

# US History

Week 2 August 24-28

## Making Comparisons

To make comparisons and contrasts, examine the two photographs and follow these steps:

1. Describe exactly what you see in the photos.
2. Ask and answer questions, such as
  - Who are the people in the pictures, and what is happening?
  - Why do you think the photographs were taken?
  - What questions do the photographs raise in your mind, and where could you find answers to these questions?
  - What story does each photo tell?
3. Summarize what you already know about the situations and the time period.

### PROGRESS CHECK

**Summarizing** What is the difference between a cause and an effect? LAFS.68.RH.1.2

## LESSON 1 REVIEW

### Review Vocabulary

1. Use the terms *calendar* and *chronology* in a sentence that explains their role in the study of history. LAFS.68.RH.2.4

### Answer the Guiding Questions

2. **Describing** Describe the role and purpose of the historian. SS.8.A.1.1
3. **Explaining** Why is it important to understand the order in which events occurred? SS.8.A.1.2

There's More Online! [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)

4. **Defining** Give three examples of primary sources. SS.8.A.1.1, LAFS.68.RH.2.4
5. **Describing** What is the purpose of graphs, charts, and diagrams? SS.8.A.1.4
6. **PERSONAL WRITING** Write a short essay in which you express why you think it is important to read about, study, and understand the past. SS.8.A.1.1, ELD.K12.ELL.SI.1, ELD.K12.ELL.SS.1, LAFS.68.WHST.2.4, LAFS.68.WHST.4.10

Answer the questions on page 11 in the slide.

Remote learners, you'll need to turn this in through the BPA class website please.

## **PROGRESS CHECK**

**Summarizing** What is the difference between a cause and an effect?

## LESSON 1 REVIEW

### Review Vocabulary

1. Use the terms *calendar* and *chronology* in a sentence that explains their role in the study of history. **LA.8.1.6.1**

### Answer the Guiding Questions

2. **Describing** Describe the role and purpose of the historian. **SS.8.A.1.1**
3. **Explaining** Why is it important to understand the order in which events occurred? **SS.8.A.1.2**

4. **Defining** Give three examples of primary sources. **SS.8.A.1.1**

5. **Describing** What is the purpose of graphs, charts, and diagrams? **SS.8.A.1.4**

6. **PERSONAL WRITING** Write a short essay in which you express why you think it is important to read about, study, and understand the past. **SS.8.A.1.1**

Why is it important to understand the order in which events occurred?

Allows a historian to understand the possible relationships between events.

## IT MATTERS BECAUSE

*Geography helps us to understand where we live and where others live.*

## What Is Geography?

GUIDING QUESTION *What are the five themes of geography?*

Geography is the study of the Earth and its people. A geographer tries to understand a place—not just where it is, but what it is like, what takes place there, and how the people there live.

To help them build this understanding, geographers organize their study into themes, or subjects. For example, geographers often speak of the five themes of geography: location, place, regions, movement, and human-environment interaction.

- **Location** describes where something is. Absolute location describes a place's exact position on the Earth's surface. Relative location expresses where a place is compared to another place. For example, the absolute location of Tallahassee, Florida's capital, is 30°25' N latitude and 84°17' W longitude. One way to describe its relative location is "west of Jacksonville" or "north of Apalachee Bay."
- **Place** explores the physical and human features that make a city, state, or country unique. Orange groves and theme parks are examples of what makes Florida a special place.
- **Regions** are areas that share common features. A region may be land, water, or a specific area in a city or state. For instance, New England is a region in the northeastern



United States. The West Coast is a region bordering the Pacific Ocean and includes the states of California, Oregon, and Washington.

- **Movement** explains how and why people, things, and ideas move. For instance, a group of people may move for various reasons. Ideas spread from one place to another. Both types of movement lead to change.
- **Human-environment interaction** explores the relationship between people and their environments. For example, early Native Americans in the southwestern United States used materials from plants, animals, and the land to build their homes and to clothe and feed themselves.

