

8th Grade Social Studies STAAR Study Guide

About This Study Guide:

In May 2012, the Texas Education Agency released Performance Level Descriptors that outlined what students at each STAAR Performance Level could do. This study guide provides background information to help you prepare to meet these levels. Access the Performance Level Descriptors at

<http://www.tea.state.tx.us/student.assessment/taar/socstudies/>

About the STAAR Test:

There are 4 categories on the 8th Grade Social Studies test. The chart below shows how many questions you can expect for each category.

Category	Number of Questions
History	20
Geography and Culture	12
Government and Citizenship	12
Economics, Science, Technology, and Society	8

The STAAR test will also assess Social Studies Skills. You'll need to be able to

- Interpret maps, graphs, and charts to show the relationship between geography and history.
- Explain and use primary and secondary source documents, considering the frame of reference, historical context, and point of view.
- Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.
- Know and use social studies vocabulary.

How to Answer a Multiple Choice Question:

- Examine the question. Read the entire question. Study any pictures, charts, passages, or maps.
- Recall what you know about the topic. Feel free to jot notes on your test.
- Answer the question. Check all of the answer choices and eliminate any choices that are obviously wrong.

General Study Tips:

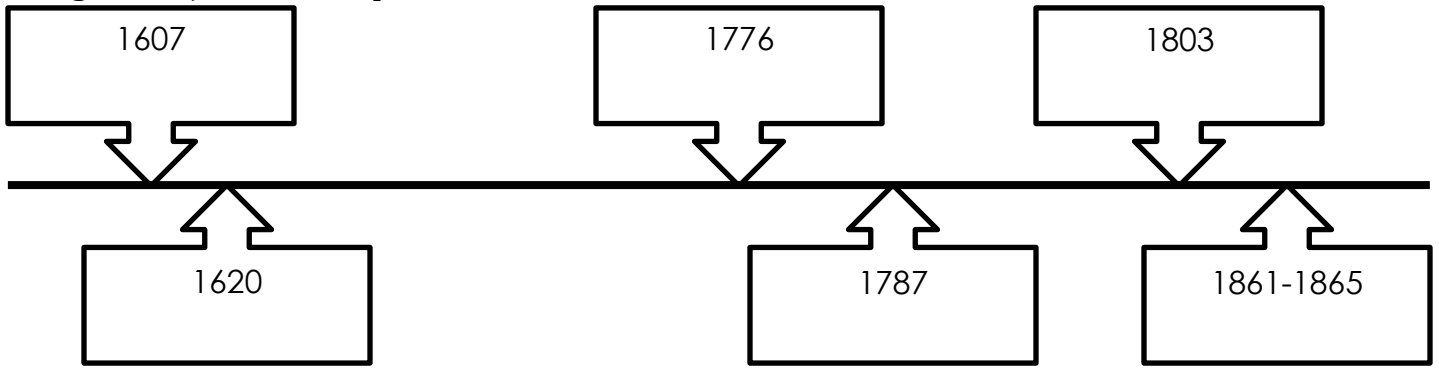
- Plan ahead. You don't want to try to cram everything in the day or the week before the exam.
- Pick the right time of day to study. Try not to wait until late at night when you are too tired to focus.
- Find a study partner or group.
- Read, reread, and write, and rewrite your notes!

Links for Study Tools:

- Freedom: A History of US, from PBS - <http://www.pbs.org/wnet/historyofus/menu.html>
 - Short web videos of US History with games and quizzes to accompany them
- US History I: <http://education-portal.com/academy/course/us-history-i.html>
 - Short web videos of US History
- Games from Dynanotes - <http://www.dynanotes.com/workroom.html>
 - Scroll down to find 8th Grade Social Studies games
- Additional links are provided throughout this document

Level I: Unsatisfactory Academic Performance

Recognize major historical points of reference



Fill in the timeline with the events listed below.

Founding of Jamestown

Pilgrims land at Plymouth

Declaration of Independence

Writing of the Constitution

Louisiana Purchase

Civil War

Learn more about the timeline of US History. <http://goo.gl/nkb1r>

Identify significant individuals, events, and issues in U.S. history

Era	Event or Issue	Significance
Exploration and Colonization	Establishment of the 13 colonies	Europeans came to America to establish colonies for a variety of reasons, including political competition between countries, religious freedom, economic gain, and social reasons like escaping debt. Learn more about the 13 Colonies. http://goo.gl/vggdB
	1607	Founding of Jamestown, the first permanent English settlement
	1620	Arrival of the Pilgrims and the signing of the Mayflower Compact
American Revolution	Great Awakening	The First Great Awakening (1730s) and Second Great Awakening (1790s and 1800s) were time periods of increased interest in religion, sparked by revivals and emotional sermons. These movements led to more people participating in the churches, including women, African Americans, and Native Americans. Colonists were inspired to help one another and tolerate different religions.
	“Taxation without Representation”	Great Britain raised taxes on the colonists to help pay for the protection of the colonies after the French and Indian War. This included taxes on tea, legal documents (Stamp Act), etc. This resulted in colonists boycotting certain goods and protesting against the British. Learn more about the Stamp Act. http://goo.gl/ctVDM Username: air35wheels
	Boston Tea Party, 1773	An act of civil disobedience led by the Sons of Liberty in which they dumped the British tea into Boston Harbor as a protest against the Tea Act. This was a protest against taxation without representation. Learn more about another Boston event, the Boston Massacre. http://goo.gl/esc3L
	Declaration of Independence, 1776	Written by Thomas Jefferson, the colonies list grievances against King George III as reasons for breaking away Learn more about the Declaration of Independence. http://goo.gl/66Ip0
	Battles of Lexington and Concord	First battles of the American Revolution, the “shot heard ‘round the world” Learn more about battles of the American Revolution. http://goo.gl/xFazB
	Articles of Confederation	First United States government with limited powers. It could make treaties with governments and establish an army and navy but couldn’t tax, regulate the economy, revise with Articles without all 13 colonies agreeing, and didn’t have an executive or judicial branch. Learn more about the Articles of Confederation. http://goo.gl/137aQ

