

8th Grade U.S. History STAAR Study Packet

NAME: _____

HISTORY TEACHER: _____



Complete the activities using your STAAR Review Sheet. Each assignment is worth 10 points. You will get 10 points if it is turned in on time. 7 points if it is late. This is a major grade assignment!

*Assignment #1- Due
Wednesday April 10th*

Thirteen Original Colonies

Categorize the colonies according to geographic region. Next, list at least TWO economic activities or products of that colonial region. Try to complete it without looking at the KEY!

Original 13 Colonies	New England Colonies	Middle Colonies	Southern Colonies
Virginia	1.	1.	1.
South Carolina			
New Jersey	2.	2.	2.
Massachusetts			
Maryland	3.	3.	3.
New York			
Delaware	4.	4.	4.
New Hampshire			
North Carolina			5.
Georgia	Economic Activities/Products:	Economic Activities/Products:	Economic Activities/Products:
Rhode Island			
Pennsylvania			
Connecticut			

DESCRIBE in your own words how geography affects the economic activities of each region -



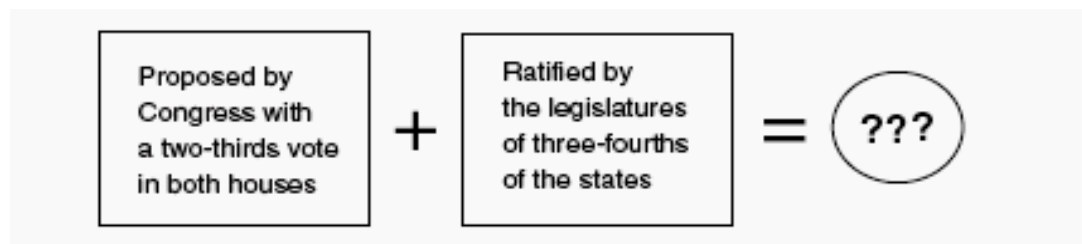
Important Presidents



For each of the Presidents, list at least TWO key events from their presidency. Can you describe these events? If not, look them up on your TAKS Review Sheet.

President	Important Events During Presidency
Washington 1789-1797	
John Adams 1797-1801	
Thomas Jefferson 1801-1809	
James Madison 1809-1817	
James Monroe 1817-1825	
Andrew Jackson 1829-1837	
Abraham Lincoln 1861-1865	

WHAT PROCESS IS DEPICTED BY THE VISUAL BELOW?
ANSWER IS ON THE NEXT PAGE...



Assignment #3- Due Thursday April 11th



The American Revolution

READ these Main Ideas: (you must be able to identify the terms in bold!)

Answer to
Question on
previous
page...
Amending
the
Constitution

- Britain's victory in the **French and Indian War** marked the end of the French empire in North America.
- Americans saw British efforts to tax them and to increase control over the colonies as violations of their rights.
- Many Americans began to organize to oppose British policies.
- Crises such as the **Boston Tea Party** and the **Intolerable Acts** led to the outbreak of fighting between Britain and the colonies, beginning in New England.
- After a series of **Patriot** defeats, an American victory at **Saratoga** marked a major turning point in the Revolution.
- After the British surrendered at **Yorktown**, Britain recognized the United States as an independent country under the terms of the **Treaty of Paris of 1783**.

Answer the following questions to show your understanding of the American Revolution:

1. What economic policy of Great Britain contributed to the rebellion of the colonists against British policies?
2. What effect did the "Acts" (Intolerable, Stamp, Tea, etc.) have on the colonies?
3. What was the purpose of Thomas Paine's pamphlet, *Common Sense*?
4. What is the main idea of the Declaration of Independence?
5. List the grievances against King George III that were listed in the Declaration of Independence.
6. What were the first battles of the American Revolution?
7. Why is the Battle of Saratoga called a turning point in the war?
8. What was the contribution of George Washington to the American Revolution?

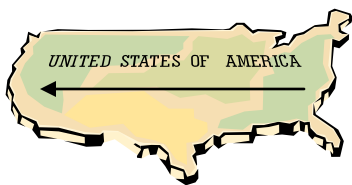
Assignment #4- Due Thursday April 11th

Major Compromises: Constitutional Convention to Civil War



Compromise	Viewpoint of North	Viewpoint of South	Effect / Significance
3/5 th Compromise (1787)			
Great Compromise (1787)			
Missouri Compromise (1820)			
Compromise of 1850			
Fugitive Slave Law (1850)			
Kansas Nebraska Act (1854)			

Check your answers against your STAAR Review Sheet, pages 1 & 2.
Were you correct?