### **PROGRESS CHECK**

**Applying** If you were describing the town where you live—its people, its sights—which theme would you be using?

Geography explores different places and the people who live in those places.

# Content Vocabulary

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- globe

- map

- landform

- relief

- elevation

- ecosystem

## MAKING COMPARISONS



When making comparisons, you examine two or more things. Among the things to compare are documents, events, and images. Compare these two photographs.

### ► CRITICAL THINKING

**Comparing and Contrasting** What similarities do you see? How are the images different? **LAFS.8.SL.1.2**

## Making Comparisons

To make comparisons and contrasts, examine the two photographs and follow these steps:

1. Describe exactly what you see in the photos.
2. Ask and answer questions, such as
  - Who are the people in the pictures, and what is happening?
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  - What story does each photo tell?
3. Summarize what you already know about the situations and the time period.

### ✓ PROGRESS CHECK

**Summarizing** What is the difference between a cause and an effect? **LAFS.68.RH.1.2**



# Why study History?

<https://youtu.be/otrLfsU9sgA>

# What Does a Historian Do?

**GUIDING QUESTION** *Why do we study history?*

A historian is a person who studies and writes about the people and events of the past. Historians find out how people lived, what happened to them, and what happened around them. They look for the causes of events and the effects of those events.

We study history so we can understand what happened in the past. Understanding what happened to others can help us make sense of current events—things taking place today. It can also help us to predict what might happen in the future so that we can make better decisions about today and tomorrow.

Have you ever wondered if you could be a historian? To answer that question, you will need to find out how historians **research** and write history. Historians use a number of tools to research, or collect information about their subjects. They also use special tools to organize information. You will learn about these tools in the next few pages. You will also use these tools throughout this textbook.

## **PROGRESS CHECK**

**Explaining** How do you think studying the past can help us predict the future?

## Measuring Time

**GUIDING QUESTION** What tools do we use to measure time?

One **challenge** when studying history is knowing when events took place. Which event happened first? How far apart in time did events take place? We use different tools to measure time.



Throughout history, different cultures have developed different calendars. This calendar helped the Aztec people of modern-day Mexico keep track of both a 260-day-long religious year and a 365-day year used for planning farming and other nonreligious activities.

## Calendars

A **calendar** is a system for breaking time into units and keeping track of those units. With a calendar, you can measure how much time has passed between events. You can describe that time, for example, in months and years.

The dates in this book are based on the Western calendar. In the Western calendar, a year is 365 days. The calendar begins at the birth of Jesus. The years before this date are known as “B.C.,” or “before Christ.” Years after are called “A.D.,” or *anno domini*, Latin for “in the year of the Lord.” Some people also use C.E., or “common era,” and B.C.E., or “before common era.”

To date events that took place before B.C., historians count backward from A.D. 1. There is no year “0.” The year before A.D. 1 is 1 B.C. To date events after “A.D.,” historians count forward. The year after A.D. 1 is A.D. 2.

## Thinking Like a HISTORIAN

### Reading a Time Line

To read a time line:

1. Find the time span—how long a period does the time line cover?
2. Study the order in which events occur.
3. Analyze relationships among events and look for trends. For example, the order of events may suggest how one event caused another.

LAFS.8.SL.1.2



# Charts, Diagrams, and Graphs

**GUIDING QUESTION** What types of information can be shown in charts, diagrams, and graphs?

Graphs, charts, and diagrams are all ways of displaying types of information such as percentages, numbers, and amounts. They help organize this information and make it easier to read.

## Chart Skill

Rank	Civil War	World War II 1942	Vietnam War 1965	Iraq War 2007
Private	*\$13	\$50	\$85	\$1,203–1,543
Corporal	\$14	\$66	\$210	\$1,700
Sergeant	\$17	\$78	\$261	\$1,854–2,339
Sergeant Major	\$21	\$138	\$486	\$4,110

This chart shows information about military salaries.

