


## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #9

<b>Title</b>		<b>Suggested Dates</b>
Immigration, Reform, American Culture and Causes of the Civil War		February 22 – March 12, 2010 (15 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Individuals’ and groups’ efforts can effect significant political and cultural change.</li> <li>• Individuals and regions have worked within the structure as well as outside of the structure of the U.S. federal government to disagree with laws and policies.</li> </ul>	<ul style="list-style-type: none"> <li>• How did individuals and groups of people increase rights for citizens and non-citizens, contribute to our national identity, and work to reform American society?</li> <li>• How and why did individuals and regions express their disagreements with the federal government?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>Specificity &amp; Examples</b>	<b>Suggested Resources</b> (See note above)
<b>Social Reforms</b>		
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• social reform movements</li> <li>• Sectionalism (Northern Industrialism, Southern Agriculture/Slavery)</li> </ul>	
<p><b>8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to:</b></p> <p>8.12C describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.</p>	<ul style="list-style-type: none"> <li>• European Immigrants</li> </ul>	

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<p><b>8.10 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>8.10B pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p>	<p><b>Geographic Patterns</b></p> <ul style="list-style-type: none"> <li>• Settlement</li> <li>• Immigration</li> <li>• Exploration Routes</li> </ul>	<p><a href="#">“Alaska”</a> lesson plan from Maps 101 could help teach TEKS 8.6E, 10B, 11B. (Passwords are located on the Intranet &gt; Technology &gt; Passwords.)</p> <p><a href="#">“Biomes of the United States”</a> lesson plan from Maps 101 could help teach TEKS 8.10AB. (Passwords are located on the Intranet &gt; Technology &gt; Passwords.)</p> <p><a href="#">“Native American Land Loss”</a> lesson plan from Maps 101 could help teach TEKS 8.5G, 10B. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p> <p><a href="#">“Business in the Old West”</a> lesson plan from Maps 101 could help teach TEKS 8.10B, 11C, 12A, 13A. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p> <p><a href="#">“Telling the Story of the Civil War”</a> lesson plan from Maps 101 helps teach TEKS 8.8B, 10AB. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p> <p><a href="#">“United States History: Who Claimed Your Land?”</a> lesson plan from Maps 101 could help teach TEKS 8.2A, 10B, 11B. (Passwords are located on the Intranet &gt; Technology &gt; Passwords.)</p>
<p><b>8.21 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</b></p> <p>8.21C identify reasons for and the impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.</p>	<ul style="list-style-type: none"> <li>• Civil disobedience – peacefully refusing to obey laws one considers unjust with the knowledge that there may be a consequence for breaking the law.</li> <li>• Henry David Thoreau wrote the essay “Civil Disobedience” and followed his example when he willfully refused to pay a federal tax because of his disagreement with slavery and the Mexican War.</li> <li>• Thoreau went to jail for not paying the tax.</li> <li>• Thoreau’s example has been emulated by other leaders including pre- Civil War Abolitionists and Civil Rights leaders such as Martin Luther</li> </ul>	

