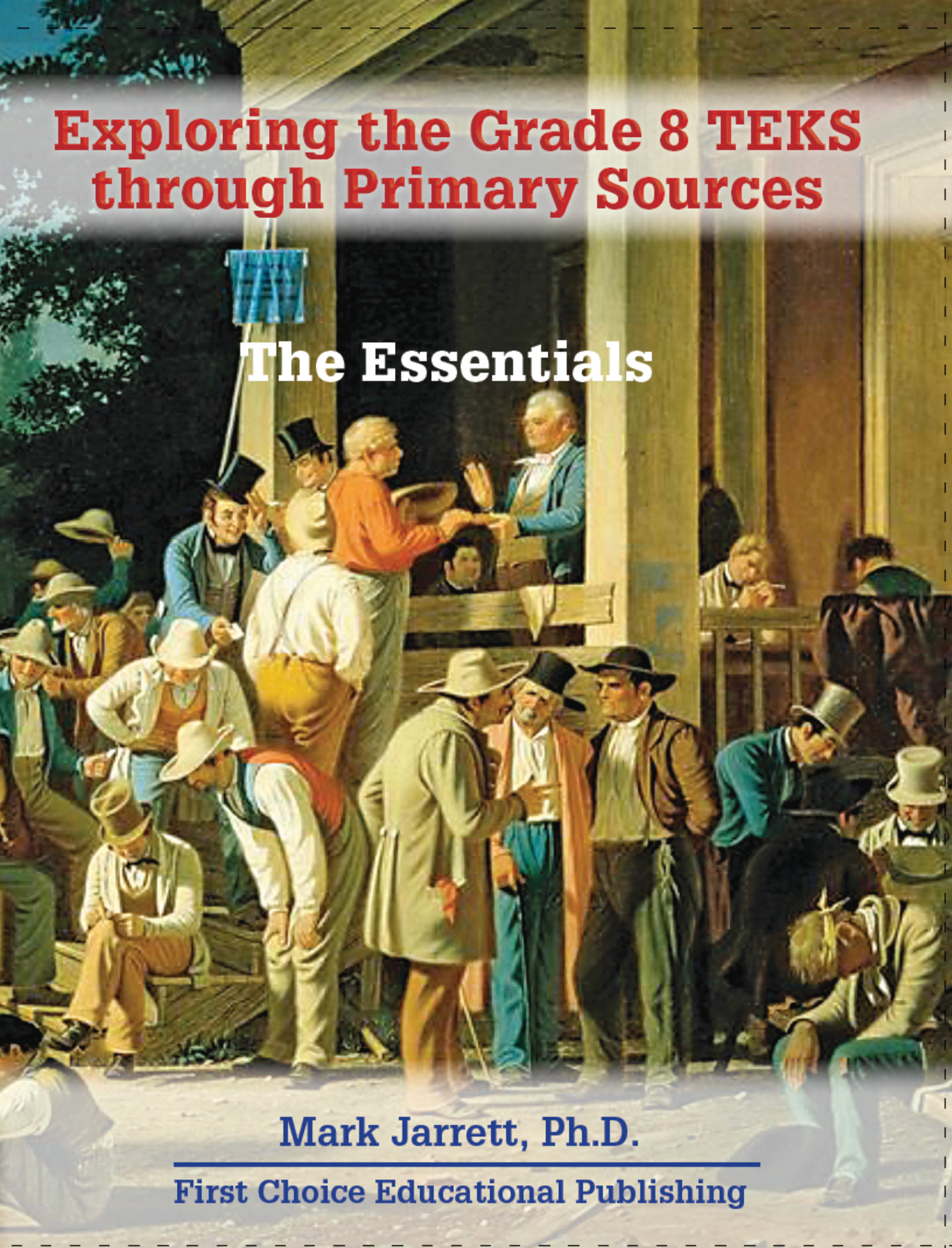




Exploring the Grade 8 TEKS through Primary Sources

The Essentials

Mark Jarrett, Ph.D.

First Choice Educational Publishing

Exploring the Grade 8 TEKS through Primary Sources

The Essentials

Mark Jarrett, Ph.D.

