

# FBISD 8<sup>th</sup> Grade U.S. History Comprehensive STAAR Review



## To the teacher:

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 various activities that not only focuses on what students know but rather provides opportunities for students to demonstrate their knowledge.

Teachers are encouraged to administer this review to students based on their ability and knowledge level. Students may not need to complete all sections based on their individual need for review and intervention.

**PLEASE PRINT AND DISTRIBUTE ONLY AS NEEDED! Pages of the packet may only be uploaded onto password protected sites such as EDMODO for student retrieval.**

## To the student:

There are 4 categories on the 8<sup>th</sup> Grade Social Studies STAAR 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 also 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.

## The following packet is broken up into 3 levels of activities:

**Level One – Foundational Review:** This section requires that you have basic information or fact based knowledge about U.S. History. Additional resources such as textbooks, LRE Bio cards, Event cards, and STAAR Fact charts may be useful when completing this section of the review. (See your teacher for supplemental materials)

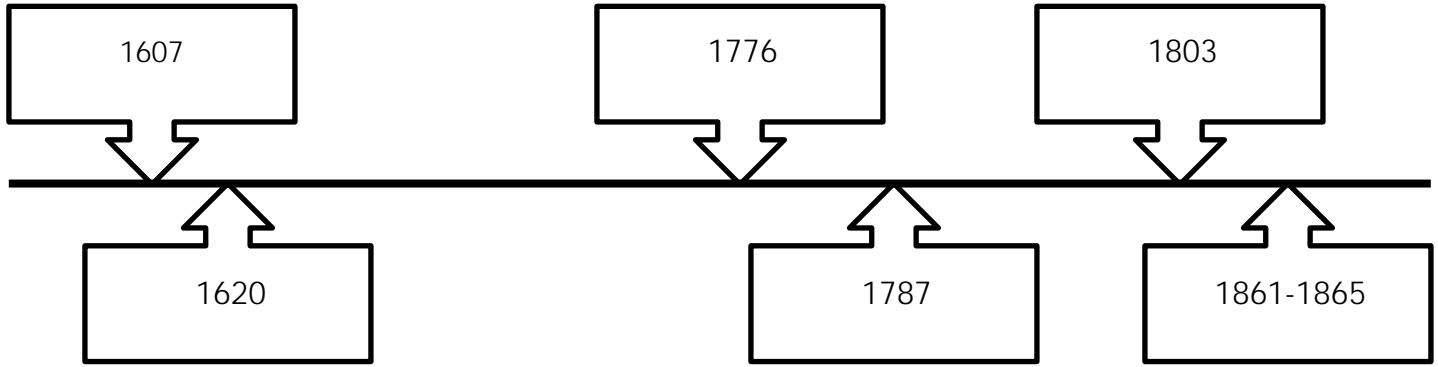
**Level Two – Application Review:** This section allows you to use the information that you already know and apply it in a variety of ways. In this section you will be asked to make connections and identify relationships between topics and themes in U.S. History.

**Level Three –Analytical Review:** This section permits you to apply our knowledge of U.S. History in multiple ways. This section focuses on making inferences and evaluating perspectives or points of view in American history.

## Level One Review: Foundational Review

By completing the following review activities, you will demonstrate the ability to remember key facts and simple concepts related to U.S. History. These activities are considered foundational and may not guarantee that you will achieve Satisfactory Academic Performance on the STAAR test. Rather, if you complete the activities correctly and study the materials you will be able to complete the Level II Activities which will allow you to achieve Satisfactory Performance on the Social Studies STAAR.

### Key Dates • Identify significant events in U. S. History



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                   |

Are there any other important events that you should remember?

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### HOT Challenge: Plot additional key events on the timeline where they belong.

### Major Eras • Recognize major historical points of reference

In early U.S. History there are 10 major eras studied. In the column boxes below, place the names of the major eras in chronological order. Remember that some eras overlap.

Industrialization and Reform	Civil War	Age of Jackson	Exploration and Colonization	Reconstruction
Westward Expansion	Sectionalism (Antebellum Period)	Early Republic	American Revolution	Constitutional Era

### HOT Challenge: Draw a symbol or illustration to represent each of the major eras.

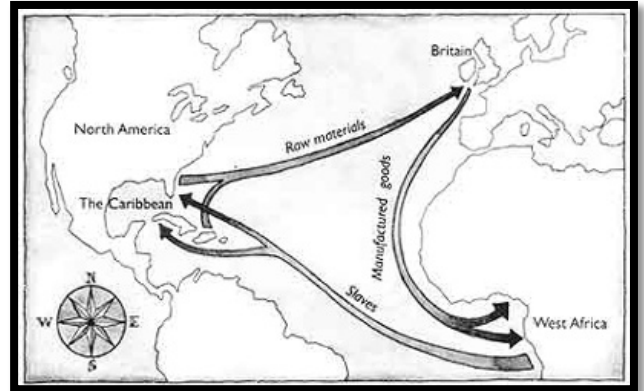
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**Just the Facts • Identify significant events, and issues in U.S. History**

What were some reasons for exploration by Europeans to America?  
 1.  
 2.  
 3.

What is a representative government?  
 Why was representative government so important in the colonies?  
 Give 3 examples of early forms of representative government in the colonies?

What is the best title for the image below?  
 ( \_\_\_\_\_ )

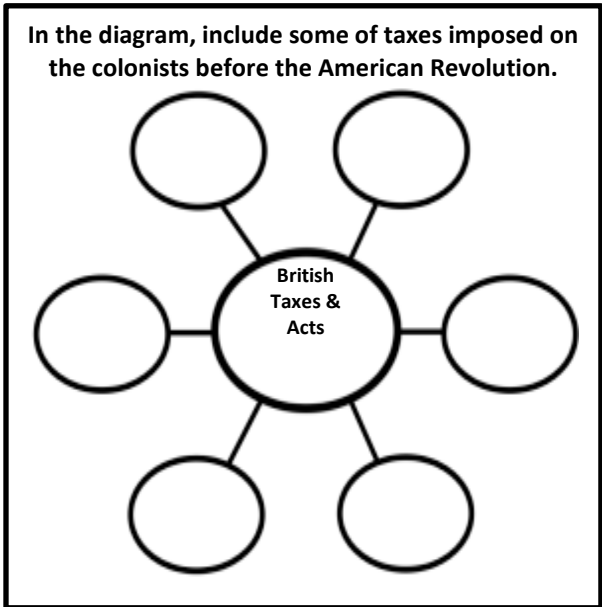


How did this image, relate to the development of the plantation system and spread of slavery in America?