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	King Jr.	
<p><b>8.23 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>8.23B describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Frederick Douglass</a> – A captivating speaker who led African- American abolitionists in the 19th century. Born a slave, Douglass escaped and later purchased his freedom.</li> <li>• <a href="#">Elizabeth Cady Stanton</a> – major involvement in the movement to gain suffrage (right to vote) for women. Authored the Declaration of the Rights of Women (Declaration of Sentiments) and helped organize the Seneca Falls Women’s Rights Convention</li> </ul>	<p>“<a href="#">Guess Who’s Coming to Dinner?</a>” (April 2007) from Texas Law-Related Education (Helps teach TEKS 8.19B, 8.7D, 8.8A, 8.23B, 8.30D)</p> <p>“<a href="#">Declaring their Sentiments</a>” (March 2006) from Texas Law-Related Education (Helps teach TEKS 8.23B, 8.25B)</p>
<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p> <p>8.24A identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;</p>	<p><i>Racial Groups</i></p> <ul style="list-style-type: none"> <li>• Africans (17th-19th Century) Forced labor</li> <li>• Irish (17th- 19th Century) – Economic Advancement (famine)</li> <li>• Germans (19<sup>th</sup> Century) – political freedom</li> <li>• Chinese (19<sup>th</sup> Century) – social/economic freedom</li> </ul> <p>Teacher note p. 408- 412 – push pull factors</p>	<p>p. 409</p>
<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p> <p>8.24D analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and</p>	<p><i>Racial Groups</i></p> <ul style="list-style-type: none"> <li>• Harriet Tubman-smuggled slaves by way of the Underground Railroad to freedom</li> <li>• Sojourner Truth</li> <li>• Fredrick Douglass</li> </ul>	<p>The Debating the Documents lesson titled “Revivalists and Utopians” by MindSparks is an excellent resource which might be particularly helpful in teaching 24D-E, 25B, and 26B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p><a href="#">Journey on the Underground Railroad</a> from National Geographic</p>
<p><b>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</b></p>	<p><i>Political</i></p> <ul style="list-style-type: none"> <li>• Elizabeth Cady Stanton – women’s suffrage</li> <li>• Susan B. Anthony-women’s suffrage</li> </ul> <p><i>Social</i></p> <ul style="list-style-type: none"> <li>• Sojourner Truth-African American abolitionist</li> </ul>	<p>The Debating the Documents lesson titled “Revivalists and Utopians” by MindSparks is an excellent resource which might be particularly helpful in teaching 24D-E, 25B, and 26B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p>

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<p>8.24E identify the political, social, and economic contributions of women to American society.</p>	<ul style="list-style-type: none"> <li>• Harriet Tubman-smuggled slaves by way of the Underground Railroad to freedom</li> <li>• Harriet Beecher Stowe- She wrote Uncle Tom’s Cabin</li> <li>• Dorothea Dix – prison reform</li> </ul>	
<p><b>8.25 Culture. The student understands the major reform movements of the 19th century. The student is expected to:</b></p> <p>8.25A describe the historical development of the abolitionist movement; and</p>	<ul style="list-style-type: none"> <li>• Abolitionist Movement – The movement to abolish slavery in the United States.</li> <li>• Quakers – Established the first anti-slavery society in the United States (1775)</li> <li>• Second Great Awakening – Social reforms prompted by religious revival</li> <li>• Anti-slavery publications – Liberator (William Lloyd Garrison), The North Star (Fredrick Douglas), Uncle Tom’s Cabin ( Harriet Beecher Stowe)</li> <li>• Underground Railroad – Helped thousands of slaves escape to the Northern States and Canada (Harriet Tubman)</li> <li>• Notable African Americans – Sojourner Truth, Fredrick Douglas</li> <li>• Support of Political Parties – Liberty Party (1840), Free Soil Party (1848), Republican Party (1850’s)</li> <li>• Passage of the 13th Amendment</li> </ul>	<p>“<a href="#">Lobbying for Reform</a>” (March 2007) from Texas Law-Related Education (Helps teach TEKS 8.25AB, 8.30BC, 8.31D)</p> <p>“<a href="#">Underground Railroad</a>” lesson plan from Maps 101 could help teach TEKS 8.25A. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p>
<p><b>8.25 Culture. The student understands the major reform movements of the 19th century. The student is expected to:</b></p> <p>8.25B evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.</p>	<ul style="list-style-type: none"> <li>• Public Education – Government funded schools (Horace Mann)</li> <li>• Temperance Movement – moved towards state control of alcohol sales</li> <li>• Women’s Rights – expansion of women’s rights including land ownership and movement towards suffrage (Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott) Sojourner Truth – Ain’t I a women?”</li> </ul>	<p>Study Political Cartoons about Social Reforms (specifically Temperance)</p> <p>The Debating the Documents lesson titled “Revivalists and Utopians” by MindSparks is an excellent resource which might be particularly helpful in teaching 24D-E, 25B, and 26B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p>“Revivalists and Utopians: Reform in Antebellum America” <i>Debating the Documents</i> series by MindSparks can help to teach this. (This resource is available in your</p>

