

**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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Writing Prompts 89–93

*Supporting Standard

**Readiness Standard

Reporting Category 1

TEKS

8.9D: The student is expected to identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.

8.29A: The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

Concept

Property rights

Materials

No additional materials needed.

Answer

Homestead Act

- This act granted free land to any settler who paid a filing fee, agreed to take up residence on the land for five years, and had not taken up arms against the federal government. After six months of residence, the homesteaders could purchase the land for \$1.25 an acre.
- **Effects:** The population of the West grew quickly. The farming industry increased. The buffalo were slaughtered en masse. The federal government moved the American Indians to reservations, and war quickly erupted. The abundance of raw products encouraged and led to the growth of industry. The Farmers' Alliance and the Populist Party were created.

Dawes Act

- This act provided for the allotment of lands in severalty to the American Indians on the various reservations and extended the protection of the laws of the United States and the Territories over them.
- Sec. 7. That in cases where the use of water for irrigation is necessary to render the lands within any Indian reservation available for agricultural purposes, the Secretary of the Interior be, and he is hereby, authorized to prescribe such rules and regulations as he may deem necessary to secure a just and equal distribution thereof among the Indians residing upon any such reservation; and no other appropriation or grant of water by any riparian proprietor shall be permitted to the damage of any other riparian proprietor.
- **Effects:** Eventually, the federal government no longer recognized tribal governments. American Indians were displaced and they were expected to assimilate into the white culture. The land the American Indians received was not conducive to farming. The heirs of American Indians experienced difficulty in acquiring their parents' land. The communal aspect of American Indian life was abolished. The reservations were eventually split up and sold to speculators.

Morrill Act

- This act donated public lands to the several states and territories that provided colleges for the benefit of agriculture and the mechanical arts.
- Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years from the time of its acceptance as provided in subdivision seven of this section, at least not less than one college, as described in the fourth section of this act, or the grant to such State shall cease; and said State shall be bound to pay the United States the amount received of any lands previously sold; and that the title to purchasers under the State shall be valid.
- **Effects:** Several institutions of higher education were created which offered specific programs to meet the requirements of the grant.

Teacher Notes

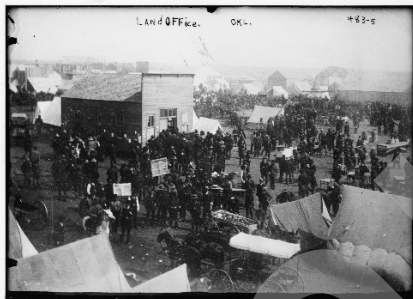
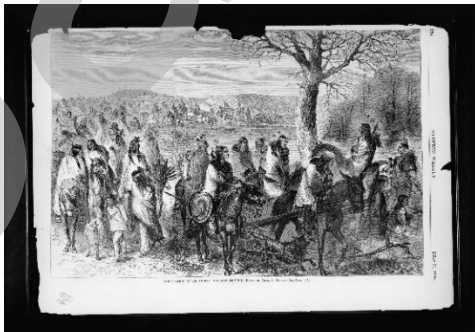
The purpose of this activity is to ensure students are able to identify the effects of the Homestead Act, the Dawes Act, and the Morrill Act. This warm-up is best used after a study of the effects of this legislation.

Support

Cut out the primary sources and allow students to physically manipulate the pieces.

Legislative Acts

Label each of the following as either **MA** for Morrill Act, **DA** for Dawes Act, or **HA** for Homestead Act and then explain the effects of each based on the source of the information.

Act	Source Information	Effects
	An Act granted free land to any settler who paid a filing fee, agreed to take up residence on the land for five years, and had not taken up arms against the federal government. After six months of residence the homesteaders could purchase the land for \$1.25 an acre.	
	An Act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanical arts	
		
	An Act to provide for the allotment of lands in severalty to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes.	
	Sec. 7. That in cases where the use of water for irrigation is necessary to render the lands within any Indian reservation available for agricultural purposes, the Secretary of the Interior be, and he is hereby, authorized to prescribe such rules and regulations as he may deem necessary to secure a just and equal distribution thereof among the Indians residing upon any such reservation; and no other appropriation or grant of water by any riparian proprietor shall permitted to the damage of any other riparian proprietor.	
		
	Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years from the time of its acceptance as provided in subdivision seven of this section, at least not less than one college, as described in the fourth section of this act, or the grant to such State shall cease; and said State shall be bound to pay the United States the amount received of any lands previously sold; and that the title to purchasers under the State shall be valid.	

Sample Writing Prompt: Part 2

Civil War

- **Think About It:** There were 3,950,528 slaves in America in 1860.
- **Question:** Was the enslavement of people in America necessary?
- **Writing Assignment:** After reading one of the Slave Voices sources and Thomas R. Dew on the Virginia Legislative Debate following Nat Turner's Insurrection, write a recommendation in which you address the question and argue why slavery was a necessary or unnecessary evil prior to the start of the Civil War. Support your position with evidence from the narrative. Be sure to acknowledge competing views. Give three 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/topic_display.cfm?tcid=112

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=370