Constitutional Era	Philadelphia Convention, 1787	<p>Founding Fathers came together to review the Articles of Confederation and ended up drafting a new document, the Constitution which establishes the laws of the country. In 1788 the Constitution was ratified. In 1791 it was accepted by all of the states.</p> <p>Learn more about the Constitutional Convention. http://goo.gl/A9c1m</p>
	Bill of Rights	<p>First Ten Amendments to the Constitution, added to satisfy the Anti-Federalists.</p> <p>Learn more about the Bill of Rights. http://goo.gl/f0qBr</p>
Early Republic	Louisiana Purchase	<p>Purchased from France by President Thomas Jefferson, this doubles the territory of the United States</p> <p>Learn more about the westward expansion. http://goo.gl/BQ6QO</p>
	War of 1812	<p>War between US and Britain; solidified the US position as an independent nation and powerful force. It was caused by British impressment of US sailors, British restriction on US trade with France, British support of Indians on the frontier, growing nationalism in the US and the pro-war War Hawk Congress. Important events during the war include the British trade blockage, the burning of Washington DC, the failed US invasion of Canada, the Treaty of Ghent, and the Battle of New Orleans. Results of the war were increased US manufacturing capabilities and the emergence of Andrew Jackson as a hero.</p> <p>Learn more about the War of 1812. http://goo.gl/G9pXw</p>
Age of Jackson	Nullification Crisis	<p>In 1828 the Tariff of Abominations was passed, resulting in a higher tariff. In 1832, a lower tariff was passed, but this still angered South Carolinians, led by Senator John C. Calhoun. South Carolina declared the federal tariff null and void within its borders. Delegates to a special convention urged the state legislature to take military action and to secede from the union if the federal government demanded the customs duties. To prevent a civil war, Henry Clay proposed the Compromise Tariff of 1833. Government lowers tariff and backs down.</p> <p>Learn more about the Nullification Crisis. http://goo.gl/KYkxg</p>
Manifest Destiny	Annexation of Texas and the Mexican-American War	<p>The US annexed Texas in 1845, sparking a boundary dispute between Texas and Mexico. The US also wanted to acquire California to complete Manifest Destiny. President Polk declared war, which was an unpopular move as many Americans saw this as an act of aggression. The war ended with the Treaty of Guadalupe-Hidalgo in 1848 and gave the US New Mexico, Arizona, and California. In 1853, the US paid Mexico \$10 million to buy another piece of land, the Gadsden Purchase.</p> <p>Learn more about the Mexican-American War. http://goo.gl/r1iQM Username: air35wheels</p>
	Gold Rush	<p>The discovery of gold in California encouraged many settlers to settle there, pushing Indians off of their land and quickly increasing the population.</p> <p>Learn more about the Gold Rush. http://goo.gl/ISFSM</p>
Industrialization	Immigration	<p>In the 1800s, many immigrants moved to the United States seeking economic opportunities, and religious and political freedom. These immigrants brought a variety of languages and cultures but were not always welcomed in the US.</p> <p>Learn more about immigration to the US. http://goo.gl/xfftW</p>
	Factory System	<p>New inventions like steel, the steam engine, and interchangeable parts led to the development of factories where products could be produced faster and cheaper. Low wage workers could be hired to do the jobs.</p>
Reform	Abolition	<p>Beginning in the 1700s, groups pushed for ending the practice of slavery in the United States. Important leaders of the abolition movement included Frederick Douglass and Sojourner Truth.</p> <p>Learn more about Sojourner Truth. http://goo.gl/YANGm</p>

	Women's Rights	Women pushed for better working conditions, more educational opportunities, and the right to vote. Learn more about reform movements. http://goo.gl/x4BbU
Sectionalism	Kansas-Nebraska Act	Allowed for Kansas and Nebraska to organize on the basis of popular sovereignty (they would vote themselves to decide if they would be Free or Slave states)
	Missouri Compromise	Sponsored by Henry Clay; allowed for Missouri to enter the Union as a slave state and Maine as a free state; this maintained the balance of power in the Senate
	Compromise of 1850	Sponsored by Henry Clay, allowed for California to enter the Union as a free state (pleased the North); the rest of the Southwest was left open to slavery, depending on a vote of the people who settled there (pleased the South); ended the slave trade in Washington, D.C., but allowed those owning slaves to keep them (pleased both sides); included the Fugitive Slave Law – required the return of escaped slaves to their owners (pleased the South, angered the North because they felt it was immoral) Learn more about the Compromise of 1850. http://goo.gl/SF0hJ
Civil War	State's Rights	The position arguing for a strict interpretation of the Constitution that limits the power of the federal government and gives more power to the states. As the South recognized that control of the government was slipping away, it turned to a states' rights argument to protect slavery. Southerners claimed that the federal government was prohibited by the 10th Amendment from limiting the right of slaveholders to take their "property" into a new territory. They also stated that the federal government was not permitted to interfere with slavery in those states where it already existed.
	Sectionalism	Tendency to be more concerned with the interests of your particular group or region than with the problems and interests of the larger group, country, etc. Sectionalism is a term that describes a situation in which the needs or desires of individual parts become more important than the well-being of the greater whole. Such was the situation between the Northern and Southern states leading up to the Civil War. The two regions were marked by various differences, and the war was ultimately the result of both sides staunchly refusing to concede to the other on specific issues. Learn more about sectionalism. http://goo.gl/DGyuV
	Civil War, 1861-1865	Causes of the Civil War include increasing sectionalism, the fight for states' rights, and slavery. The North under President Abraham Lincoln fought against the South under Confederate President Jefferson Davis. The bloody war ended with the South's surrender at Appomattox Court House in 1865. Learn more about Lincoln's leadership. http://goo.gl/H5Gfo Username: air35wheels
Reconstruction	13 th , 14 th , 15 th Amendments	The Reconstruction Amendments expanded rights to African Americans. The 13 th abolished slavery, the 14 th granted citizenship to former slaves, and the 15 th granted the right to vote to all adult male citizens. Learn more about the Reconstruction Amendments. http://goo.gl/tWRLI
	Sharecropping	Some freed slaves were able to take advantage of the opportunities given to them by the government, but most organizations created to help freed slaves were under-funded and most freed slaves ended up working on plantations or sharecropping much like they had before. Learn more about sharecropping. http://goo.gl/MwUpE

Draw a symbol to represent each of the major eras.