Understanding MANIFEST DESTINY

Directions: Read the definition/explanation of Manifest Destiny on your TAKS Review Sheet. Then, create a five line poem over Manifest Destiny to show your understanding of the concept. It doesn't have to rhyme. Use these guidelines -

1. On the first line write the subject (MANIFEST DESTINY)
2. On the second line write **two** words that **describe** MANIFEST DESTINY.
3. On the third line write **three** action words (**verbs**) for MANIFEST DESTINY.
4. On the fourth line write **four** words that describe the **impact** of MANIFEST DESTINY on the U.S.
5. On the fifth line write **one** word that refers to the MANIFEST DESTINY.

Below is an example of a poem using the term - Declaration of Independence:

DECLARATION OF INDEPENDENCE
AGGRESSIVE, BOLD
HELPING, LIBERATING, SHAPING
EXCITEMENT, ENTHUSIASM, COURAGE, RESPECT
FREEDOM

Write your poem here -

1 _____
2 _____
3 _____
4 _____
5 _____

Assignment #5
Due Friday April 12th

Washington's Farewell Address

...The great rule of conduct for us in regard to foreign nations is in extending our commercial relations to have as little political connection as possible...It is our true policy to steer clear of permanent alliances, with any portion of the foreign world...

List the Main Idea of this passage _____

American Reformers

You MUST know the terms in bold print. Take a few minutes to study them!

GOAL	REFORMER	IMPACT
Reforms for the Mentally Ill	Dorothea Dix	Improved treatment of the mentally ill—placing them in hospitals and treating them as patients, not criminals.
Prison Reform	Dorothea Dix	Improved prison conditions and stopped treatment of debtors as criminals.

Due Friday April 12th

Curb Alcohol Abuse	Temperance Movement	Sought to limit or end drinking— Several states banned the sale of alcohol.
Improve Education	Horace Mann	By the 1850s, most northern states set up free tax-supported elementary schools.
Free Enslaved People	Abolitionist movement— Frederick Douglass, William Lloyd Garrison, the Grimké Sisters, and Harriet Tubman	Demanded that slavery be abolished in the U.S. and backed it up with courageous actions (esp. Tubman / Underground Railroad).
Women’s Rights	Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony	Seneca Falls Convention — women demanded equality at work, at school, at church, and the right to vote.

Write a short paragraph OR draw a picture in the space provided that **SUMMARIZES** the issues above that were part of the Reform Era in the mid 1800s before the Civil War.

Did you know that both of the “Harriets” - Harriet Tubman and Harriet Beecher Stowe - were actively involved in the same reform issue? What was this issue?
(answer on page 8)

- No executive branch
 - No levying of taxes
 - No regulation of trade
 - No national court system

The list on the left summarizes some limitations of the national government under the —
(answer is on next page)

- A. Articles of Confederation
- B. U.S. Constitution
- C. Mayflower Compact
- D. Declaration of Independence

Assignment #6- Due Tuesday April 16th

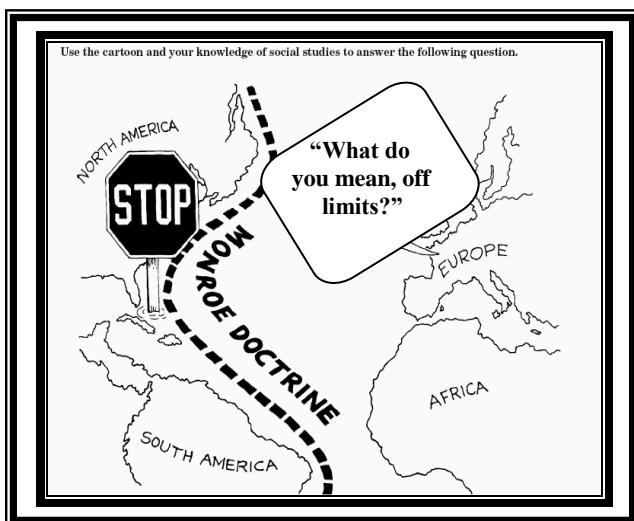
American Revolution Timeline

See if you can complete it without looking at your TAKS Review Sheet!

