2nd Semester Primary Sources
TEKS 8.1A - Identify the major eras and events of U.S history, including westward expansion.

“I must walk toward Oregon, and not toward Europe. And that way the nation is moving, and I may say that mankind (progresses) from east to west...We go westward as into the future, with spirit of enterprise and adventure.”

-Henry David Thoreau

1. What era in history is this quote describing?

2. List 3 positive effects of westward expansion, explain how they are supported in the painting.
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3. List 3 negative effects of westward expansion, explain how they are supported in the painting.
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TEKS 8.6A- Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.

- Provided the means by which new states would be created out of the western lands and then admitted to the Union.
- With approval by Congress, the territory could enter the Union on equal footing with the other states.

1. What document is being described in the box above?

2. Based on this quote from the Northwest Ordinance, what is going to be important to the United States as we grow and create new states from acquired territories?
TEKS 8.6B- Explain the social roots for Manifest Destiny.

Manifest Destiny gave Mormons the opportunity to settle in the western frontier.

1. Why were Mormons seeking a religious refuge?

2. What part of the Bill of Rights was not being followed when people persecuted the Mormons?

3. Where did the Mormons eventually settle?
TEKS 8.6C- Analyze the relationships between Manifest Destiny and the westward growth of the nation.

1. What would be the BEST title for the series of maps above?

2. Why did Americans feel it was their "God-given right" to settle from the Atlantic Ocean to the Pacific Ocean?

3. How will this attitude affect American Indians in the West?
1. The quote above led to the United States going to war with what country?

2. When was gold discovered in California? Do you think that effected the United States effort to win the war against Mexico?

3. What treaty ended the U.S.- Mexican War?

"It is America's right to stretch from sea to shining sea. Not only do we have a responsibility to our citizens to gain valuable natural resources we also have a responsibility to civilize this beautiful land."
TEKS 8.11A: Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the US during the 19th century.

1. What is the best reason for the population growth shown in the chart above?

2. Why were Chinese immigrants used as a cheap labor source to mine gold in California?
TEKS 8.5D- Explain the effects of the War of 1812.

The British blockade of American ports made it impossible to export cotton to European manufacturers. Northern businessmen create factories to start manufacturing cotton into cloth.

1. Based on the quote, how does the War of 1812 affect American manufacturing in the early 1800's?

TEKS 8.11B-Describe the positive and negative consequences of human modification of the physical environment of the United States.

2. Based on the image above, how did immigration impact urbanization during the late 1800's?

3. Would you want to live in one of these apartment buildings? Explain.
TEKS 8.12B- Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.

1. What technological innovation led to the growth illustrated in the chart above?

"The North failed to develop large-scale agrarian slavery, such as later arose in the Deep South, but that had little to do with morality and much to do with climate and economy. If the North could have grown the big money 'cash' crops like cotton, tobacco, indigo, rice, and sugar, like the South did, they would have also have kept large scale slavery, just like the South did."

2. Based on the quote, why did slavery develop in the South and not in the North?
TEKS 8.13B - Identify the economic factors that brought about rapid industrialization and urbanization.

**How did immigration in the late 1800’s impact the American Population?**

- The US population increased from 23.2 million in 1850 to 76.2 million in 1900
- 16.2 million of this growth was from immigration

1. How do you think the huge population growth effected American cities in the 1800’s?

2. Why do you think immigrants would come to the United States in the early 1800’s?

3. How will immigrants be assimilated into American culture?

4. Do you think this contributed to America being nicknamed “the melting pot”? Explain.
TEKS 8.14B-Describe the characteristics and the benefits of the US free enterprise system.

1. List the four components of the free enterprise system of the American economy.
   
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2. Give an example of how you contribute to this system on a daily basis.
TEKS 8.23B: Explain the relationship between urbanization and conflicts resulting in religion, social class, and political beliefs.

Flag from the Know-Nothing Party

1. Who is the flag referring to as “Native Americans”?

2. Who do you think the Know-Nothings believe America should beware of?

3. Why are the Know-Nothings afraid of increased European immigration?
TEKS 8.27B-Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.