Exploration and Colonization	American Revolution	Constitutional Era	Early Republic	Age of Jackson
Manifest Destiny	Industrialization and Reform	Sectionalism	Civil War	Reconstruction

Adams, Abigail	wife of John Adams, when John and others were considering a declaration of independence, Abigail reminded him to take care of the women, who would not hold themselves bound by laws in which they had no voice (“Remember the ladies”).
Adams, John	a member of the Continental Congress; strong supporter of independence; becomes 2 nd President and avoids war with France
Adams, John Quincy	6 th President; Son of President John Adams; 1824 election, he ran against Andrew Jackson and won the popular vote but didn’t have enough electoral college votes so the election was decided by the House of Representatives
Adams, Samuel	played a role in many of the events which contributed to the Revolution including organized opposition to the Stamp Act, protests waged by the Sons of Liberty, and the Boston Massacre
Anthony, Susan	key spokesperson for the 19th-century women’s suffrage movement
Armistead, James	slave in Virginia; Marquis de Lafayette recruited him as a spy for the Continental Army; contributed to the American victory at Yorktown
Audobon, John James	drew American wildlife
Bazaar, Philip	born in Chile, South America, was a Navy seaman in the Union Navy; received the Medal of Honor for distinguished service during the Civil War
Blackstone, William	an English judge who wrote commentaries on common law; believed strongly in religious tolerance; supported the idea of self-defense (later became the 2nd Amendment); wrote about “natural rights” which included life and liberty
Calhoun, John C.	South Carolina Senator, who stood for the rights of the states to determine tariffs (Nullification Crisis); wanted to expand slavery into the territories
Carney, William	Congressional Medal of Honor recipient; served with the 54th Massachusetts Colored Regiment (Union) during the Civil War; born a slave; the first black soldier to receive the award.
Clay, Henry	senator from Kentucky who worked for the American system and the expansion of the U.S. economy and infrastructure; founder of the Whig Party; the “Great Compromiser”; Compromise of 1833
Attucks, Crispus	African American who became the first casualty of the American Revolution when he was shot and killed in what became known as the Boston Massacre
Cheswell, Wentworth	African American Patriot; like Paul Revere he made an all-night ride back from Boston to warn his community of the impending British invasion; served in the army and fought at the Battle of Saratoga
Davis, Jefferson	President of the Confederacy during the Civil War

Douglass, Frederick	leading African American abolitionist; accomplished orator and writer
Franklin, Benjamin	Inventor, writer, printer, diplomat, scientist, humorist, and statesman; spent most of the American Revolution in France as the American envoy; negotiated the alliance with France and then the Treaty of Paris which ended the war; oldest delegate at the Constitutional Convention
Galvez, Bernardo de	Spanish nobleman who became governor of the province of Louisiana (January, 1777), protected American ships in the port of New Orleans and helped transport war supplies, and took up arms and fought to protect Louisiana
George III (King)	feared that the loss of one group of colonies would lead to the loss of others and the eventual decline of the empire. To prevent this, the Crown maintained an aggressive policy against colonial resistance. George III struggled to enforce royal authority throughout his reign.
Grant, Ulysses	Commander of the Union Army in the Civil War, 18 th President
Hamilton, Alexander	Federalist; wanted to go beyond the stated powers of the Constitution; used the “necessary and proper” clause to justify forming a National Bank that was necessary and proper for the United States economy to develop; served as a delegate from New York at the Constitutional Convention
Henry, Patrick	spoke against the Stamp Act; famous quote “Give me liberty or give me death;” during the Revolution he served in the Continental Army; Anti-Federalist who feared the Constitution because it did not contain a Bill of Rights
Hooker, Thomas	reverend and leader of a group of Boston Puritans that migrated to Hartford, Connecticut; gave a sermon in 1638 that influenced the writing of the Fundamental Orders of Connecticut (the first written constitution in America and included individual rights); believed in democratic ideas such as elections conducted by the people, people have the power to limit the power of the government, the government operates with the consent of the governed
Jackson, Andrew	President whose election signaled a shift of power to the common man; advocated for government by the people
Jackson, Stonewall	Confederate General in the Civil War; earned his name “Stonewall” at the Battle of Bull Run; gifted tactical commander; led troops in the 1st and 2nd Battles of Bull Run (Manassas) and Antietam
Jefferson, Thomas	chief writer of Declaration of Independence; 3 rd President and purchased the Louisiana Purchase
Jones, John Paul	founder of U.S. Navy and led raids on British vessels during the American Revolution
Lafayette (The Marquis de)	a French aristocrat who played a leading role in two revolutions in France and in the American Revolution; Between 1776 and 1779 he fought in the American Revolution, commanding forces as a major-general in the colonial army; important because France joined the Colonists against the British.
Montesquieu, Charles de	expanded on John Locke’s beliefs; wrote of the separation of powers; believed that in a republic, education is an absolute necessity
Lee, Robert E.	Commander of the Confederate Army in the Civil War
Lincoln, Abraham	President during the Civil War; issued the Emancipation Proclamation; assassinated by John Wilkes Booth at Ford’s Theatre
Locke, John	European Enlightenment philosopher; government is a social contract with limited powers and has obligations to its creators; government can be modified by its creators at any time (heavily influenced Thomas Jefferson and the writing of the Declaration of Independence); discussed legislative and executive branches of a government; wrote about unalienable rights which included life, liberty and protection of property
Madison, James	known as the “Father of the Constitution”; helped to write the Federalist Papers with John Jay and Alexander Hamilton; authored the first 10 Amendments (the Bill of Rights) to compromise with the Anti-Federalists 4 th President; Commander in Chief during the War of 1812
Marshall, John	Appointed Chief Justice of the Supreme Court by President Adams; Set precedent of Judicial Review in the landmark Supreme Court Case Marbury v. Madison, establishing the Supreme Courts authority to declare acts of Congress unconstitutional
Mason, George	leader of the Anti-Federalists; believed in the need to restrict governmental power and supported protection of individual rights; served as a delegate from Virginia at the Constitutional Convention

