

**Preview Pages
from
Warm Up to
Social Studies
Grade 8
Created by
Region 4**

Warm Up to Social Studies, Part 1:
Exploration through Early Republic (1600s–1820s)
TEKS-Based Engagement Activities

Grade 8



Warm Up to Social Studies, Part 2:
Age of Jackson through Reconstruction (1820s–1870s)
TEKS-Based Engagement Activities

Grade 8



**TEKS-Based
Engagement
Activities**



Warm Up to Social Studies, Parts 1 and 2

Grade 8 TEKS-Based Engagement Activities

Warm Up to Social Studies, Part 1: Exploration through Early Republic and *Warm Up to Social Studies, Part 2: Age of Jackson through Reconstruction* are organized by historical eras and incorporate instructional strategies that enhance student achievement. These resources contain 144 engaging activities aligned to the grade 8 Texas Essential Knowledge and Skills and expository writing opportunities to develop critical thinking.

Activities may be used as engagement for a new lesson, as a method to enhance retention, or as a formative assessment within a lesson. Activities also include ideas for alternative instruction, support for struggling learners, and extensions for advanced learners. Student materials are provided as digital content online through the Region 4 Hub.

Part 1: Exploration through Early Republic and Warm Up to Social Studies

- Product ID 461-1856
- 84 Activities
- 6 Writing Prompts

Part 2: Age of Jackson through Reconstruction

- Product ID 461-1857
- 60 Activities
- 8 Writing Prompts

Ordering information will be available on the Region 4 Store website:

<http://www.region4store.com/Catalog.aspx?catid=679635>.

Each book is \$50 for a per teacher license.

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**Readiness Standard

Reporting Category 1

TEKS

8.4A: The student is expected to analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.

8.29B: The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Concept

Wealth

Materials

No additional materials needed.

Answer

Student responses will vary greatly. Some answers may be split across several lines. Possible answers may include:

M: More goods are

E: exported than are imported into a nation.

R: Raw materials were shipped from the American

C: colonies to England to be manufactured into finished products

A: and then sold to the colonists.

N: Navigation Acts were made into law between 1651 and 1673 to control the flow of goods between England and

T: the colonies.

I: Importing more goods into the colonies than the colonists were permitted to export

L: Led many colonists to ignore the Navigation Acts.

I: Illegal trading with other countries was a result of the colonists' disagreement with the control England possessed over them.

S: Smuggling goods to other countries continued as tension

M: mounted between England and the colonies.

Teacher Notes

The purpose of this warm-up is to help students analyze mercantilism as one of the causes of the American Revolution. This warm-up is best used during or after a study of the causes of the American Revolution.

Support

Pair students to complete and compare their responses. Provide texts that explain the theory of mercantilism and describe the economic relationship between England and the colonies.

Extension

Have students identify other examples in history when the theory of mercantilism was implemented.

Mercantilism

Complete the acrostic below adding words or sentences to explain the economic issues connected to mercantilism. Two answers are provided for you.

M: More goods are

E: exported than are imported into a nation.

R:

C:

A:

N:

T:

I:

L:

I:

S:

M:

Early Republic

- **Think About It:** Thomas Jefferson and Alexander Hamilton had very different points of view regarding the development and future of the United States.
- **Question:** Who had the best idea regarding the future of America?
- **Writing Assignment:** After reading Thomas Jefferson's letters to James Madison, Alexander Hamilton's Financial Program by Roger Sherman, and Alexander Hamilton's Report on Manufactures (1791), write a letter to the American people in which you address the question and argue Jefferson's or Hamilton's perspective. Support your position with evidence from the texts. Be sure to acknowledge competing views. Give examples from past or current issues and events to illustrate and clarify your position. Use the website below to access supporting texts.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=4&smtID=3>

<http://press-pubs.uchicago.edu/founders/documents/v1ch2s23.html>