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	<ul style="list-style-type: none"> <li>• Prison Reform – improvement of prison conditions (Dorothea Dix)</li> <li>• Care of the Disabled – improved education for the disabled (Schools of the Blind and Deaf)</li> </ul>	<p>campus library.)</p> <p>“<a href="#">Lobbying for Reform</a>” (March 2007) from Texas Law-Related Education (Helps teach TEKS 8.25AB, 8.30BC, 8.31D)</p> <p>“<a href="#">Declaring their Sentiments</a>” (March 2006) from Texas Law-Related Education (Helps teach TEKS 8.23B, 8.25B)</p>
<p><b>8.26 Culture. The student understands the impact of religion on the American way of life. The student is expected to:</b></p> <p>8.26B describe religious influences on immigration and on social movements, including the impact of the first and second <u>Great Awakenings</u>; and</p>	<ul style="list-style-type: none"> <li>• Second Great Awakening – Religious reform movement in the late 1790’s and early 1800’s that taught salvation by choice using revivals and influenced social reform movements including abolitionism, prison reform, women’s suffrage, and the temperance movement.</li> </ul>	<p>The Debating the Documents lesson titled “Revivalists and Utopians” by MindSparks is an excellent resource which might be particularly helpful in teaching 24D-E, 25B, and 26B as well as Social Studies Skills 30A-G, 31B, and 31D.</p> <p>(This resource may be found in every campus library.)</p>
<p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27B analyze the relationship between fine arts and continuity and change in the American way of life; and</p>	<ul style="list-style-type: none"> <li>• Henry David Thoreau – Civil Disobedience</li> <li>• Abolitionist writings – <u>Uncle Tom’s Cabin</u>, moved America towards the end of slavery;</li> </ul>	
<p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27A describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;</p>	<ul style="list-style-type: none"> <li>• Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Nathaniel Hawthorne, Harriet Beecher Stowe. Edgar Allan Poe was one of the few Southern writers (anti-South bias on the part of North);</li> </ul>	
<p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27C identify examples of American art, music, and literature that transcend American culture and convey</p>	<ul style="list-style-type: none"> <li>• Literature: Edgar Allen Poe, Harriet Beecher Stowe</li> </ul>	

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universal themes.		
<b>Causes of the Civil War</b>		
<p><b>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</b></p> <p>8.7A analyze the impact of tariff policies on sections of the United States before the Civil War;</p>	<ul style="list-style-type: none"> <li>• <u>Northern states</u> – Economy was based on industry, generally supported high tariffs to protect their products</li> <li>• <u>Southern states</u> – Agriculturally based economy, generally opposed tariffs because of the rise in cost of imported goods they were forced to purchase using revenue from foreign cotton sales</li> <li>• Disagreement over the tariff issue caused unrest between the Northern and Southern states in Congress</li> </ul>	<p>“<a href="#">Who Will Win?</a>” (Feb. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D)</p>
<p><b>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</b></p> <p>8.7B compare the effects of political, economic, and social factors on slaves and free blacks;</p>	<p><u>Enslaved Blacks</u></p> <ul style="list-style-type: none"> <li>• Majority of blacks in the South were enslaved (Social)</li> <li>• Southern agriculturally based economy required a large workforce (Economic)</li> </ul> <p><u>Free Blacks</u></p> <ul style="list-style-type: none"> <li>• Free blacks in the North were faced with open discrimination (Social)</li> <li>• Free blacks in the South were denied basic rights (Political)</li> <li>• Free blacks in the North were often involved in the abolition</li> <li>• movement working to end slavery (Social)</li> <li>• Free blacks earn money from jobs they held and businesses they owned (Economic)</li> </ul>	
<p><b>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</b></p> <p>8.7C analyze the impact of slavery on different sections</p>	<ul style="list-style-type: none"> <li>• <u>New Territories</u> - fight over whether or not to extend slavery into the new territories  <ul style="list-style-type: none"> <li>Kansas – Nebraska Act</li> <li>Missouri Compromise</li> </ul> </li> <li>• <u>Southern States</u> - states’ rights vs. national</li> </ul>	<p>The Debating the Documents lesson titled “The Missouri Compromise” by MindSparks is an excellent resource which is particularly helpful in teaching 7C, 7D, and 18B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p>