Monroe, James	5 th President; Issued the Monroe Doctrine that declared that the American continents were forever free and independent from European Powers
Paine, Thomas	propagandist and journalist; wrote pamphlet “Common Sense” persuading Americans to join the Patriot cause
Penn, William	founded a colony in present-day Pennsylvania where Quakers could live according to their religious beliefs and make political decision according to those beliefs. Learn more about Penn and Pennsylvania. http://goo.gl/1aLM4 username: air35wheels
Revels, Hiram Rhodes	first African-American Senator; Mississippi state legislature chose Revels to fill a seat in the Senate that had been vacant since the start of the Civil War; Revels established a significant precedent just by taking his seat, against the objection of white Southerners. As a senator, Revels won notice for speaking out against racial segregation.
Salomon, Haym	a Polish-born Jewish immigrant to America who played an important role in financing the Revolution; arrested by the British as a spy; used by the British as an interpreter with their German troops; helped British prisoners escape and encouraged German soldiers to desert the British army; became a broker to the French consul and paymaster to French troops in America
Stanton, Elizabeth Cady	leader of the 19th-century women’s suffrage movement; called for the first convention of women’s movement in Seneca Falls; wrote the “Declaration of Sentiments” which was approved at the Seneca Falls Convention
Thoreau, Henry David	he did not pay taxes because he did not want to support a government that allowed slavery and fought a war with Mexico (individual conscience/transcendentalism). He wrote the essay “Civil Disobedience.” He did not want people to break the law indiscriminately, but he urged people to challenge laws they considered unjust by refusing to obey them. This is called passive resistance. Leaders such as Martin Luther King, Jr. followed Thoreau’s advice.
Warren, Mercy Otis	wife of a Massachusetts Patriot; anonymously wrote several propaganda pieces supporting the Patriot cause
Washington, George	a resident of Virginia, he was a surveyor, a planter, a soldier in the French and Indian War, a delegate to the First and Second Continental Congresses, commander-in-chief of the Continental Army during the American Revolution, and the chairman of the Constitutional Convention in 1787; First President, urged the country to “avoid entangling alliances” in his Farewell Address
Webster, Daniel	senator from Massachusetts known as “The Great Orator”; worked to create compromises with the southern states that would delay the start of the Civil War; opponent of Jackson and joined forces with Henry Clay to defeat Jackson in the election of 1832.

Sort the individuals listed above into the categories below. After you’re finished, circle the top three most important people in each category.

Presidents	People who influenced the politics of the US	People who influenced the culture of the US

Of all of the people in this list, who is the most important? Why? _____

Identify and use social studies sources

Historians study the past through the use of primary and secondary sources.

- A primary source is an original record or a first-hand testimony of an event. Ex: official records, letters by people involved in the event, diaries, speeches, photographs, or artifacts
- Identify an event in history and list a primary source that could be used to study it: _____
- A secondary source is the writing or interpretations of later writers who have reviewed the information in a primary source. A secondary source interprets, assigns value to, reflection, or draws conclusions about events in primary sources. Ex: textbooks, encyclopedias, etc.
- Identify another secondary source _____

Primary and secondary sources can be difficult to read sometimes. If you are having trouble reading a passage, try these steps.

- Skip the word you do not know. Can you understand the main idea without the word? If so, just move on and ignore the word.
- Can you use context clues to make sense of the word? Is it related to a familiar word? Can you substitute it with a word you do know?

Here's a released EOC question. Practice working with words you may not know.

Your Highnesses . . . resolved to send me . . . to the said parts of India to see the said princes, and the cities and lands, and their disposition, with a view that they might _____?; and ordered that I should not go by land to the eastward, as had been customary, but that I should go by way of the west, whither up to this day, we do not know for certain that any one has gone.

—Christopher Columbus

Which of the following completes the excerpt?

- A teach us how to craft their goods
- B be converted to our holy faith
- C be brought to our country as slaves
- D teach us about the stars and planets

Level II: Satisfactory Academic Performance

Describe the impact of European colonialism, including mercantilism, political conflict, colonial grievances, and revolution on the development of the United States

- Mercantilism: The trade practice in which the colonies work to make money for the mother country by supplying raw materials and purchasing finished goods. This led to laws and taxes controlling colonial trade like the Sugar Act, the Stamp Act, and the Tea Acts.