Event	Date	Result/Significance
Lexington and Concord	1775	
Thomas Paine writes <i>Common Sense</i>	1776	
Declaration of Independence	1776	
Battle of Saratoga	1777	
Articles of Confederation	1781	
Battle of Yorktown	1781	
Treaty of Paris	1783	

Could you complete the chart correctly without looking at your TAKS Review Sheet?
Check your answers against the information in your TAKS Review Sheet.

The correct answer to the question on Page 6 was “A. Articles of Confederation.” If you got it right –FANTASTIC! If you got it wrong, read about the Articles of Confederation on your TAKS Review Sheet.



Analyzing Political Cartoons

Based on the cartoon, which of the following best explains the impact of the Monroe Doctrine?

- A. The United States would not allow foreign nations to form alliances.
- B. The United States would not allow further European colonization in the Western Hemisphere.
- C. The United States would protect the economic interests of Europe.

Answer on the next page...

Answer is B. Were you correct? If not, read about the Monroe Doctrine in your TAKS Review Sheet!

Assignment #7- Due Tuesday April 16th



Applying the Principles of the Constitution

Match each statement below with the constitutional principle it best describes

P-popular sovereignty **F-federalism** **S-separation of powers**
R-republicanism **L-limited government** **C-checks and balances**

- ___ 1. The people elect senators to serve in Washington, D.C.
- ___ 2. The national government conducts foreign policy.
- ___ 3. “We the people . . . do ordain and establish this Constitution.”
- ___ 4. Congress may impeach judges and the president.
- ___ 5. Government officials are never above the law.
- ___ 6. Government is by the consent of the governed.
- ___ 7. The president appoints federal judges who are then approved by Congress.
- ___ 8. The Legislative Branch makes the laws.
- ___ 9. Congress can override a presidential veto by a 2/3rds vote in each house.
- ___ 10. Both the federal and state governments can impose taxes.

**Did you know - Both “Harriets” - Tubman and Beecher Stowe - were abolitionists and worked to end slavery. Here’s another one...what did each of them do to hasten the end of slavery?
See next page for the answer ...**

Many Americans supported the Indian Removal Act of 1830 because it —

- A.** punished Native Americans for attacks on Washington, D.C.
- B.** opened Native American lands to settlement by white citizens
- C.** forced U.S. citizenship on Native Americans
- D.** forced Native American leaders out of the U.S. Congress

Due on Wednesday April 17th

Answer to the question on page 8 is B.



Historical Documents that Influenced the U.S. System of Government

Primary Source	Influential Idea(s)
MAGNA CARTA	
ENGLISH BILL OF RIGHTS	
MAYFLOWER COMPACT	
DECLARATION OF INDEPENDENCE	
FEDERALIST PAPERS	

COMPARE YOUR ANSWERS TO THOSE ON YOUR TAKS REVIEW SHEET.

Harriet Tubman was “conductor” of the Underground Railroad and Harriet Beecher Stowe wrote Uncle Tom’s Cabin which educated people about the harsh lives of slaves.

ARGUMENTS FOR AND AGAINST THE CONSTITUTION: THE FEDERALISTS AND ANTI-FEDERALISTS

Assignment #8

Read the information below....

The Federalists: Alexander Hamilton of New York and James Madison of Virginia supported the ratification of the Constitution to strengthen and save the Union. Their

Arguments FOR the Constitution:

- The Articles of Confederation could not preserve the Union.
- A strong national government was needed to sustain the Union.
- The Constitution conformed to the true principles of republican government.
- A bill of rights was not needed because peoples' rights were protected in the Constitution.
- The national government must have the power to tax.
- A strong national government was needed to carry on foreign affairs and protect the new country from its enemies.

The Anti-Federalists: Patrick Henry and Richard Henry Lee of Virginia; Their Arguments AGAINST the Constitution:

- Ratification of the Constitution endangered states' rights.
- Slavery would be a divisive issue and might lead to a civil war.
- A consolidated government would result in tyranny.
- The national government would have unrestricted power over commerce that might injure some states.
- The federal government would be too large to protect liberty and preserve property.
- Federal authority would subvert state authority.

Using your knowledge and the information above, complete the following....

Who Am I: Federalist or Anti-Federalist?