**The French and Indian War**

Who fought in the war?	What were they fighting over?	When was the war?	Where did the war take place?	How did the war end? Result	Why was this event significant?

What does the slogan "No Taxation without Representation" mean?



**Fill in the blank summary:**  
 Following the American Revolution, the nation was ruled under the first constitution known as the \_\_\_\_\_. This government proved to be very \_\_\_\_\_ and did not create a strong central government. It did provide a way for new territories to become states in the \_\_\_\_\_. This law was the only strength of the Articles as it allowed a territory to become a state when it acquired \_\_\_\_\_ free settlers. After an uprising of farmers known as \_\_\_\_\_, delegates knew it was time to change the government. In 1787, delegates gathered in \_\_\_\_\_ to revise the Articles. Instead they wrote the new \_\_\_\_\_ which was eventually approved or \_\_\_\_\_ by all 13 states.

**In the space provided, create a timeline naming and describing the events and battles of the American Revolution. The events to include (not in order): Bunker Hill, Declaration of Independence, Lexington and Concord, Saratoga, Valley Forge, Treaty of Paris 1783, Yorktown**

Upon creation of the Constitution, two main political groups emerged. Both of these groups had differing ideas on how the government should operate. Complete the chart below by describing how each group felt about various topics.

Development of Political Parties	Federalists	Anti-Federalists
Important Leaders		
How powerful should government be?		
How should the Constitution be interpreted?		
What type of economy is best?		
Who were their supporters		
Which country should we develop strong foreign affairs with?		

**HOT Challenge: Answer the big idea questions to test your knowledge.**

1. What name did the Anti-federalist later assume?
2. How did George Washington feel about political parties?
3. Why did the Anti-Federalist refuse to approve the Constitution before 1791?

**List the 7 Principles of Government included in the Constitution:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**First Five Presidents: Washington, Adams, Jefferson, Madison, Monroe (Please Memorize!)**  
 In the space next to the action, write the last name of the President responsible.

	Belonged to no political party
	Purchased the Louisiana Territory which doubled the size of the country
	Passed the Alien and Sedition Acts which were declared unconstitutional
	President during the War of 1812; broke U.S. Neutrality
	Replaced America's Neutrality Policy with a doctrine that forbids European countries from interfering in the Western Hemisphere
	Passed the Embargo Act which was a ban on trade
	Handled the XYZ affair, successfully avoiding war with France
	President during the Era of Good Feelings and Industrial Revolution
	Warned the country about getting entangled in foreign alliances and suggested we remain neutral
	Believed strongly in states' rights and the power to nullify federal laws (ex, Kentucky and Virginia Resolutions)
	Set the first precedents, like having a cabinet, court system, and a 2 term limit

**Summarize the Rights Guaranteed in the Bill of Rights**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>

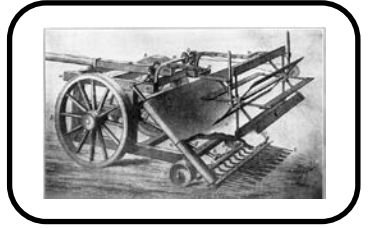
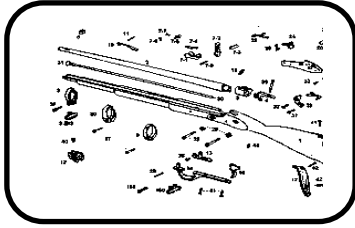
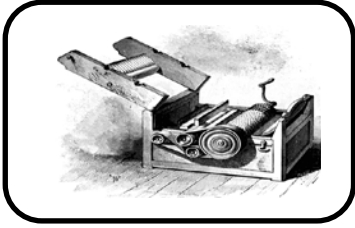
**Fill in the Blank – Use the word bank to complete the summary of the Age of Jackson**

The Age of Jackson was the period when Andrew Jackson became the \_\_\_\_\_ (#) president of the United States. During his term in office he expanded \_\_\_\_\_ or voting rights to the \_\_\_\_\_ man. While in office, he was a supporter of the \_\_\_\_\_ in which he replaced previous government officials with his own supporters. Jackson opposed the \_\_\_\_\_ because he felt it favored rich northern \_\_\_\_\_. In 1830, he proposed the passing of the \_\_\_\_\_ requiring all Native American tribes in the southern part of the country to be relocated \_\_\_\_\_ of the Mississippi River. The Native Americans referred to this forced migration as the \_\_\_\_\_. Two years later, \_\_\_\_\_ states led by senator \_\_\_\_\_ threatened to secede when Jackson passed the \_\_\_\_\_. They argued that the tariff was unfair and that they had a \_\_\_\_\_ right to \_\_\_\_\_. This event is known as the \_\_\_\_\_.

**Word Bank:**

- Nullification Crisis
- 7<sup>th</sup>
- Common
- Nullify
- Indian Removal Act
- Suffrage
- John C. Calhoun
- Trail of Tears
- Southern
- Tariff of 1832
- West
- Bank of the United States
- Constitutional
- Spoils System
- Industrialists

**Name that Innovation:** On the line beneath each image, name the innovation being shown. Next, state how this innovation effected the United States and promoted growth of the economy.

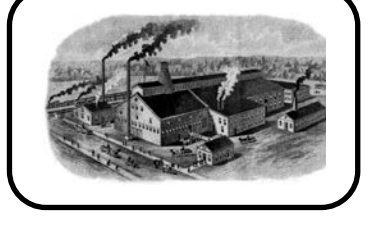
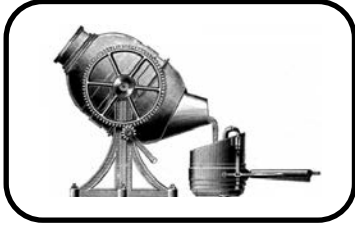
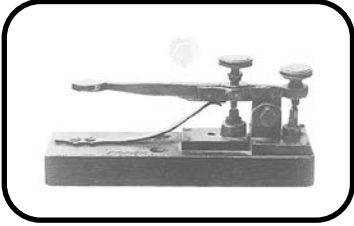


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**HOT Challenge:** Which innovation caused the most change in the United States? Why?