Learn more about mercantilism. <http://goo.gl/FqOir>

- Political Conflict: The French and Indian war was fought between England and France on American soil. This left England with a huge debt and a desire to avoid future conflict. The French and Indian War led to many taxes and policies which the Americans hated.
Learn more about the French and Indian War. <http://goo.gl/32eq4>
- Colonial Grievances: A grievance is like a complaint. The colonists were upset with Britain over several issues, including “taxation without representation,” the quartering of troops in houses, and the lack of fair trials. All of these grievances were listed in the Declaration of Independence.
Learn more about how colonial grievances were addressed in the Constitution. <http://goo.gl/OSxjx>
- Revolution: The first battles of the American Revolution took place at Lexington and Concord. The American Revolution lasted from 1776 until 1783.
Learn more about the American Revolution. <http://goo.gl/0Rcz0>

Explain the political development of the United States, including the influence of historical documents, significant individuals, representative government, constitutional principles, the amendment process, and the ideals of citizenship

- Historical Documents:
 - Magna Carta, 1215, limited the power of the King of England. Inspired the idea that the power of the central government should be limited.
 - Mayflower Compact, 1620, an agreement signed by the men of the *Mayflower* to establish self-government and majority rule.
 - English Bill of Rights, 1689, listed individual right. Used as a model for the US Bill of Rights.
 - Fundamental Orders of Connecticut, 1639, first written constitution in the colonies. The people elected governors, judges, and a legislature.
 - Articles of Confederation, 1776, first government of the United States. It was too weak and replaced by the Constitution.
 - Federalist Papers and Anti-Federalist writings, 1788, the Federalist Papers argued for the ratification of the Constitution and the need for a strong central government with restricted powers. The Anti-Federalist writings opposed the Constitution because it did not protect individual rights.
Learn more about the Federalist and Anti-Federalists. <http://goo.gl/z199W>
 - The Constitution, 1789, written laws of the US government. It established the three branches of government.
Learn more about the Constitution. <http://goo.gl/EKf2U>
 - Bill of Rights, 1791, the first 10 amendments to the Constitution that guarantee individual rights like the freedom of speech, press, assembly and religion, the right to bear arms, etc.

In your opinion, which historical document had the most influence on the US Constitution and Bill of Rights? Why?

- Significant Individuals
 - See the charts on pages 5-7.
- Representative Government
 - The colonies needed to develop their own laws to keep peace and order since they were so far away from England. The colonists were familiar with English traditions and used those as a basis for their structure. Examples of early representative governments included
 - Mayflower Compact
 - The Fundamental Orders of Connecticut
 - Virginia House of Burgesses, the first representative assembly in the colonies.

- Constitutional Principles
 - Limited government: power is limited to that allowed by the Constitution
 - Republicanism: elected representatives make and enforce laws; citizens elect members of Congress directly and the President indirectly (via the electoral college)
 - Federalism: distribution of power between the state and federal governments
 - Separation of Powers: power is divided into three branches – the legislative (makes the laws), executive (enforces the laws), and the judicial branch (interprets the laws)
 - Checks and Balances: each branch can limit the power of the other two. (Ex: the President can veto laws from the Congress.)
 - Popular Sovereignty: the power to run the government comes from the people
 - Individual Rights: Unalienable rights and those specifically protected by the Bill of Rights

Learn more about the principles of the Constitution. <http://goo.gl/3RG5T>

In your opinion, which is the most important constitutional principle? Why? _____

- Amendment Process
 - The process of amending, or adding to, the Constitution is difficult to make sure that change evolves slowly. An amendment requires both a 2/3 vote in both houses and ratification in ¾ of the states.

Should it be easier to amend the Constitution? Why or why not? _____

- Ideals of Citizenship
 - A good citizen obeys rules and laws, stays informed on public issues, votes, and serves on juries when called upon to do so.

List 3 ways you can be a good citizen. _____

Analyze the causes and effects of the Civil War including slavery, the development of sectionalism, states' rights, and Reconstruction

Causes of the Civil War	
Slavery	Southern states believed Northern states would abolish slavery and southern wealth as soon as the North had enough votes. The south fought over whether new states would be slave or free states.
Sectionalism	Regions of the United States had grown so different that they seldom shared the same political or economic goals.
States' Rights	Southern states believe that states had the right to nullify illegal federal laws (like tariffs) and to secede

Learn more about the causes of the Civil War. <http://goo.gl/yUICn> Username: Air35wheels

Effects of the Civil War

Reconstruction

- Led by Lincoln's successor, Andrew Johnson, Reconstruction was the process of healing the nation after the Civil War.
 - 13th, 14th, and 15th Amendments were passed. The 13th freed the slaves; the 14th granted citizenship and equal protection under the law to anyone born in the US; the 15th extended the right to vote to all citizens.
 - SAY IT: 13, 14, 15... Free, Citizens, Vote!
 - The Freedmen's Bureau was established to help former slaves by providing food, clothing, education, and medical care.
 - The Reconstruction Act of 1867 imposed military rule in the south and required that states ratify the 14th Amendment before they could rejoin the union.
 - Despite the best efforts of the 13th, 14th, and 15th Amendments and the Freedmen's Bureau, life wasn't easy for African Americans, Black Codes limited freedoms and the Ku Klux Klan intimidated them.
 - Many freed slaves and poor white people could not afford the land to grow their own food and became sharecroppers; trading working and a portion of the crops in exchange for land, seed, and materials.

Learn more about Reconstruction. <http://goo.gl/7awAC>

Describe the economic, political, and social factors associated with U.S. expansion

- Economic
 - The growth of the US economy increased the demand for farms, ranches, minerals, and furs. The cotton gin increased the profitability of cotton farming. The gold rush in California encouraged people to move west.
 - Trans-Continental Railroad – The development of a railroad that connected East and West increased trade and encouraged expansion.
 - Political
 - Northwest Ordinance - Established the procedure for adding new states.
 - Social
 - Manifest Destiny, the belief that God gave the American people the right to extend from Atlantic to Pacific
- Learn more about the expansion of the US. <http://goo.gl/uwvB5>



Label the map with the following territorial acquisitions.