“(New Yorkers) have built the longest canal, in the least time, with the least experience, for the least amount of money, and to the greatest public benefit.”

-William Stone

1. What canal is being referred to in the quote above?

2. How did the Erie Canal contribute to the “public benefit”?

By 1881, it was routine to travel by train from eastern cities like Boston, New York, Philadelphia, and Baltimore to San Francisco. The round trip that took Lewis and Clark two-and-a-half years in 1803 was now a nine-day journey. The consequences of this new technology were profound. Nothing in the West would ever be the same again.

3. Give 3 examples of how you think life changed for Americans with the construction of the Transcontinental Railroad.

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TEKS 8.1A: Identify the major eras and events in US history including reform movements and describe their causes and effects.

1. What reform movement goes with the political cartoon?

2. What reform movement do you think the political cartoon is describing?

Temperance is essential, if the services of men and women are to be employed to the best and most useful effect according, to the physical capacity and ability of each. Nothing less will assure a total effort.

William Lyon Mackenzie King

3. Based on the quote above, what are the benefits of temperance?
TEKS 8.22B: Describe the contributions of significant political, social, and military leaders of the US such as Frederick Douglass, Susan B. Anthony, and Elizabeth Cady Stanton.

"I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane men and women; of beings sunk to a condition from which the unconcerned world would start with real horror."

1. What era would the quote above have been said?

2. The quote above describes what key part of the abolitionist movement?

"I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land.”

Harriet Tubman

3. Re-write the quote above in your own words:

“Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe.”

Frederick Douglass
1. What was the main right women were fighting for in the women’s rights movement?

2. Who is being described in the box above?

- 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
TEKS 8.25B - Describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakening.

1. What does the graph show you about religious denominations from 1780 to 1860?

2. What do you think the impact will be on reform movements from the increase in religious participation?

3. Charles Finney supported the renewed focus or religion and its use in government decisions. Do you agree with his philosophy? Explain.

A revival is nothing else than a new beginning of obedience to God. - Charles Finney
TEKS 8.26A-Describe developments in art, music, and literature that are unique to American culture.

1. This painting was done by John James Audobon. Why do you think it would be considered unique to American culture?

2. What do the paintings above have in common?

Paintings done by the Hudson River School Artists
TEKS 8.1A - Identify the major eras and events in US history including sectionalism and the Civil War.
8.7A - Analyze the impact of tariff policies on sections of the United States before the Civil War.

"A house divided against itself cannot stand."

1. The quote above best describes which era in American history?

"The great and leading principle is that the general government came from the people of the several states...acting in their separate and sovereign capacity, and not from all of the people forming...one political community."
-Vice President John Calhoun

2. This quote describes what historical event? (Hint- Look who said it and their position in the government)

The picture shows that Andrew Jackson is mad because South Carolina won't compromise with Congress. Then South Carolina secedes.

The picture shows that Andrew Jackson is mad because South Carolina won't compromise with Congress. Then South Carolina secedes.
TEKS 8.7B- Compare the effects of political, economic, and social factors on slaves and free blacks.

1. Do you think the Missouri Compromise was a long term solution to the free vs. slave state problem the US was having at that time?

“He has been the great compromiser of those political agitations and opposing opinions which have, in the belief of thousands, at different times, endangered the perpetuity of our Federal Government and Union.”

- Senator Joseph Underwood,
Speech before the Senate on the occasion of Senator Henry Clay’s death, July 1852

3. How did Henry Clay contribute to keeping the United States together?
1. What part of the Compromise of 1850 would have pleased the North?

2. What part of the Compromise of 1850 would have pleased the South?

3. Do you think the Compromise of 1850 will resolve the issue of slavery between the North and South?
8th Grade Social Studies STAAR Review

TEKS 8.8A-Explain the roles played by significant individuals during the Civil War.

- **Rank and Organization:** Sergeant, Company C, 54th Massachusetts Colored Infantry
- **Citation:** When the color sergeant was shot down, the soldier grasped the flag, led the way to the parapet, and planted the colors thereon. When the troops fell back he brought off the flag, under a fierce fire in which he was twice severely wounded.