**Cynthia Fairbanks, Jamie Filipow,
Alison McLafferty, Ph.D., Angela Miller,
Rosemary Morrow, Ph.D., Scott Petri, Ed.D.,
Montra Rogers, Ed.D., Polly Schlosser and Jackie Viana.**

First Choice
EDUCATIONAL PUBLISHING

The logo features a stylized red apple with a bite taken out of it, positioned to the right of the text "First Choice" and above the text "EDUCATIONAL PUBLISHING".

Copyright © 2024 by First Choice Educational Publishing Company

All rights reserved. Copying or projecting this book without permission of the publisher is a violation of federal copyright law. An exception is granted to teachers who wish to project pages of this book if an entire class set of these books is present and in use by students at the time of such projection. All other unauthorized copying or projecting of this material will be prosecuted by the publisher to the fullest extent permitted by law. For permission requests, write to the publisher, addressed “Attention: Permissions Coordinator,” at the address below.

First Choice Educational Publishing Company

10 Folin Lane

Lafayette, CA 94549

Tel: (925) 906-9742

Fax: (925) 939-6557

First Choice Educational Publishing Company and its logo are registered trademarks.

Printed in the United States of America

Our books are printed on long-lasting acid-free paper. When it is available, we choose paper that has been manufactured by environmentally responsible processes. These may include using trees grown in sustainable forests, incorporating recycled paper, minimizing chlorine in bleaching, or recycling the energy produced at the paper mill.

ISBN 978-0-9988117-7-2

25 24 23 22 21 20

10 9 8 7 6 5 4 3 2 1

Contents

Foreword vii

Introduction: Primary Sources and the Writing of History ix

Colonial America

The Growth of Representative Government	3
Slavery and the Transatlantic Slave Trade	17
The Three Regions of Colonial America	31

The American Revolution

The Stamp Act Crisis: Taxation without Representation	39
The Road to Revolution: From Protest to Resistance	55
Revolutionary Ideas: Locke, Montesquieu and Paine	75
The Declaration of Independence	87

The Creation and Ratification of the Constitution

The Articles of Confederation	101
The Northwest Ordinance	109
Compromises at the Constitutional Convention	115
Constitutional Principles	139
The Ratification Debate: Federalists versus Anti-Federalists	159
The Bill of Rights: The First Ten Amendments	173

The Early Republic

Washington's Farewell Address	191
The Louisiana Purchase	201
The Marshall Court: Three Landmark Decisions by the Supreme Court	219

The Age of Jackson

Jacksonian Democracy	235
The Nullification Crisis	257
Women's Rights and the Seneca Falls Convention	289

The Antebellum Period: Westward Expansion and Sectionalism

Eli Whitney's Cotton Gin	297
Slavery in the Antebellum South	307
The Missouri Compromise of 1820	317
Manifest Destiny	327

The Civil War

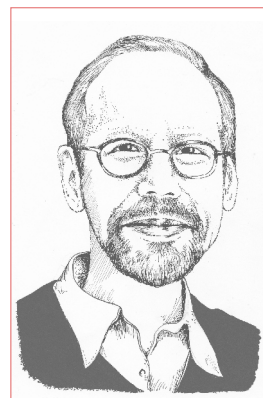
Congressional Conflicts and Compromises in the 1850s	363
The Fugitive Slave Acts of 1793 and 1850	
<i>Dred Scott v. Sandford</i> : Was Dred Scott a Free Man?	403
Two Presidents at War: Abraham Lincoln and Jefferson Davis	417
The Emancipation Proclamation	439

The Reconstruction Era

Competing Visions: Reconstruction Plans, 1864–1868	461
The Thirteenth, Fourteenth, and Fifteenth Amendments	487
Hiram Rhodes Revels and African-American Office Holders	497