**Mexican American War Facts**



Who fought in the war?	What were they fighting over?	When was the war?	Where did the war take place?	How did the war end? Result	Why was this event important to future events?

What were some reasons for expanding west?  
 1.  
 2.  
 3.

Major Compromises	Effect / Significance
3/5 <sup>th</sup> Compromise (1787)	
Great Compromise (1787)	
Missouri Compromise (1820)	
Compromise of 1850	
Fugitive Slave Law (1850)	
Kansas Nebraska Act (1854)	

**North or South:** In the boxes beside the description, mark an (N) or (S)

Economy based on agriculture		Believed in states' rights
Immigrants came to work in factories		Economy based on industry
Very few schools		Public schooling available for most
Had most of the nation's railroads		Plantation system based on slave labor
Made up of big cities, factory towns, and mills		Believed in federalism

**Identify significant individuals in American History**

For this activity you will need the following resources:

- LRE Bio Cards
- Color Pencils (Blue, Yellow, Red)

**Step by Step Directions:**

- First, using your three colored pencils; color code each person based on your level of knowledge and confidence you feel when studying these key people:
  - ✓ **Green**- I'm 100% certain that I remember this person and I am accurate when summarizing their significance.
  - ✓ **Yellow** – I recognize this person by name and I am somewhat familiar with their significance. I need to review!
  - ✓ **Red** – I do not recall learning about this person and do not recognize the name. I really need study!
- Next, scan the list pinpointing individuals you do not remember at all (Colored RED). Use the LRE Bio Card to identify key points about each person. Add information you may need to remember to the space provided or use the space on the following page.
- Next, scan the list again searching for individuals whose name you recognize but you are uncertain of their significance. Jot down as much as you can recall about that person without using any resources. Compare your summary with the LRE Bio Card for accuracy and add any additional information you may need to remember.
- Last, scan the list of names to identify **ONLY** the individuals that you are 100% sure that you recognize and can explain their significance in American History. Compare what you know with the LRE Bio Card for accuracy. If you are correct, then you **DO NOT** have to write anything down! You are free to move on 😊

Adams, Abigail	Franklin, Benjamin	Madison, James
Adams, John	Galvez, Bernardo de	Marshall, John
Adams, John Quincy	George III (King)	Mason, George
Adams, Samuel	Grant, Ulysses	Monroe, James
Anthony, Susan B	Hamilton, Alexander	Paine, Thomas
Armistead, James	Henry, Patrick	Penn, William
Audubon, John James	Hooker, Thomas	Revels, Hiram Rhodes
Bazaar, Philip	Jackson, Andrew	Salomon, Haym
Blackstone, William	Jackson, Stonewall	Stanton, Elizabeth Cady
Calhoun, John C.	Jefferson, Thomas	Thoreau, Henry David
Carney, William	Jones, John Paul	Warren, Mercy Otis
Clay, Henry	Lafayette , Marquis de	Washington, George
Attucks, Crispus	Montesquieu, Charles de	Webster, Daniel
Cheswell, Wentworth	Lee, Robert E.	
Davis, Jefferson	Lincoln, Abraham	
Douglass, Frederick	Locke, John	

**HOT Challenge:** Sort the individuals listed on the key people chart into the categories below. After you're finished, circle the three people you feel were the most important in each category. Be able to explain why!

Presidents of the U.S.	People who influenced the politics of the U.S.	People who influenced the culture of the U.S.

**Key people I need to review:**

# Level Two Review: Application Review

By completing the following review activities, you will demonstrate both the ability to remember key facts related to U.S. History as well as apply your knowledge to draw conclusions and provide explanations of major concepts. These activities are application based and mastering them will assist you with achieving Satisfactory Academic Performance on the STAAR test. Completion of these activities will provide you with the necessary skills needed to complete the Level III activities which may assist you with achieving Advanced Academic Performance on the Social Studies STAAR Test.

**Colonization/Revolution • 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: **(give examples of mercantilist laws and taxes)**



**Political Conflict**

The French and Indian War was fought between England and France on American soil. Political conflict between the U.S. and England resulted after the war because of events and issues such as: **(give examples of events or issues leading to conflict)**



**Colonial Grievances**

A grievance is a complaint. The American colonists were upset with Britain over issues, including: **(list some grievances)**



**Revolution:**

The American Revolution lasted from 1776 until 1783 and was fought between America and Great Britain. The war included major events such as: **(list and explain events of the American Revolution)**

**HOT Challenge: Pretend that you are teaching early American history to a 5<sup>th</sup> grader. Write a short summary describing how America became an independent country after being a colony of Great Britain. Use the bolded terms in the chart in your summary, but be sure to explain them as simply as possible. Remember... You are teaching a 5<sup>th</sup> grader!**