13 Colonies

Territory ceded by Britain after the Revolution (1783)

Louisiana Purchase (1803)

Florida (1819)

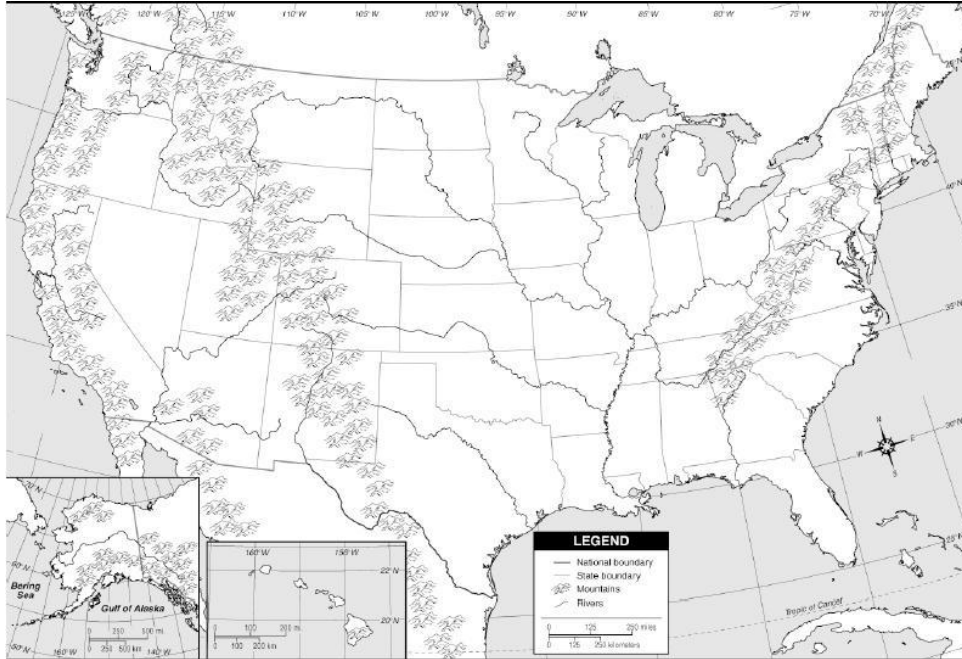
Texas (1845)

Oregon Territory (1846)

Mexican Cession (1848)

Gadsden Purchase (1853)

Explain how geographic factors influenced issues and events in the United States, including the impact of immigration and domestic migration, population distribution, settlement patterns, and modification of the environment



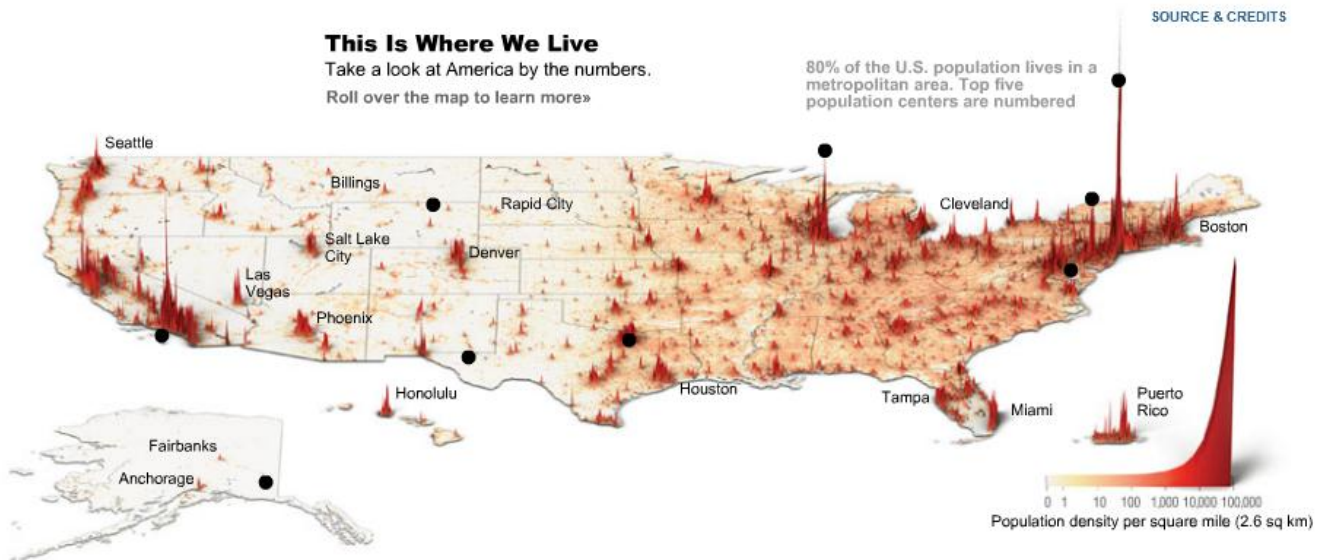
Label the following physical features on the map.

- | | | | |
|-----------------------|----------------|-------------------|----------------|
| Appalachian Mountains | Atlantic Ocean | Mississippi River | Ohio River |
| Rocky Mountains | Pacific Ocean | Hudson River | Missouri River |
| Sierra Nevadas | Gulf of Mexico | Rio Grande | Great Plains |

For each physical feature, identify one way it has impacted where or how people settle in the United States.

Physical Feature	Impact
Appalachian Mountains	
Atlantic Ocean	
Pacific Ocean	
Mississippi River	
Ohio River	
Rocky Mountains	
Hudson River	(Hint: Erie)
Missouri River	
Sierra Nevadas	(Hint: Gold)
Gulf of Mexico	
Rio Grande	
Great Plains	

This map shows the distribution of the American population. The taller the spike on the map, the more people live there.



Learn more about population distribution in the United States. <http://goo.gl/GpEH5>

What comparisons can you make between the physical geography of the United States and the location of populations?_

Explain cultural influences on the development of the United States including the impact of immigrant groups, religion, reform movements, and fine arts

Immigrant Groups

- Immigrants to the United States bring their culture, language, and customs with them. These influences have mixed together to create a multicultural society in America

Religion

- The United States was founded on the principle of freedom of religion. Religious groups (Puritans, Pilgrims, Quakers, etc.) encouraged the development of self-government in the United States. Religious groups encouraged the active participation of citizens.