About the Author

Mark Jarrett studied at Columbia University (B.A.), the London School of Economics (M.A. in international history), Stanford University (Ph.D. in history), and the University of California at Berkeley, where he received a law degree with honors (Order of the Coif). He was an editor of the school's law review and received the American Jurisprudence Award for Comparative Legal History. He studied constitutional law with Robert Post, later dean of the Yale Law School. Mark has taught at Hofstra University, at the Mander Portman School in London, and in the New York City Public Schools. He has served as a test writer for the New York State Board of Regents, and practiced law in the San Francisco office of Baker & McKenzie, then the world's largest law firm. He is the co-author of more than thirty test preparation books and textbooks, including *Mastering the TEKS in Grade 8 Social Studies*. In 2021, he was recognized by the Florida Council for the Social Studies as the recipient of the Dr. Randy Felton Outstanding Citizen of the Year Award for his promotion of social studies in that state.



James Sheehan, past President of the American Historical Association, describes Mark's book, *The Congress of Vienna and its Legacy* (London: I. B. Tauris, 2013), as "beautifully written" and providing "a fine sense of political structures without losing the human element," while Robert Jervis, past president of the American Political Science Association, calls his book a "model treatment." Charles Maier of Harvard University writes that "Jarrett's massive and impressively researched volume promises to become our generation's authoritative study of the peace settlements of 1814–1815." John Bew of King's College, London, concurs, finding it to be the "most detailed and thoroughly researched study of the making of the Treaty of Vienna of 1815 and the European Congress system ever written." The book was named an "Outstanding Academic Title" by Choice of the American Library Association.

Consultants

Cynthia Fairbanks, former Social Studies specialist at Houston ISD

Jamie Filipow, M.Ed., former Director of Social Studies Curriculum and Development at Houston ISD

Allison McLafferty, Ph.D. in American History (Berkeley) and History Instructor at St. Stephens Episcopal School in Austin.

Angela Miller, Student Teacher Supervisor at the University of Houston, former Director of Social Studies at Houston ISD, and Texas Social Studies Supervisors Association Social Studies Supervisor of the Year for 2013.

Rosemary Morrow, Ph.D., former Instructional Coordinator and Administrative Supervisor of Social Studies at Austin ISD and former Director of Social Studies Curriculum at the Texas Education Agency.

Scott Petri, Ed.D., teacher at the Los Angeles Unified School District and California High School Social Studies Teacher of the year for 2020.

Montra Rogers, Ed.D, former Director of Social Studies and Officer of Secondary Curriculum and Development at Houston ISD, Texas Social Studies Supervisors Association Social Studies Supervisor of the Year for 2017, and National Social Studies Supervisors Association "Outstanding Social Studies Leader Award" for 2018.

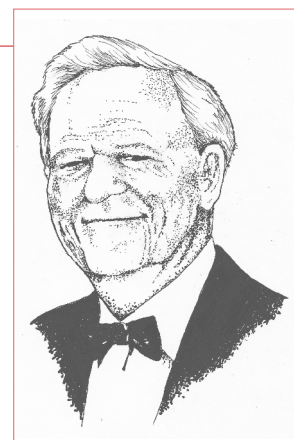
Polly Schlosser, Senior Lecturer at the University of Texas in Dallas and former Social Studies Curriculum Director at Plano ISD and Garland ISD.

Jackie Viana, District Supervisor of Social Sciences at Miami-Dade County Public Schools.

Foreword

James Sheehan

President of the American Historical Association (2005) and Professor Emeritus, Stanford University



“Do you remember the time when . . .?” Most of us have heard stories that begin this way. Sometimes these stories make us laugh or cry; sometimes they teach us a lesson; and sometimes they tell us who we are and where we are going. Some of these stories are new and full of surprises; others are more familiar, told over and over again to remind us of an important event or person. Think about how many stories you have heard from your parents, friends, and teachers, seen on television, or read in books and magazines. And think about all the stories you have told: stories about what you did or should have done, stories that made you happy or sad or mad, or stories that may have just helped to pass the time. People have always had stories to tell. In families and nations, stories bring us together by recalling what we share. Stories can also drive us apart by repeating what divides us. Either way, we could not live without them.