***American was not always an independent country. It all started when:***

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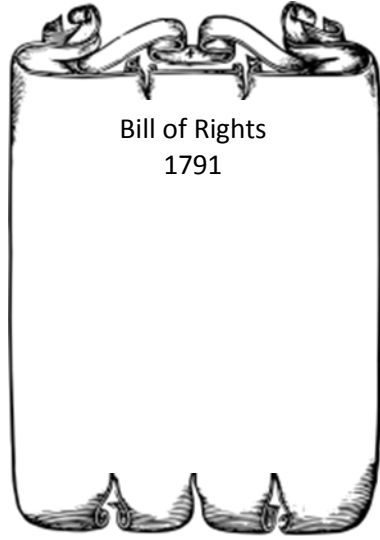
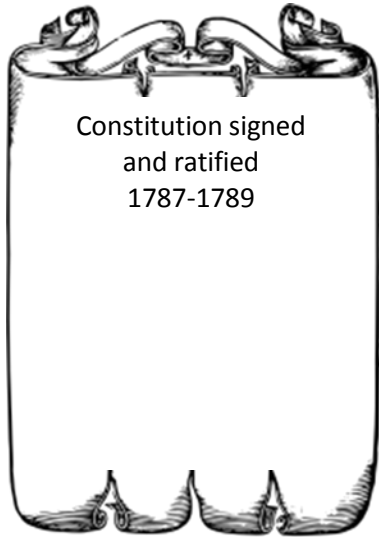
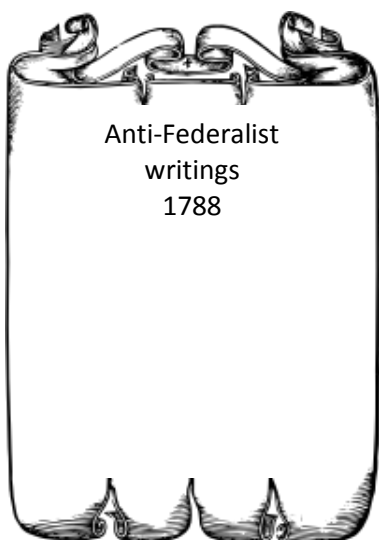
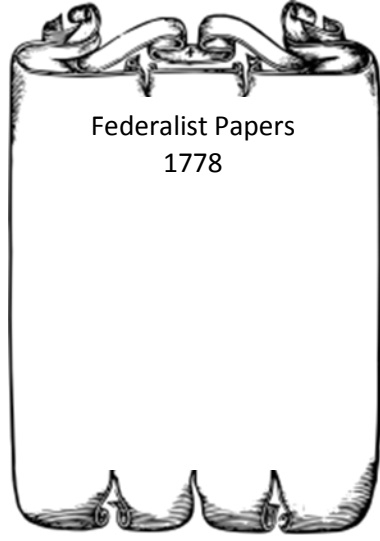
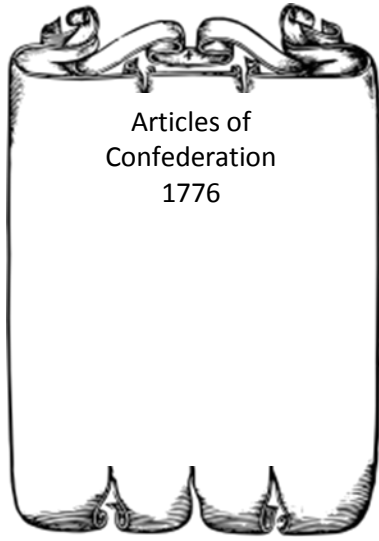
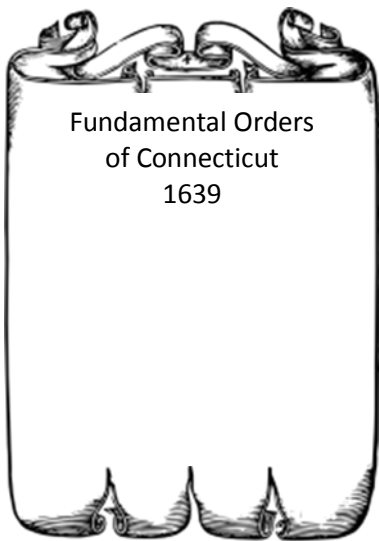
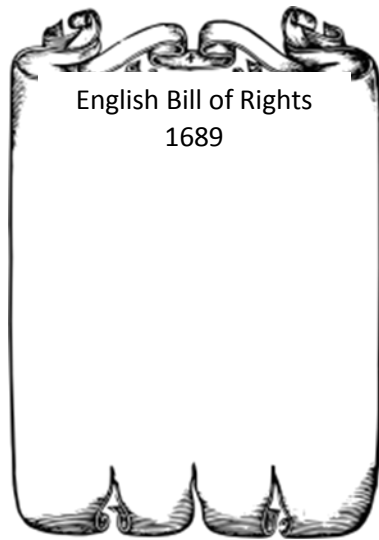
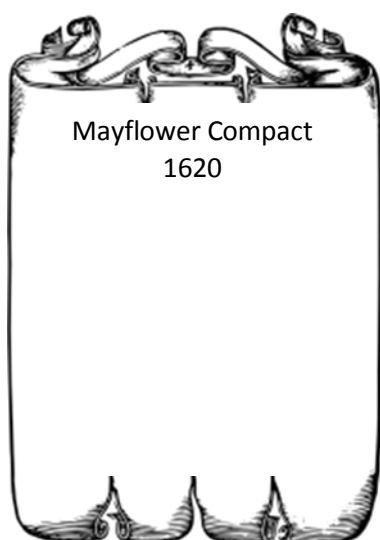
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**Foundations of Representative Government/Government Principles** • Explain the political development of the United States, including the influence of historical documents, significant individuals, representative government, constitutional principles, the amendment process, and the ideals of citizenship

Using the LRE Event Cards, provide a short description of each document and what ideas or principles are included in the U.S. government.



**HOT Challenge:**  
Rank the historical documents based on how influential you think they were to the creation of the Constitution and Bill of Rights. Explain your ranking to a classmate.

