expansionists (pp. 399–400)	nationalism (p. 408)
imperialism (p. 400)	militarism (p. 408)
the <i>Maine</i> (pp. 402, 465)	trench warfare (p. 409)
yellow journalism (pp. 402, 465)	Lusitania (p. 410)
Spanish-American War (p. 402)	Treaty of Versailles (p. 413)
Battle at Manila Bay (p. 404)	reparations (p. 413)
Panama Canal (p. 405)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Why did U.S. expansionists believe America should gain control over other areas of the world?
2. Explain how America gained influence or control over each of the following areas of the world: Alaska, Hawaii, Cuba, Puerto Rico, Philippines, Panama.
3. How did militarism and nationalism lead to the outbreak of World War I in Europe? Why did America join the fight almost three years later?
4. How did new strategies and new weapons help make World War I the deadliest ever fought up to that time?
5. How did the American entry into the war help end the stalemate? American president Woodrow Wilson tried to end the war with a fair and just peace. Did he succeed or fail?
6. What happened to Wilson’s idea of a League of Nations, and why didn’t the United States join? How did the end of World War I sow the seeds for World War II?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Purchase of Alaska
Annexation of Hawaii
Spanish-American War
Building of the Panama Canal
World War I
Treaty of Versailles

Study Guide for Chapter 29

Linking Past to Present

Content Standards

From the California History–Social Science Framework, Course Descriptions:

In this last unit students should examine the transformation of social conditions in the United States from 1914 to the present.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Martin Luther King Jr. (p. 418)
John F. Kennedy (p. 418)
Great Depression (p. 419)
GI Bill (p. 419)
feminists (p. 419)
Internet (p. 420)
knowledge worker (p. 420)
Brown v. Board of Education (p. 421)
Gideon v. Wainwright (p. 421)
Twenty-fourth Amendment (p. 421)
Twenty-sixth Amendment (p. 421)
Little Rock Nine (p. 422)
Betty Friedan (p. 422)
Cesar Chavez (p. 422)
Ryan White (p. 422)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The United States Through Industrialism*. For each question below, record notes that prepare you to answer it.

1. Compare life in the United States in 1914 to today. What are the most significant differences? (See also *Investigating History*, pp. 467–469.)
2. How has America changed since 1914 in the following areas: equal rights, social opportunity, economic opportunity, technological innovation, and individual rights?
3. Who were some of the individual Americans that made a difference in the 20th century? How did they bring about change? (See also Online Resources, Essay 21, *Ryan White: A Young American Who Made a Difference*.)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Industrial Revolution
World War I
World War II
Great Depression
Civil Rights Movement
Cold War
Information Age

Letter to Parents and Guardians

The model parent letter on the following page is designed to inform parents about state standards, the pedagogical methods you plan to use with the *History Alive!* curriculum, your approach to teaching about controversial issues and religious topics, and tips on providing support at home.

Using the Letter to Parents and Guardians

1. *Reproduce the parent letter.* You may find it more effective to create your own letter based on the model provided. A customized letter might include rules and procedures that are specific to your classroom.
2. *Send the letter home with students during the first week of school.* Open the lines of communication early. The same letter, or another version of it, should also be available for Back to School Night. Include with each letter a copy of the Student Guide to the California Standards, so parents will have a quick reference to what students will be learning in your class.
3. *Encourage parents to monitor progress throughout the year by reviewing their child's Interactive Student Notebook.* The Interactive Student Notebook will give parents an overview of their child's learning. During parent conferences, you could use the Interactive Student Notebook to demonstrate where students are excelling and where they are struggling. You may want to have parents sign the Interactive Student Notebook each week to ensure that they are continually monitoring their child's progress.



Dear Parents and Guardians,

This year will be an exciting one for the students in my classes. They will be learning key historical concepts in a highly engaging way.

Our school is using *History Alive!*, a program that truly engages students in learning. Your student will be an active participant instead of a passive observer, experiencing history through innovative teaching practices that include dramatic role playing, creative simulations, dynamic group projects, and writing from a historical perspective.