Reform Movements

- Reform movements, like Abolition, Women's Rights, Temperance, or Reforms in Education, Labor, and Prisons, sought to expand rights and privileges to groups of people who did not have access to them in the United States. Reform movements tried to make the United States a better place.

Fine Arts

- American artists have celebrated the natural beauty of the American landscape. Examples of these include the Hudson River School artists and John James Audubon who studied and painted America's birds.

Learn more about the Hudson River School. <http://goo.gl/8ufRj>

Describe the factors that contributed to the economic development of the United States, including laissez-faire, free enterprise, monetary policy, tariff issues, and internal improvements

- Laissez-Faire: Laissez-faire is French and means "hands off." It refers to the way Britain treated the economy of the American colonies – they were "hands off" and left the colonies to develop many economic policies on their own. This created problems after the French and Indian War when Britain tried to increase taxes and regain control of the economies.

- **Free Enterprise:** Free enterprise is the economic system that the US operates under. The government is minimally involved in regulation and taxation. Property rights of individuals are protected. This system encourages business growth, investments, trade, and competition.
Learn more about the free enterprise system. <http://goo.gl/0fOPI>
- **Monetary Policy:** Monetary policy is the decisions the government makes about the supply of money in the country. This includes issues like the National Bank. Alexander Hamilton argued for the creation of a national bank in order to build US credit, pay for war debts, and create a national currency. Others, like Thomas Jefferson, opposed the national bank as unconstitutional.
Learn more about the National Bank. <http://goo.gl/SIhuj>
- **Tariff Issues** – A tariff is a tax levied on imported goods, used to encourage people to buy domestically made goods. Tariffs have been controversial in US history as some, including the Tariff of Abominations (1828), favored the North and hurt the South.
- **Internal Improvements** – Technological improvements like the development of the railroad and canal systems improved trade and increased the economy.
Learn more about transportation systems in the US. <http://goo.gl/xMsLE>

Explain the social and economic effects of technological and scientific innovations on the development of the United States

- **Steamboat** - increased factory production and led to the growth of cities like New Orleans and St. Louis because it could move goods and people faster up and down rivers
- **Cotton Gin** - made the cotton-cleaning process more efficient. It enabled cotton farmers to move farther west to grow cotton, grow more cotton, drive Native Americans off their land, and create a larger work force (drastic rise in the number of slaves in the South).
- **Interchangeable Parts** - parts for devices were made to be nearly identical so that they could fit into any device of the same type; this allows easy assembly of new devices and efficient repair of existing devices (guns – before the 18th century, they were made by gunsmiths and each gun was unique; if a single component needed a replacement, the entire weapon had to be sent back to the gunsmith for custom repairs; interchangeable parts drastically increased productivity and efficiency of production and repair)
- **Bessemer Steel Process** - the first inexpensive industrial process for the mass-production of steel. It decreased the cost which allowed increase in steel production and work force.
- **Mechanical Reaper** -increased farm productivity

Learn more about American inventors. <http://goo.gl/n5snC>

Which innovation caused the most change in the United States? Why? _____

Level III: Advanced Academic Performance

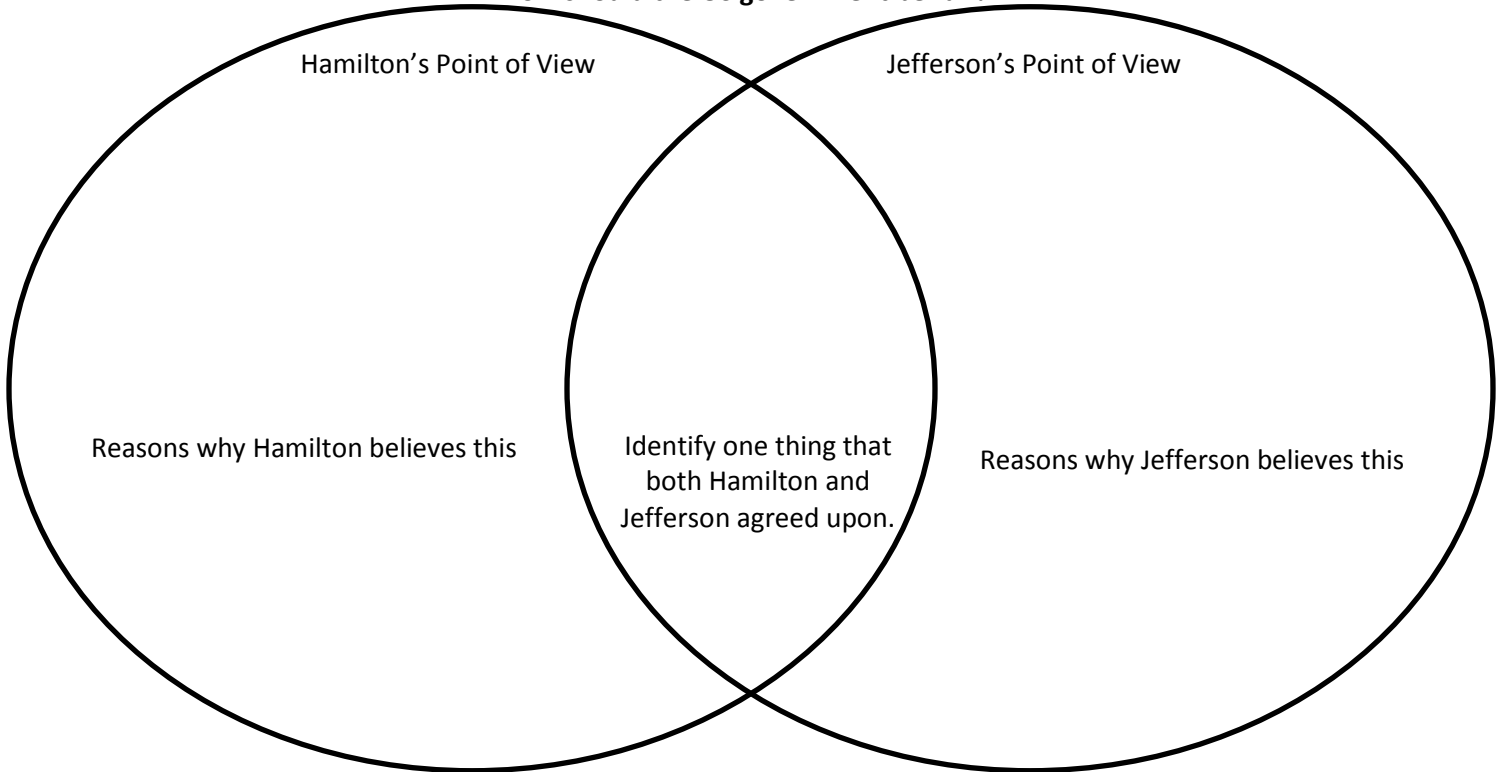
Evaluate historical perspectives on major events and issues in U.S. history