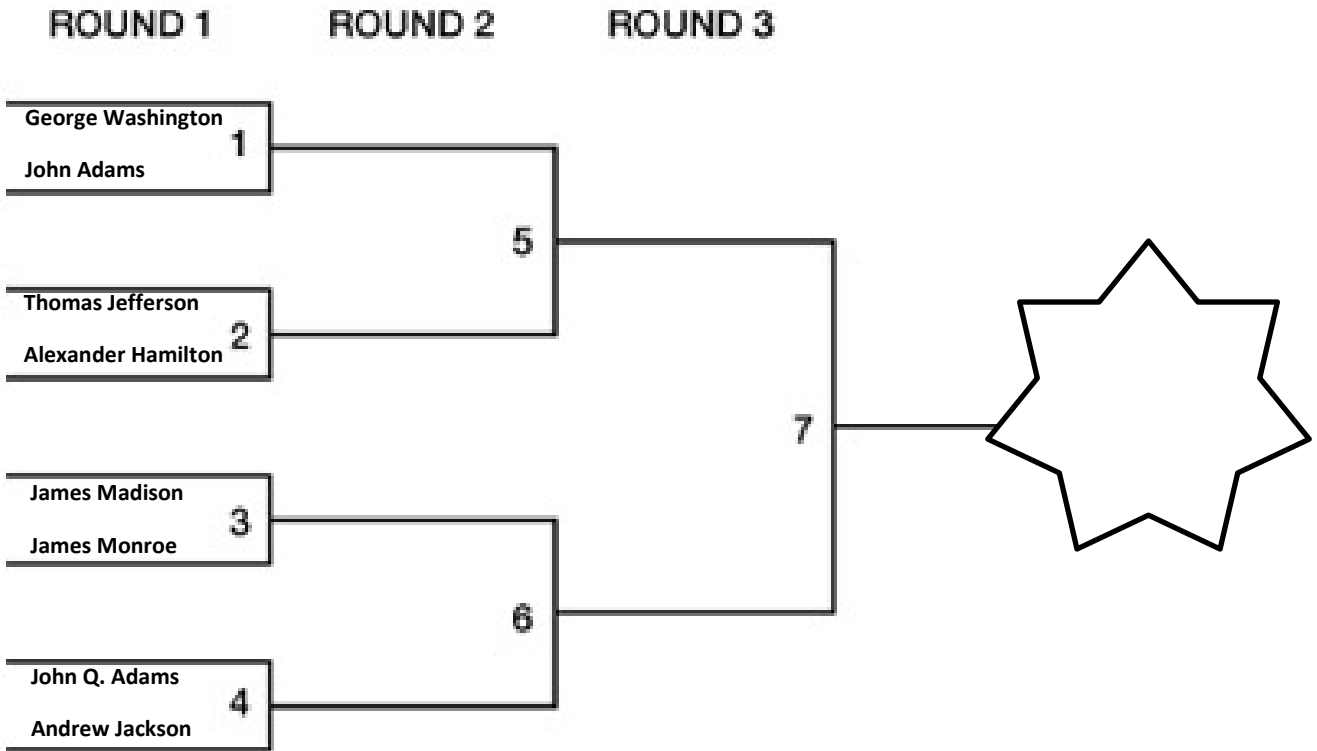
Most Influential

Least Influential

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**Policies of Early American Presidents • Significant Individuals**

Use the Key People Chart on pages 5-7 and the LRE Bio Cards to complete the tournament bracket activity. For each round of the tournament evaluate the degree to which each person was successful at handling the many challenges they confronted while being a leader in the country. Consider both the foreign and domestic issues and policies related to each person in order to select your winners. The most successful leader (in your opinion) will emerge as the winner of the tournament. *(Note: Not all leaders listed are Presidents)*

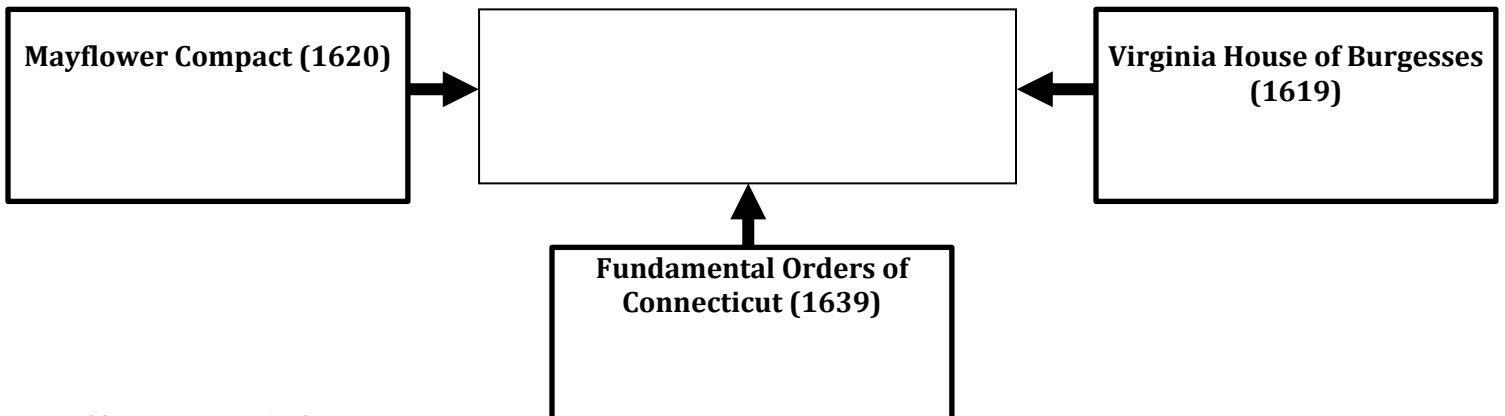


**HOT Challenge:** On the lines below, provide a justification for why certain leaders were NOT selected to advance in the tournament.

Round 1:1 \_\_\_\_\_  
 Round 1:2 \_\_\_\_\_  
 Round 1:3 \_\_\_\_\_  
 Round 1:4 \_\_\_\_\_  
 Round 2:5 \_\_\_\_\_  
 Round 2:6 \_\_\_\_\_  
 Round 3:7 \_\_\_\_\_

**The Role of Representative Government**

- Representative Government - The following are examples of early forms of representative government in America. In the center box, explain why the colonist felt the need to develop representative government in America. Beneath each title in the remaining boxes, include a quote or key words that provide a description for each title.



**Legacies of the Supreme Court**

**Landmark Supreme Court Cases of Early American History**

<b>Marbury v. Madison</b>	<b>Gibbons v. Ogden</b>	<b>McCulloch v. Maryland</b>	<b>Worcester v. Georgia</b>	<b>Dred Scott v. Sanford</b>
Decision:	Decision:	Decision:	Decision:	Decision:



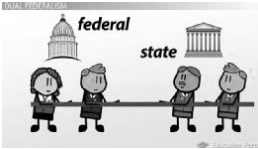


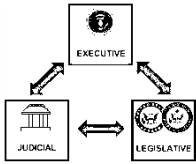

**HOT Challenge:** Which case do you think had the most impactful decision? Why?

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**Constitutional Principles Concept Squares**

<p>In each square, analyze the image to determine which constitutional principle is being reflected. Next to the picture, write in the principle. In the additional space, provide as many key words or a short statement that defines or describes the principles.</p> <p><b>HOT Challenge:</b> Provide a historical or current day example of each principle in action.</p>		
		
		

**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 \_\_\_\_\_ (fraction) vote in both houses and ratification in \_\_\_\_\_ (fraction) of the states.