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<p>of the United States; and</p>	<p>government</p> <ul style="list-style-type: none"> <li>• Northern States - Issue of run-away slaves and slave Rebellions <ul style="list-style-type: none"> <li>Nat Turner’s Rebellion</li> <li>John Brown</li> <li>Fugitive Slave Act</li> </ul> </li> </ul>	<p>“<a href="#">Who Will Win?</a>” (Feb. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D)</p>
<p><b>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</b></p> <p>8.7D compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.</p>	<ul style="list-style-type: none"> <li>• Sectionalism – favoring a region of the country rather than the interest of the entire nation</li> <li>• John C. Calhoun – politician from South Carolina, Calhoun supported the issue of states rights. Major player in Nullification Crisis involving the belief that states had the right to nullify federal laws within their state borders.</li> <li>• Henry Clay – known as the “Great Compromiser”, Clay sponsored several compromises in Congress to diffuse conflicts between Northern States and Southern States including the Missouri Compromise, the Nullification Crisis, and the <u>Compromise of 1850</u>.</li> <li>• Daniel Webster – was directly involved in the Compromise of 1850 which temporarily diffused the conflict over expansion of slavery in new territories and saved the Union</li> </ul>	<p>Lesson Idea: Students hear the arguments for and against adding slave states, students create a compromise regarding Missouri and California.</p> <p>The Debating the Documents lesson titled “The Missouri Compromise” by MindSparks is an excellent resource which is particularly helpful in teaching 7C, 7D, and 18B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p>“<a href="#">Guess Who’s Coming to Dinner?</a>” (April 2007) from Texas Law-Related Education (Helps teach TEKS 8.19B, 8.7D, 8.8A, 8.23B, 8.30D)</p> <p>“<a href="#">Taking Sides</a>” (April 2008) from Texas Law-Related Education (Helps teach TEKS 8.7D, 8.19B, 8.30DE, 8.31D)</p>
<p><b>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</b></p> <p>8.11C analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p>	<ul style="list-style-type: none"> <li>• Differences between northern populations and southern populations prior to the Civil War– culture, location, etc.</li> </ul>	<p>Notes: Advantages and Disadvantages caused by physical and human geography during different eras: Am. Revolution, Civil War</p> <p>“<a href="#">Colonial Branches</a>” (Sept. 2006) from Texas Law-Related Education (Helps teach TEKS 8.3A, 8.11C, 8.12A)</p> <p>“<a href="#">The Age of Jackson</a>” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units (Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD)</p> <p>“<a href="#">Business in the Old West</a>” lesson plan from Maps 101 could help teach TEKS 8.10B, 11C, 12A, 13A. (Password</p>