Curious about what your child will be learning this year? California's History–Social Science Standards form the backbone for the course. You'll find them in the back of your child's *History Alive!* textbook. I have also attached a copy of the Student Guide to the California Standards, a simplified version of the standards that serves as a quick, easy-to-use reference. The standards for grade 8 cover the history of the United States through industrialism: the founding of our nation, the growth of American democracy, the Civil War that divided us, the diverse cultures that have enriched our society, the transformation of the United States into an industrial nation.

As you can see by scanning the standards, eighth grade students learn about a number of sensitive and controversial topics, including difficult constitutional issues. The *History Alive!* materials were designed to deal with these topics objectively, respectfully, and in accordance with state guidelines.

Here are some tips on supporting your child's academic progress in this class.

- Discuss history and current events with your child, and listen to what your child has to say.
- Ask to see the Interactive Student Notebook on a regular basis, so you can see for yourself what your child is learning.
- Provide a quiet study place, free from distractions.
- Finally, extend learning beyond the walls of the classroom by taking your child to historical sites or museums. Point out that history is all around us, that it shapes the present and the future, and that every one of us can play an active and positive role in it.

I want to thank you in advance for your support. I am looking forward to an exciting, enjoyable, and enriching year working with you and your child.

Sincerely,

Your child's teacher

Student Guide to the California Standards

The Student Guide to the California Standards offers a simplified, student-friendly rephrasing of the language of the California History–Social Science Standards. This guide is provided in two versions: a two-page version that can be three-hole punched, and a fold-up version. Use this guide to introduce the standards to students and parents.

Using the Student Guide to the California Standards

1. *Duplicate and distribute the guide to students.* Have them place the two-page version in their notebook. Copy the two sides of the fold-up version back to back, on sturdy stock, for students to use as a bookmark in their textbook.
2. *Refer students to the Student Guide to the California Standards when introducing new standards.* After previewing the standards that will be covered in a new chapter, tell students to find the corresponding topic on the student guide. Ask students to rephrase the standard in their own words.
3. *As topics are covered in class, have students mark these on the student guide.* Refer students back to their student guide toward the end of each lesson. Have them check off each topic covered or note a specific page number in their textbook or Interactive Student Notebook where the topic is covered.
4. *Provide parents with either version of the Student Guide to the California Standards.* Attach a copy to the letter you send home so that the family knows what topics will be taught throughout the year.
5. *Encourage students to use this guide for review.* Reading over the standards that have been covered serves as a good review at the end of a chapter or before the midyear and year-end benchmark exams.



Student Guide to the Grade 8 California Standards

This guide explains the California History–Social Science Standards for Grade 8. Think of standards as your learning targets. Listed below each standard are the key events and ideas for you to understand.

As you begin a unit of instruction, look at the standards to see what your learning targets are. Before a test, review this guide as an outline of what you will be expected to know. Keeping the learning targets in mind will help you focus on the most important information.

8.1 Colonial and Revolutionary Periods

Understand the events that led to the founding of the nation and the development of American democracy.

- Influence of the religious Great Awakening on the Revolution
- Ideas about government and key phrases in the Declaration of Independence
- Influence of the American Revolution on other countries
- Meaning of civic republicanism, classical liberal principles, and English parliamentary traditions

8.2 The Constitution

Analyze the political ideas and governmental powers outlined in the Constitution.

- Influence of the Magna Carta, English Bill of Rights, and Mayflower Compact
- Ideals of the Declaration of Independence in the Articles of Confederation and the Constitution
- Major debates in writing the Constitution and their outcomes
- Political ideas behind the Constitution and the role of such leaders as James Madison and George Washington
- Differing views about the separation of church and state
- Powers of the government and the rights of citizens under the Bill of Rights
- Meaning of federalism, dual sovereignty, separation of powers, checks and balances, majority rule, and individual rights

8.3 The American Political System

Understand the foundation of America’s political system and the role of citizens.

- Influence of early state constitutions on the nation’s Constitution
- Ordinances of 1785 and 1787, ownership of property, and the development of the nation
- Advantages of a common market among the states
- Thomas Jefferson, Alexander Hamilton, and the development of political parties
- Shays’ and Whiskey Rebellions and the government’s response to them
- Lawmaking process and citizen roles
- Roles and responsibilities of a free press

8.4 The Ideals of the New Nation

Analyze the hopes and ideals of the people of the new nation.