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

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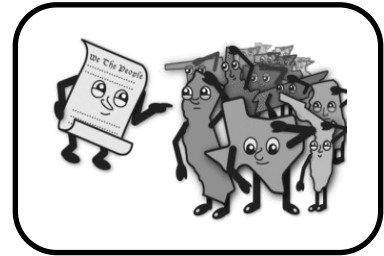
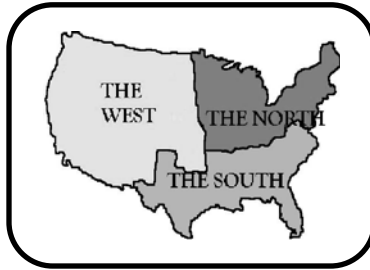
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**Ideals of Citizenship:** Create a comic strip illustrating the 4 main ways a person demonstrates good citizenship in America.

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

Analyze each image to determine which cause of the Civil War is being illustrated. (Hint: they all begin with the letter S). On the lines below, state how these factors contributed to the Civil War.



**S** \_\_\_\_\_

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**S** \_\_\_\_\_

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**S** \_\_\_\_\_

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\_\_\_\_\_

**HOT Challenge:** Describe ways in which the 3 causes above related to one another? Think economically, politically, and socially.

Economically these causes of the Civil War are related because.....

Politically these causes of the Civil War are related because.....

Socially these causes of the Civil War are related because.....

**Major Events of the Civil War**

**Explain the significance of the following events of the Civil War:**

1. Firing on Fort Sumter- \_\_\_\_\_
2. Battle of Antietam- \_\_\_\_\_
3. Gettysburg- \_\_\_\_\_
4. Battle of Vicksburg- \_\_\_\_\_
5. Emancipation Proclamation- \_\_\_\_\_
6. Lee's Surrender at Appomattox Courthouse- \_\_\_\_\_
7. Assassination of Abraham Lincoln- \_\_\_\_\_

**Effects of the Civil War: Reconstruction**

Explain why the following were positive aspects of Reconstruction	Explain why the following were negative aspects of Reconstruction
<ul style="list-style-type: none"> <li>○ 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments –</li>   <li>○ The Freedmen’s Bureau –</li>   <li>○ The Reconstruction Act of 1867–</li> </ul>	<ul style="list-style-type: none"> <li>○ Black Codes –</li>   <li>○ The Ku Klux Klan–</li>   <li>○ Sharecropping–</li> </ul>

**Westward Expansion** • Describe the economic, political, and social factors associated with U.S. expansion

On the lines, describe how the following contributed to the expansion of the United States

- **Economic:** *The growth of the US economy increased the demand for farms, ranches, minerals, and furs. How did the following impact Westward Expansion?*
  - The cotton gin - \_\_\_\_\_
  - The gold rush - \_\_\_\_\_
  - Trans Continental Railroad – \_\_\_\_\_
- **Political** – *Several political factors promoted the idea of moving west and expanding U.S. territory. How did the following impact Westward Expansion?*
  - Northwest Ordinance - \_\_\_\_\_
  - Treaty of Guadalupe Hidalgo - \_\_\_\_\_
  - Adams-Onis Treaty - \_\_\_\_\_
- **Social** – *The desire to spread west impacted the citizens of the U.S. as they become more aware of what the west had to offer. How did the following impact Westward Expansion?*
  - Lewis and Clark’s Expedition- \_\_\_\_\_
  - Manifest Destiny- \_\_\_\_\_

**EXPANSION OF THE UNITED STATES OF AMERICA: 1607-1853**



**Label the map with the following territorial acquisitions:**

- Original 13 Colonies
- United States (area gained after the Revolution -1783)
- Louisiana Purchase (1803)
- Florida Cession (1819)
- Texas (1845)
- Oregon Territory (1846)
- Mexican Cession (1848)
- Gadsden Purchase (1853)

**Geography** • 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 |
| Rocky Mountains         | Pacific Ocean  |
| Sierra Nevada Mountains | Gulf of Mexico |
| Mississippi River       | Ohio River     |
| Hudson River            | Missouri River |
| Rio Grande              | Great Plains   |

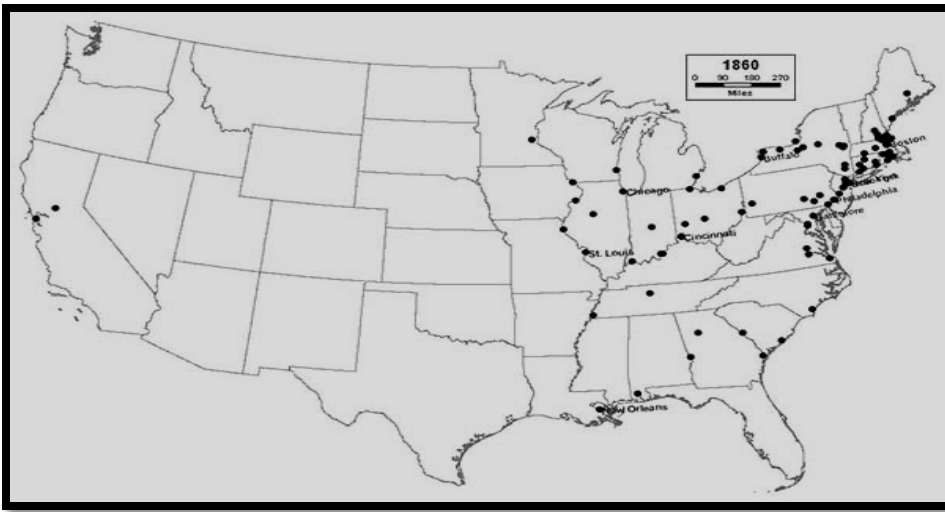
### What am I?