History is a series of stories about the past. Historians know that their stories will never completely capture what happened—there will always be things we cannot know about the past. But we must try to learn everything we can. Historians, like detectives investigating a crime, gather as much of the evidence as possible. Like detectives, historians often find that an important piece of evidence is missing, that witnesses are confused or do not agree about what they saw (or claimed to see), that clues can be misleading or hard to interpret. Just as detectives learn to question witnesses and to analyze evidence, historians interrogate their sources in order to find their strengths and weaknesses. The documents collected in this book give you a chance to think like a historian. By reading these documents carefully and asking the right questions, you can put together your own story of early American history, from colonial times to the Reconstruction Era. Because each of you will interrogate the evidence differently, none of your stories will be exactly the same.

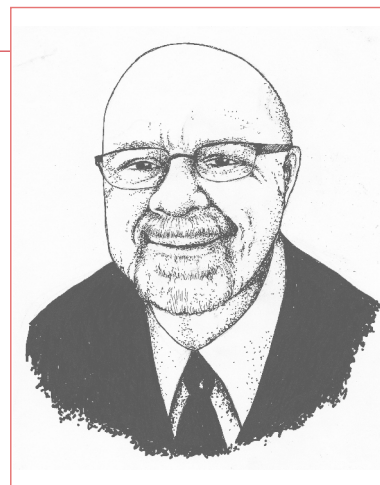
I became a historian because I have loved stories for as long as I can remember. The historical stories I first learned were about the American West, the pioneers’ long and difficult journey westwards, the discovery of gold in California, and the struggle between these new arrivals and the Native Americans who attempted to defend their lands. I realize these stories would be told very differently today than when I first heard them more than fifty years ago. We have learned to see the conquest of the West from different points of view and to recognize its costs in human suffering.

The past is gone and cannot be altered. The words of the primary sources you read in this book will not change. But the way people read them will surely not be the same fifty years from now as it is today. History is the story of things that happened in the past, in another time and place; but it is also a story that must be told today, in the here and now, by and for us.

—James Sheehan

Terry Cherry

**President of the National Council for the Social Studies (2017–2018)
and President of the Texas Council for the Social Studies (2007)**



As you start to read this book, you may be asking: What causes someone to go into the teaching of history? In my case, there were several influences. My father often talked about politics and government. Then, I spent a few days in the summer of 1960 with my uncle and aunt, who were watching the Democratic National Convention. A young Senator from Massachusetts, John F. Kennedy, received his party's nomination. Finally, Ms. Patricia Smith, my high school history teacher, made us answer one question for each chapter of our textbook. Her question was always carefully worded so that our answer would have to encompass almost the entire chapter text. Ms. Smith's questions forced me to read carefully, to analyze evidence, and to collect my thoughts.

Those early influences led me to appreciate the importance of history and stimulated me to ask about the "who, why, where and what." I learned the importance of reading primary sources and of writing down my thoughts and ideas in a way to communicate to others.

People sometimes complain that historians "re-write" history. We learn that Paul Revere was not the best person to warn colonial patriots. George Washington could not be a "Founding Father" because he had no children of his own. The Emancipation Proclamation did not really free the slaves. As historical events are studied and new documents are found, our ideas about the past do indeed change. We want our historical heroes to be shining stars, but the truth is that each of us does have some tarnish on our shine.

My goal as a teacher has always been to make my students think, not simply to repeat information or to answer a multiple-choice question. In the book you are about to read, Dr. Jarrett and his colleagues have created a superb resource that not only addresses our state standards but that will also help you to think better and to express your views. When my daughter became a university educator, she said, "Dad, teach your students how to write." *Exploring the Grade 8 TEKS through Primary Sources* is ideal for this approach. Almost every page asks you to read, to analyze, and to write down your thoughts.

You may find that reading original sources and drawing your own conclusions is hard work. But you will soon realize that investigating primary documents with different points of view actually makes history more exciting and thought-provoking. You will become a better student and, by increasing your ability to understand and sympathize with others, maybe even a better person. Your knowledge of the past will increase, as well as your understanding of how historians learn about the past and how history relates to our concerns today. Becoming a more skilled and knowledgeable citizen is your goal, and with this book you have the perfect tool to help you reach that goal.

—Terry Cherry