- America’s landscapes, political divisions, and early expansion
- Three important speeches—Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and Adams’s Fourth of July Address
- Development of capitalism
- Daily life and arts in the early 1800s

8.5 Foreign Policy in the Early 1800s

Analyze America’s dealings with other nations before the Civil War.

- War of 1812—causes and effects
- Expanding U.S. boundaries and relations with other nations
- Significance of the Monroe Doctrine
- Relations with Indian nations

8.6 The Northeast

Analyze life in the Northeast from 1800 to 1860 and the challenges it posed.

- New technologies and the role of industrialization
- Interactions between land and people
- Growth of network of roads, canals, and railroads
- Immigration and growth of cities
- Lives of free black Americans and their communities
- Development of free public education
- Birth of women's suffrage movement
- Themes in art and literature, such as individualism and transcendentalism

8.7 The South

Analyze life in the South from 1800 to 1860 and the challenges it posed.

- Development of a farming economy and the importance of cotton
- Slavery: beginnings, growth, effects
- White southern society and the effects of land on human activity
- Contrasts in lives of free blacks in North and South

8.8 The West

Analyze life in the West from 1800 to 1860 and the challenges it posed.

- Andrew Jackson and growth of democracy
- Causes and effects of expansion
- Changing roles of women in the West
- Importance of water and water rights
- Mexican settlements, culture, ideas
- Texas War for Independence and Mexican American War: causes, effects

8.9 Struggles over Slavery

Analyze efforts to abolish slavery and realize ideals of the Declaration of Independence.

- Efforts by leaders of abolition movements
- Abolition in early state constitutions
- Northwest Ordinance and its impact on education and slavery
- Slavery in the West, Compromise of 1850
- steps in the struggle over slavery: the State's Rights Doctrine, Missouri Compromise, Wilmot Proviso, Compromise of 1850, Henry Clay's efforts, Compromise of 1850, Kansas-Nebraska Act, Dred Scott decision, Lincoln-Douglas debates
- Challenges in the lives of free blacks

8.10 The Civil War

Analyze the causes, key events, and consequences of the Civil War.

- Conflict between states' rights and strong federal authority
- North and the South: different landscapes, economies, political ideas
- Significance of Doctrine of Nullification in origins of secession
- Relationship of Lincoln's ideas to Declaration of Independence
- Civil War leaders and soldiers
- Civil War's key events, advantages and disadvantages on each side
- Effects of the Civil War

8.11 The Reconstruction Era

Analyze the characteristics and consequences of Reconstruction.

- Aims of Reconstruction and its effects in different regions
- Migration of former slaves to the North and West
- Effects of the Freedmen's Bureau and beginnings of racial segregation
- Rise of the Ku Klux Klan
- Thirteenth, Fourteenth, and Fifteenth Amendments

8.12 The Industrial Revolution

Analyze the impact of industrialization.

- Patterns of change in farming and industry
- Forces shaping Federal Indian Policy, leading to Plains Wars
- Government support for business
- Role of big business in politics, commerce, and industry
- Patterns and consequences of immigration, urbanization, and industrialization
- Reasons for birth of labor movement
- Effects of new immigration and cultural diversity
- Granger and Populist reform ideas
- Significant inventors and inventions

Fold along the dotted line

8.10 The Civil War

Analyze the causes, key events, and consequences of the Civil War.

- Conflict between states' rights and strong federal authority
- North and the South: different landscapes, economies, political ideas
- Significance of Doctrine of Nullification in origins of secession
- Relationship of Lincoln's ideas to Declaration of Independence
- Civil War leaders and soldiers
- Civil War's key events, advantages and disadvantages on each side
- Effects of the Civil War

8.11 The Reconstruction Era

Analyze the characteristics and consequences of Reconstruction.

- Aims of Reconstruction and its effects in different regions
- Migration of former slaves to the North and West
- Effects of the Freedmen's Bureau and beginnings of racial segregation
- Rise of the Ku Klux Klan
- Thirteenth, Fourteenth, and Fifteenth Amendments

8.12 The Industrial Revolution

Analyze the impact of industrialization.