- I was a main topic of dispute during the U.S. Mexican War. In the Treaty of Guadalupe Hidalgo it was determined that I would mark the natural boundary between the Texas and Mexico. I am the \_\_\_\_\_.
- I am the body of water that was key economic success of the middle colonies. In 1825, the Erie Canal was built to connect me to the Great Lakes which made boat travel and trade much faster. This waterway connection made New York City the most vital port on in the nation. I am the \_\_\_\_\_.
- I follow the western coast of the United States. I attracted a great number of settlers in the mid-19<sup>th</sup> century when gold was discovered in my valleys. Later, I became the major point along the Transcontinental Railroad where tunnels were blasted and dug for the trains to pass through me. I am the \_\_\_\_\_.
- I am the western barrier of the 13 Original states. In 1763, I was a source of great argument between the colonies and England after a proclamation was ordered that no settlement take place west of me. I am the \_\_\_\_\_.
- I am the body of water that was heavily explored during the Age of Exploration. I am a southern boundary of the United States that directly links to the Atlantic Ocean. Because of my resources and location, the southern coast enjoys a variety of economic activities such as fishing, shipping, oil and gas production, and agriculture. I am the \_\_\_\_\_.
- I am the longest river in the United States. I played a major role in the exploration and expansion of the American west. Lewis and Clark traveled along me after the Louisiana Territory was purchased in 1803. I later became the launching point for many of the major trails west, such as the Oregon, Mormon, and Santa Fe Trails. I am the \_\_\_\_\_.
- I am the eastern boundary of the United States. The first settlement of Europeans occurred along my shores. My terrain varies from cold and rocky in the north to warm and fertile in the south. I am the \_\_\_\_\_.
- I am the barrier that served as the border of the Northwest Territory. My valleys and surrounding area are very fertile and are home to many species of wildlife. I was a disputed area during the French and Indian War, and centuries later became home to major commercial ports and cities. I am the \_\_\_\_\_.
- I am the western boundary of the United States. I am the location of many ports and cities that welcomed immigrants from Asia to work in the mines and railroads during the mid-1800's. I am the \_\_\_\_\_.
- I am one of the most important physical features in the U.S. I was fought over by many countries because my port city New Orleans was vital to the economy of the country. I later became a major strategic resource during the Civil War. I am the \_\_\_\_\_.
- I am the heartland of the United States made up of vast open land and prairies. After the Civil War the expansion of railroads led to the growth of many cities within my area. I am the \_\_\_\_\_.
- I am the western boundary of the Great Plains. I became home to many mountain men and fur trappers during Westward Expansion. I am the \_\_\_\_\_.

**HOT Challenge:** Circle the statements above that suggest the humans modified the landform being described. Answer the following:

Why do humans modify the environment?

What are some positive effects of modifying the environment? What are some negative effects of modifying the environment?



This map shows the distribution of American population in 1860. What connection can you make between the physical geography of the United States and the location of populations?

How does the geography relate the economy of a place? \_\_\_\_\_

**13 Colonies Geography Review:** First, color the 3 regions each a different color. Next, in first set of boxes draw an illustration of the geography of each region (land, climate, etc.) In the second set of boxes, list economic activities of each region.




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

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. In the chart below, list ways in which each cultural group influenced the development of the United States.

English	Africans	Germans	Irish	Chinese

**Religion** - The United States was founded on the principle of freedom of religion. Religious groups encouraged the development of self-government in the United States. Religious groups also encouraged the active participation of citizens.

**Trace the development of religious freedom and name some religious groups who influenced the development of the United States:**

\_\_\_\_\_ settled in America to escape persecution and formed a self-government with the Mayflower Compact.

Roger Williams, a \_\_\_\_\_ leader; established Rhode Island based on the principle of separation of church and state.

The Middle colonies were settled by the \_\_\_\_\_ who believed in religious tolerance and they opposed slavery.

**HOT Challenge:** Give examples of how the First Amendment guarantee of religious freedom impacts the American way of life today:

1. \_\_\_\_\_
2. \_\_\_\_\_

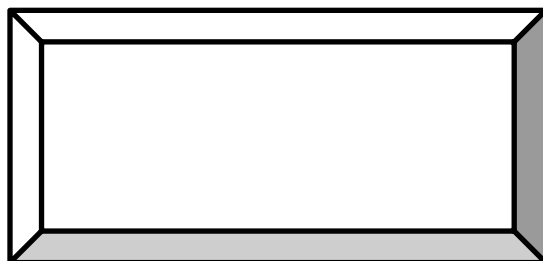
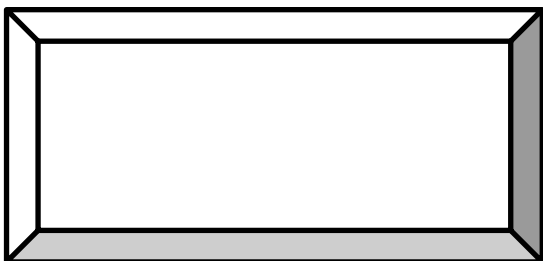
**Reform Movements**

- Reform movements 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. Complete the graphic organizer for the following reform movements.

<b>Reform Movement</b>	<b>REFORMER(s)</b>	<b>IMPACT</b>
Hospital Reform and Treatment of Mentally Ill		
Prison Reform		
Temperance Movement		
Education Reform		
Abolitionist Movement		
Women's Rights and Suffrage		

**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. American art and literature have also embodied the **spirit of patriotism** throughout the development of the country.

**Draw two portraits that represent the themes of art and literature of the United States during the 1800's.**





**Economics of Early America**• 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

Use the word bank below the statements to identify the correct economic factor being described.

\_\_\_\_\_ : French term that 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 economic policy was also the preference of Thomas Jefferson and other Anti-federalists.

\_\_\_\_\_ : 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.

\_\_\_\_\_ : A tax levied on imported goods, used to encourage people to buy domestically made goods. Tariffs have been controversial in U.S. history as some, including the Tariff of Abominations (1828), favored the North and hurt the South.

\_\_\_\_\_ : Technological improvements like the development of the railroad and canal systems that improves trade and increase the economy.