  - Archive of the Congressional Medal of Honor Society

1. Which Medal of Honor recipient is described?

2. Label the boxes above. Which side has leaders of the Union and which side has leaders of the Confederacy?

3. Label the pictures, and explain the significance of each individual.
TEKS 8.8B-Explain the significant events of the Civil War.

1. Fill in the impact of each of these events during the Civil War.

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<th>Civil War Battle</th>
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<td>Fort Sumter</td>
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<tr>
<td>Battle of Antietam</td>
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<tr>
<td>Battle of Gettysburg</td>
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4. With the Union victory at Vicksburg, what plan were they able to implement? (Hint- Use the illustration above.)
TEKS 8.8C- Analyze Abraham Lincoln’s ideas about liberty, equality, union, and government and contrast them with the ideas of Jefferson Davis.

“It follows from these views that no State upon its own mere motion can lawfully get out of the Union; that resolves an ordinances to that effect are legally void, and the acts of violence within any State or States against the authority of the United States are insurrectionary or revolutionary, according to the circumstances.”

-Abraham Lincoln, first inaugural address, March 1861

1. How did Lincoln view the act of secession from the national government?

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.”

-Abraham Lincoln, the Gettysburg Address, November 1863

“[The Southern states] have formed a new alliance, but in each state its government has remained as before the rights of person and property have not been disturbed.”

-Jefferson Davis, Inaugural Address, February 1861

2. How do Davis’ views differ from Lincoln’s?

Positions of Political Parties Prior to the Civil War

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<tbody>
<tr>
<td>Supported Abraham Lincoln in 1860</td>
<td>Split over slavery; had two candidates in 1860</td>
</tr>
<tr>
<td>No extension of slavery</td>
<td>Individual states should decide the slavery issue</td>
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</tbody>
</table>

3. What information best completes the table above?
1. Based on the economic differences between the North and the South, which region had more of an advantage going into the Civil War?

2. Based on the table, what was one effect of industrialization on the United States in the decades following the Civil War?
TEKS 8.22A: Analyze the leadership qualities of elected and appointed leaders of the United States, such as Abraham Lincoln.

“With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and is orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”

-Abraham Lincoln, Second Inaugural Address, 1865

1. Based on this quote, how does Lincoln want to deal with the South after the war?

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom...”

-The Emancipation Proclamation, 1863

2. How does this speech change the goal of the Union during the Civil War?
TEKS 8.9D- Identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morill Act.

"...the law allowed for the President to break up reservation land, which was held in common by the members of a tribe, into small allotments to be parceled out to individuals. Thus, American Indians registering on a tribal "roll" were granted allotments of reservation land."

1. What document is described in the excerpt above?

2. What document is demonstrated by the advertisement?
TEKS 8.9C- Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.

1. Using the data above, what effect did the Civil War have on the Southern economy?

"[I]f you don't make enough to have some left you ain't done nothin, except given the other fellow your labor. That crop out there goin' to prosper enough for him to get his and get what I owe him; he's making his profit but he ain't going to let me rise.... The white man g'tting' all he lookin' for, all he put out in the spring, g'tting' it all back in the fall. But what am I g'tting' for my labor? I ain't g'tting' nothin'."

- Ned Cobb, a black Alabama sharecropper

2. Based on the quote above, were African Americans in the South better off after the Civil War? Explain.
1. What era in American history was the political cartoon above describing?

2. What was the purpose of the Freedman’s Bureau?
TEKS 8.16B- Explain the impact of 19th Century Amendments, including the 13th, 14th, and 15th.

"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

1. Which amendment to the United States Constitution is shown above? Explain.

"right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude."

2. Which amendment to the United States Constitution is shown above? Explain.

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law”

3. Which amendment to the United States Constitution is shown above? Explain.

4. If you were a slave in the South, what would you do after the passage of the 13th, 14th, and 15th Amendments?
TEKS 8.9C: Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.

1. What are the letters “KKK” referring to in the political cartoon?

2. What group of people is this advertisement trying to get to go to Kansas?

3. Why would they consider going to Kansas?