- Patterns of change in farming and industry
- Forces shaping Federal Indian Policy, leading to Plains Wars
- Government support for business
- Role of big business in politics, commerce, and industry
- Patterns and consequences of immigration, urbanization, and industrialization
- Reasons for birth of labor movement
- Effects of new immigration and cultural diversity
- Granger and Populist reform ideas
- Significant inventors and inventions



Student Guide to the Grade 8 California Standards

This guide explains the California History–Social Science Standards for Grade 8. Think of standards as your learning targets. Listed below each standard are the key events and ideas for you to understand.

As you begin a unit of instruction, look at the standards to see what your learning targets are. Before a test, review this guide as an outline of what you will be expected to know. Keeping the learning targets in mind will help you focus on the most important information.

8.1 Colonial and Revolutionary Periods

Understand the events that led to the founding of the nation and the development of American democracy.

- Influence of the religious Great Awakening on the Revolution
- Ideas about government and key phrases in the Declaration of Independence
- Influence of the American Revolution on other countries
- Meaning of civic republicanism, classical liberal principles, and English parliamentary traditions

8.2 The Constitution

Analyze the political ideas and governmental powers outlined in the Constitution.

- Influence of the Magna Carta, English Bill of Rights, and Mayflower Compact
- Ideals of the Declaration of Independence in the Articles of Confederation and the Constitution
- Major debates in writing the Constitution and their outcomes

TCi

Brings Learning Alive!

- Political ideas behind the Constitution and the role of such leaders as James Madison and George Washington
- Differing views about the separation of church and state
- Powers of the government and the rights of citizens under the Bill of Rights
- Meaning of federalism, dual sovereignty, separation of powers, checks and balances, majority rule, and individual rights

8.3 The American Political System

Understand the foundation of America’s political system and the role of citizens.

- Influence of early state constitutions on the nation’s Constitution
- Ordinances of 1785 and 1787, ownership of property, and the development of the nation
- Advantages of a common market among the states
- Thomas Jefferson, Alexander Hamilton, and the development of political parties
- Shays’ and Whiskey Rebellions and the government’s response to them
- Lawmaking process and citizen roles
- Roles and responsibilities of a free press

8.4 The Ideals of the New Nation

Analyze the hopes and ideals of the people of the new nation.

- America’s landscapes, political divisions, and early expansion
- Three important speeches—Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and Adams’s Fourth of July Address
- Development of capitalism
- Daily life and arts in the early 1800s

8.5 Foreign Policy in the Early 1800s

Analyze America’s dealings with other nations before the Civil War.

- War of 1812—causes and effects
- Expanding U.S. boundaries and relations with other nations
- Significance of the Monroe Doctrine
- Relations with Indian nations

8.6 The Northeast

Analyze life in the Northeast from 1800 to 1860 and the challenges it posed.

- New technologies and the role of industrialization
- Interactions between land and people
- Growth of network of roads, canals, and railroads
- Immigration and growth of cities
- Lives of free black Americans and their communities
- Development of free public education
- Birth of women’s suffrage movement
- Themes in art and literature, such as individualism and transcendentalism

8.7 The South

Analyze life in the South from 1800 to 1860 and the challenges it posed.

- Development of a farming economy and the importance of cotton
- Slavery: beginnings, growth, effects
- White southern society and the effects of land on human activity
- Contrasts in lives of free blacks in North and South

8.8 The West

Analyze life in the West from 1800 to 1860 and the challenges it posed.

- Andrew Jackson and growth of democracy
- Causes and effects of expansion
- Changing roles of women in the West
- Importance of water and water rights
- Mexican settlements, culture, ideas
- Texas War for Independence and Mexican American War: causes, effects

8.9 Struggles over Slavery

Analyze efforts to abolish slavery and realize ideals of the Declaration of Independence.

- Efforts by leaders of abolition movements
- Abolition in early state constitutions
- Northwest Ordinance and its impact on education and slavery
- Slavery in the West, Compromise of 1850
- steps in the struggle over slavery: the State’s Rights Doctrine, Missouri Compromise, Wilmot Proviso, Compromise of 1850, Henry Clay’s efforts, Compromise of 1850, Kansas-Nebraska Act, Dred Scott decision, Lincoln-Douglas debates
- Challenges in the lives of free blacks