Listed below are arguments for and against ratification of the Constitution. In the space provided, write "F" if the statement represents the belief of a Federalist or "AF" if it represents the belief of an Anti-Federalist. The KEY is on the next page.

- _____ 1. Ratification of the Constitution endangers states' rights.
- _____ 2. A bill of rights is not needed because peoples' rights are protected in the Constitution.
- _____ 3. A strong national government is needed to sustain the Union.
- _____ 4. The federal government would be too large to protect liberty.
- _____ 5. The national government must have the power to tax.
- _____ 6. A consolidated government would result in tyranny.
- _____ 7. The national government would have unrestricted power over commerce and this might injure some states.
- _____ 8. The Articles of Confederation could not preserve the Union.
- _____ 9. Slavery may be a divisive issue and might lead to a civil war.
- _____ 10. A strong national government is needed to carry on foreign affairs and protect the new country from its enemies.

What was a major effect of the 1857 *Dred Scott v. Sandford* decision?

- A** Southerners were upset by the federal government's disregard of states' rights.
- B** Stephen Douglas abandoned his support for popular sovereignty.
- C** Abraham Lincoln gained national recognition because he wrote the decision.
- D** Northerners were angered because the decision could extend slavery into territories.

The answer to the question on page 10 is D. If correct- GREAT JOB!
If incorrect, go back and review your TAKS Review Sheet.

Assignment #9- Due Thursday April 18th

ANDREW JACKSON

For this activity, you will create a ten line bio-poem about Andrew Jackson using the following guidelines.

- Line: 1 First name
- Line: 2 Four traits that describe the person
- Line: 3 Served in the office of
- Line: 4 Who felt... (three items)
- Line: 5 Who wanted... (three items)
- Line: 6 Who gave... (three items)
- Line: 7 Came from... (social status)
- Line: 8 Who stood for...
- Line: 9 Who, to me, was a(n)...
- Line:10 Last Name

LINE: 1 _____

LINE: 2 _____

LINE: 3 _____

LINE: 4 _____

LINE: 5 _____

LINE: 6 _____

LINE: 7 _____

LINE: 8 _____

LINE: 9 _____

LINE: 10 _____

An unalienable right —

- A. is a right that cannot be taken away without due process**
- B. is established by majority vote**
- C. favors some people's rights over others'**
- D. applies only in one's home country**

See answer on next page....

The answer is A!

Due on Thursday April 18th

Comparing the Ideals of Hamilton and Jefferson

Issue	Hamilton	Jefferson
Best Type of Government		
Political Party		
Ideal Economy		
Views on the Constitution		

Westward Expansion

The United States: 1789–1853



1. Which area on the map was acquired by the United States as a result of the Mexican War?
2. Which area on the map includes the original 13 colonies and the Ohio River Valley?
3. Which area was purchased in 1803 and gave the U.S. control of the Mississippi River?
4. Which area includes the Oregon Territory?

Answers are on pg. 13

The 13th, 14th, and 15th Amendments to the U.S. Constitution —

- A. brought immediate equality to Native Americans
- B. established a process for the admission of western states into the Union
- C. created new congressional districts
- D. granted civil rights primarily to African Americans

Assignment #10- Due Friday April 19th

The answer to the question on pg. 12 is D.

Analyzing Visuals

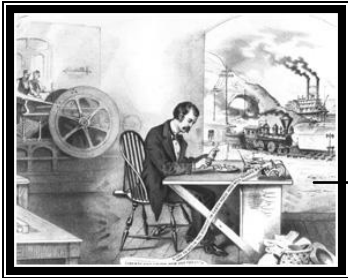
LIST THE REGION OF THE UNITED STATES (North, South, or West) depicted in each picture and LIST EITHER THE EVENT OR HISTORICAL ERA represented in each picture.



#1



#2



#3



#4



#5



#7

#6

Key to Map Questions on Page 12, in this order – 4, 1, 2, 3

Due Friday April 19th

CIVIL WAR: Comparing and Contrasting

	NORTH/UNION	SOUTH
Reasons for Fighting		
Advantages/ Disadvantages		
President		
Military Leader(s)		
List the years of the Civil War -		
Who surrendered to Whom and WHERE (name the place where the surrender took place)?		

During the early 1800s, Southern farmers opposed a high protective tariff because they

- A. government control of farm prices
- B. higher prices for foreign goods
- C. lower railroad rates
- D. an end to slavery in the South

The answer to the question above is B