The way a person views an event depends on his or her perspective or point of view. Consider the difference in perspectives between Alexander Hamilton and Thomas Jefferson regarding the power of the government.

Alexander Hamilton, an economist from New York, was the Northern point of view with its cities, industry, growing population, and emphasizes on moving forward quickly and catching up with the rest of the world, yet becoming independent of the rest of the world by building more and more factories and buying less and less with the rest of the world. He believed that a very strong federal government would control the masses and keep them in order.

On the other hand, Thomas Jefferson, a plantation owner from Virginia, was the Southern point of view with its agricultural based on tobacco and cotton plantation, numerous small farms, and holding to tradition that to some was old fashioned. He had seen the huge European cities and found them polluted with filth and disease. However, he still insisted on good relations and unregulated trade with foreign countries because of the selling of southern crops that were in great demand overseas. He believes that the American people should be protected and organized by the government but that it should not be controlling, and that the power of the laws should be determined by the common people and by the states they lived in.

How should the US government be run?



Learn more about Hamilton and Jefferson. <http://goo.gl/WStIG>

Apply content knowledge in multiple contexts to make historical connections and evaluate change over time

History changes frequently, but some things stay the same throughout time. Changes tend to be easy to see and understand. Turning points, or major changes, mark the shift from one era to the next. US History is divided into eras. Continuities tend to be related to core beliefs or values. For example, one aspect that continues in all of US history is the belief in individual rights and freedoms. These aspects may change over time, but the core idea is still there.

Era	How is this era different from the last? What changes?	How is this era the same as the last? What stays the same?
Colonial Era	n/a	n/a
American Revolution		
Constitutional Era		
Early Republic		
Age of Jackson		
Manifest Destiny / Westward Expansion		
Industrialization and Reform		
Sectionalism and Civil War		

Evaluate historical justifications and interpretations through the examination of multiple and varied sources

There will be numerous primary and secondary source passages on the STAAR test. One task you'll be asked to do is to examine the primary source to identify reasons why something happened in history. Another task you'll be asked to do is to determine the point of view of a document or series of documents. Here are two examples from the released STAAR questions.

Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil.

And whereas this House desires to obtain a full knowledge of all the facts which go to establish whether the particular spot of soil on which the blood of our *citizens* was so shed was, or was not, *our own soil*, at that time . . .

This is no war of defence, but one unnecessary and of offensive aggression.

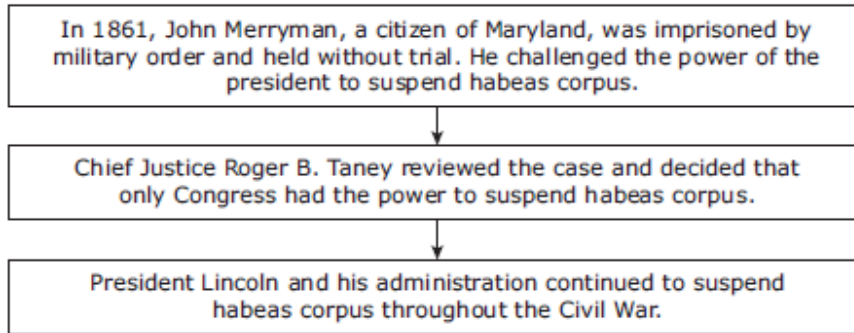
Such a "conquest," stigmatize it as you please, must necessarily be a great blessing to the conquered.

These excerpts offer different points of view about —

- A the Texas War of Independence
- B the admission of California to the Union
- C the U.S.-Mexican War
- D the acquisition of the Gadsden Purchase from Mexico

A writ of habeas corpus requires an official to bring a prisoner before a civil court to justify the prisoner's arrest. President Abraham Lincoln authorized the suspension of habeas corpus during the Civil War.

Ex parte Merryman



By ignoring Chief Justice Taney's ruling, President Lincoln —

- A** exercised a constitutional check on judicial power
- B** disregarded the principle of judicial review
- C** upheld the concept of federalism
- D** invoked the principle of separation of powers

Analyze the foundation of representative government and how economic, political, and social changes impact representative government

The foundation of representative government is the active participation of citizens in their government. The first representative government in history was in Rome.

Types of Change	Impact
Economic	Changes in the economy encourage or discourage participation in representative governments. For example, when the government decided to impose tariffs, many Southerners protested against this decision.
Political	One example of a political change impacting representative governments is the passage of the 15 th Amendment.
Social	Social reforms have granted more people access to participating in representative governments. Abolition movements, women's rights, etc. have helped people participate in government. When Andrew Jackson was elected President, he was seen as a supporter of the common man. During his presidency, more men were able to vote because a restriction limited voting only to landowners was lifted.