How is Free Enterprise different from Mercantilism?

Mercantilism	Free Enterprise
British government imposes strict control of the economy	
America discouraged from producing goods, but required to send raw materials to Britain	
American encouraged to buy British goods only	
America restricted from trade with other countries	

**Word Bank:** Internal Improvements      Free Enterprise      Protective Tariff      Laissez Faire

**Technology and Innovation**• Explain the social and economic effects of technological and scientific innovations on the development of the United States.

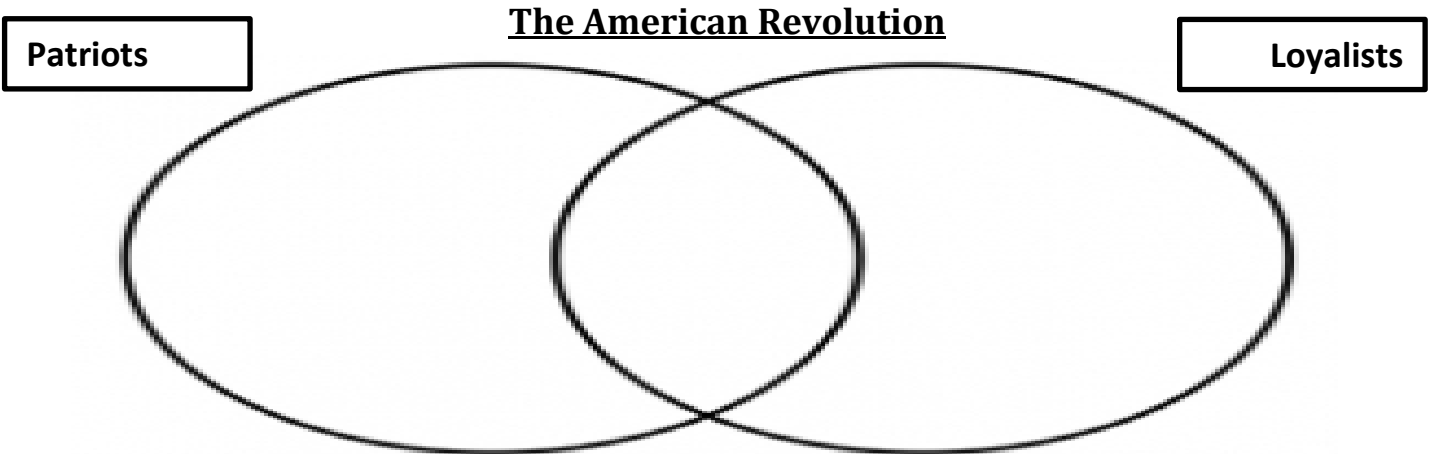
How did the following technological innovations bring about social changes and economic growth in the United States?

	Factory System	Transcontinental Railroad	Cotton Gin
Social Effects			
Economic Effects			

## Level Three Review: Analytical Review

By completing the following review activities, you will demonstrate the ability to evaluate events and issues related to U.S. history to identify point of view and perspectives. These activities are higher level and mastering them will assist you with preparing for similar tasks on the STAAR test. By showing the ability to evaluate, analyze, and conceptualize, you will be working towards achieving Advanced Academic Performance on the STAAR test.

**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. For the following activities compare the two main perspectives or points of view related to the various events in American history.



**Ideas on how the federal government should run: Federalist vs. Anti-Federalist:** Listed below are arguments for and against ratification of the Constitution. In the box provided, write “F” if the statement represents the belief of a Federalist or “AF” if it represents the belief of an Anti-Federalist.

Ratification of the Constitution would endanger states’ rights.	A bill of rights is not needed because peoples’ rights are protected in the Constitution.
A strong national government is needed to sustain the Union.	The national government must be able to tax.
The federal government would be too large to protect liberty.	The national government would have unrestricted power over commerce and this might injure some states.
A strong government would result in tyranny.	Slavery may be a divisive issue and might lead to a civil war.
The Articles of Confederation could not preserve the Union.	A strong national government is needed to carry on foreign affairs and protect the new country from its enemies.

**HOT Challenge:** →

How do these two images represent different perspectives of the same issue?

What event, person, or issue is being shown?

Whose point of view is being depicted in each image?



**Tracing the Eras of Early American History • 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. Major core beliefs or values and often are repeated themes throughout time.

**For the activity below, analyze the major topics listed across the top of the chart. On the chart, mark an X in the box of the era in which that topic played a major role in the events, issues, or impacted individuals of the time period.**

Era	Representation in Government	Issue of Slavery	Protection of Individual Rights	States' Rights	Protective Tariffs	Expanding Democracy	Differing Interests of the North vs. South
Colonial Era							
American Revolution							
Constitutional Era							
Early Republic							
Age of Jackson							
Westward Expansion							
Industry and Reform							
Sectionalism							
Civil War							
Reconstruction							

**HOT Challenge: Use your completed chart to make the following inferences:**

**Which issues have always played a major role in U.S. History?**

**Which issues were relevant early on but later became less significant; if any?**

**Which issues became more important as the country grew or as time progressed?**

**Analyze the foundation of representative government and how economic, political, and social changes impact representative government •** The foundational goal of a representative government is the active participation of citizens in their government. Over time some changes impact representative governments.

**Analyze the events below and determine whether or not the impact is due to an economic, social, or political change in the country. On the line provided, mark and (E), (P), or (S) to indicate the type of change that is being stated.**

- \_\_\_\_\_ When the government decided to impose high tariffs, many Southerners protested and called for nullification.
- \_\_\_\_\_ The 15<sup>th</sup> Amendment granted all natural born citizens the right to vote in elections.
- \_\_\_\_\_ When Jackson became president; he expanded rights and suffrage by removing restrictions from common men.
- \_\_\_\_\_ The reform movements of the 1800's promoted equal access to voting and representation in government.
- \_\_\_\_\_ During the Constitutional Convention, the 3/5<sup>th</sup> Compromise was adopted to allow for more representation in Congress for Southern states.
- \_\_\_\_\_ Due to the heavy losses endured during the Boston Tea Party, King George suspended colonial legislatures with the Intolerable Acts.