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		is on the Intranet > Technology > Passwords.)
<p><b>8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</b></p> <p>8.13A identify economic differences among different regions of the United States;</p>	<ul style="list-style-type: none"> <li>• Sections of the United States before the Civil War</li> <li>• North: Industry, Transportation (Railroads, rivers, canals, factory system)</li> <li>• South: Agriculture, Slavery, Lack of Transportation (Railroads)</li> </ul>	<p>“<a href="#">Business in the Old West</a>” lesson plan from Maps 101 could help teach TEKS 8.10B, 11C, 12A, 13A. (Password is on the Intranet &gt; Technology &gt; Passwords.)</p>
<p><b>8.19 Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</b></p> <p>8.19B evaluate the impact of selected landmark Supreme Court decisions including <i>Dred Scott v. Sandford</i> on life in the United States.</p>	<ul style="list-style-type: none"> <li>• <i>Dred Scott v. Sandford</i> was a landmark Supreme Court case in 1857, which confirmed the status of slaves as property rather than citizens. Each territory would determine whether it would be a slave state or a free state. It effectively declared the Missouri Compromise unconstitutional. Southern States applauded the ruling while Northern States disliked the ruling.</li> </ul>	<p>“<a href="#">Guess Who’s Coming to Dinner?</a>” (April 2007) from Texas Law-Related Education (Helps teach TEKS 8.19B, 8.7D, 8.8A, 8.23B, 8.30D)</p> <p>“<a href="#">Taking Sides</a>” (April 2008) from Texas Law-Related Education (Helps teach TEKS 8.7D, 8.19B, 8.30DE, 8.31D)</p> <p>“<a href="#">Basic Principles</a> of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p><b>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>8.22A identify different points of view of political parties and interest groups on important historical and contemporary issues;</p>	<ul style="list-style-type: none"> <li>• Election of 1860: Republicans (opposed further expansion of slavery ) v. Democrats (state decision should be decided by popular sovereignty and not the federal government)</li> <li>• Interest Groups: Southern plantation owners (it was costing too much to get their tools and supplies from overseas) v. Northern merchants regarding protective tariffs (tariffs made their products cheaper than foreign goods)</li> </ul>	
<p><b>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</b></p> <p>8.22C summarize a historical event in which</p>	<ul style="list-style-type: none"> <li>• <u>Missouri Compromise</u> – Compromise in Congress temporarily deciding the issue of the expansion of slavery in new territories. Admitted Missouri as slave state and Maine as a free state, maintaining the balance of power in the Senate. It also banned slavery in Louisiana Territory</li> </ul>	

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<p>compromise resulted in a peaceful resolution.</p>	<p style="text-align: center;">north of the 36° 30' parallel.</p> <ul style="list-style-type: none"> <li>• <u>Compromise of 1850</u> – Compromise in Congress intended to keep the peace between the Northern and Southern states over the issue of slavery. California would be admitted as a free state and the slave trade would be abolished in Washington D.C. Congress would not pass laws regarding slavery in the rest of the territories gained during the Mexican War and a stronger runaway slave law would be passed</li> </ul>	
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>8.31A use social studies terminology correctly;</p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• Abolition</li> <li>• Temperance</li> <li>• Suffrage</li> </ul> <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	<p>p. 431</p>
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p> <p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information</b></p>	<p><b>TEACHER NOTE:</b> TEKS 8.30A, B, C, E and 8.31C and D are the steps in the writing process. The writing process is taught during virtually every ELA/SLA bundle. The writing process is a set of ongoing TEKS which should be taught throughout the year, although this set of Social Studies TEKS is only physically attached to 2-4 bundles.</p> <p>(Note: This, obviously, integrates easily with ELA/SLA TEKS. By using a TEKS-based social studies topic, such as the Texas Revolution, during the writing process, you</p>	<p>Possible prompts to use during this bundle include:</p> <p>Document-Based Questions (DBQs) work especially well with this set of TEKS as they incorporate primary sources. Region XIII SHIPS program has some excellent DBQs. <a href="#">Teaching American History</a></p> <p><a href="#">Interactive Text Organizers</a> to help students with the writing process from “Writing Fun” by Jenny Eather</p>

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<p><b>acquired from a variety of sources including electronic technology. The student is expected to:</b> 8.30E support a point of view on a social studies issue or event;</p> <p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b> 8.30C organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> <p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> 8.30B use standard grammar, spelling, sentence structure, and punctuation;</p> <p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> 8.31C transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> <p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> 8.31D create written, oral, and visual presentations of social studies information.</p>	<p>are effectively meeting both ELA/SLA and Social Studies TEKS. One essay can meet two sets of TEKS simultaneously.)</p> <p>Remember that it is important that social studies students, like science students, research and write from a thesis. They make an assertion about their topic and then provide support for that topic in the essay. In other words, before students begin their research, they should develop a research question.</p> <p>For example, students should research “Why did Texas win the Texas Revolution?” not just the topic “The Texas Revolution.” Similarly, “Was Sam Houston a good leaders?” not just the topic “Sam Houston.”</p>	
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