

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

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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.

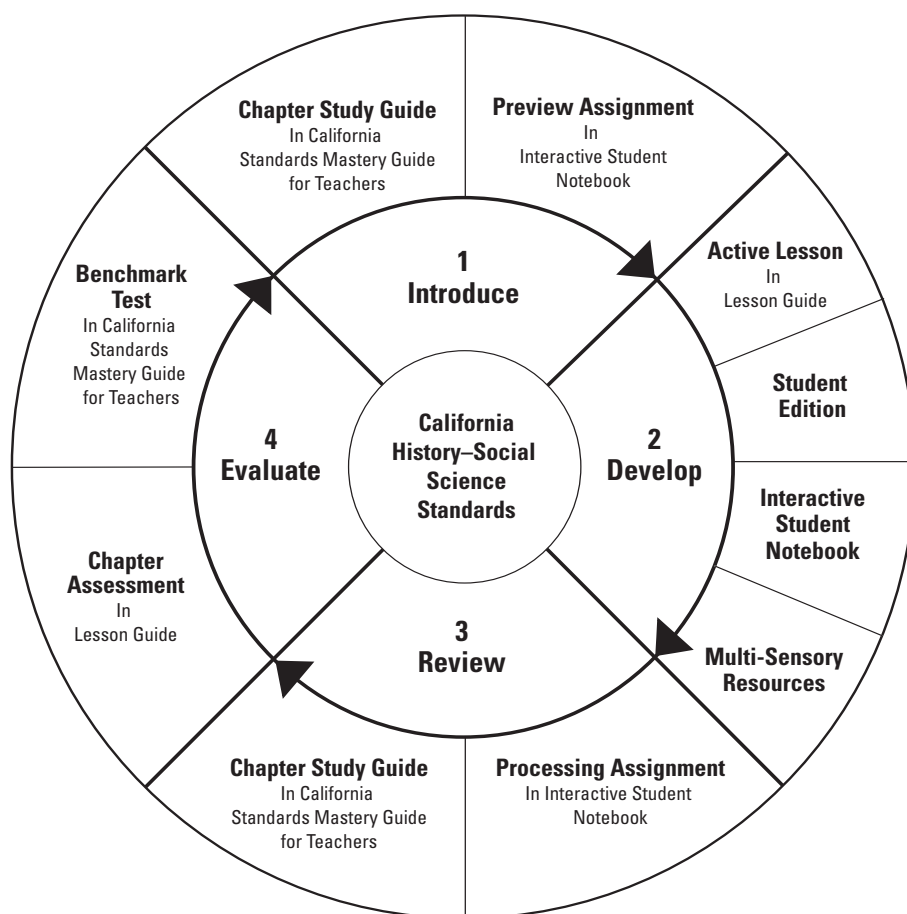
California Standards Mastery Guide for Teachers This booklet supplies the tools that will help you link your *History Alive!* program to the California History–Social Science Standards.

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, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 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
3. Analyze how the American Revolution affected other nations, especially France.	Lesson 1: 180, CA 80
4. Describe the nature of federalism, constitutionalism, classical liberal principles, and English parliamentary traditions.	Lesson 1: 52, 53 Lesson 8: 55, 107-108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 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
5. Describe the nature of federalism, constitutionalism, classical liberal principles, and English parliamentary traditions.	Lesson 1: 52, 53 Lesson 8: 55, 107-108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 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

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 American 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? (8.1.1)
 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

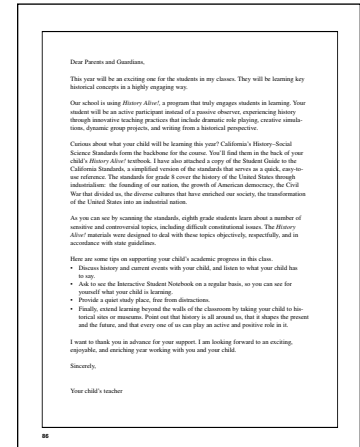
- How did the Great Awakening contribute to the American Revolution?
 - spread the idea that people must work hard
 - spread the idea that all people are equal before God
 - encouraged people to spend more time reading
 - encouraged people to take up arms against others
- What was the Declaration of Independence written to explain?
 - why the colonists thought "taxation without representation" was unfair
 - what Britain needed to do to win back 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 colonists win their freedom
- What English lawmaking body, established in 1265, was similar to the United States Congress?
 - Parliament
 - Mayan Court
 - 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

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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.