### ► CRITICAL THINKING

**Comparing** What two types of comparisons are possible using this chart?

LAFS.68.RH.3.7, LAFS.8.SL.1.2

\*Until 1864, African Americans in the Civil War were paid only \$7 per month

Source: Bureau of Economic Analysis; Princeton Review; www.militaryfactory.com



## Distinguishing Fact From Opinion

To determine the validity of sources and find answers in a text, you need to distinguish facts from opinions. You can check facts using reliable sources to determine whether or not they are accurate. They answer specific questions such as: What happened? Who did it?

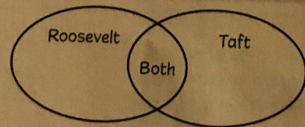
Opinions are based on values and beliefs. They are not true, and they are not false. Opinions often begin with phrases such as *I believe ...* or contain words such as *should, ought, best, worst, or greatest*.

## Drawing Inferences and Conclusions

When you make an *inference*, you “read between the lines” to figure something out that is not stated directly. A *conclusion* is a understanding based on details or facts you read or hear.

Follow these steps to draw inferences and conclusions from a piece of writing:

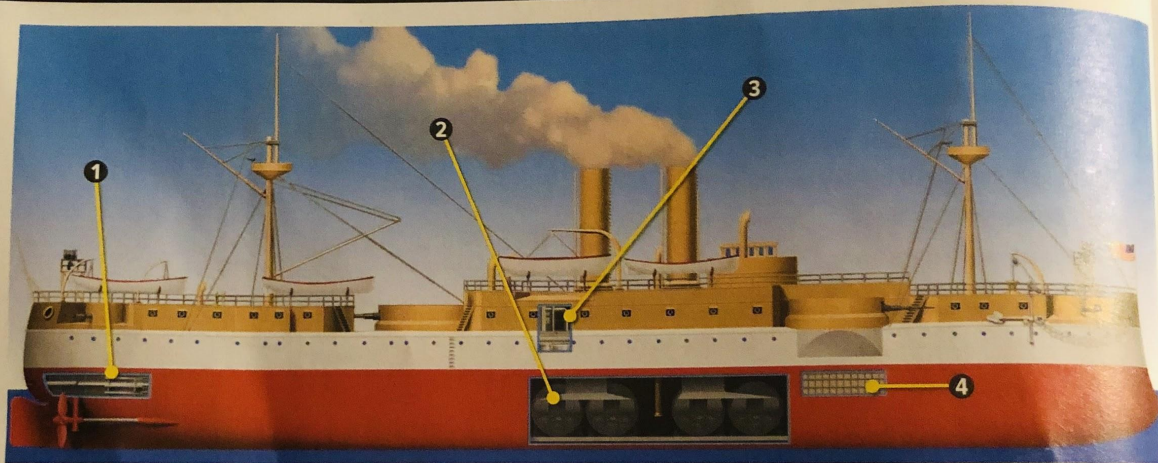
- Read carefully for key facts and ideas, and list them.
- Summarize the information.
- Recall what you already know about the topic.
- Use your knowledge and insight to develop some inferences and conclusions about the passage.



### Reading Strategy: *Comparing and Contrasting*

A Venn diagram is a good tool for comparing and contrasting. Where the circles overlap, you can record the way the items compare. Create a Venn diagram to compare and contrast the images shown on the next page.

## Diagram Skill



- 1 Torpedo tubes are devices to launch torpedoes.
- 2 Steam boilers power the engines.
- 3 Munitions are stored in the magazine.
- 4 Cowls provide fresh air below deck.

A diagram is a drawing or an outline that is used to show how things work or to show how parts relate to each other. This diagram shows an old U.S. warship, the USS *Maine* (1895).

### ► CRITICAL THINKING

**Analyzing** Why is a diagram a better choice for displaying this information compared to a chart? **LAFS.68.RH.1.1, LAFS.8.SL.1.2**

## ReadingHELPDESK

### Build Vocabulary: *Word Origins*

Latin and Greek words use the root *graph* to refer to a painting or drawing. A *graphic formula* is a drawing with numbers, a *graph* for short.

**LAFS.68.RH.2.4**

**8** Exploring Social Studies

### Reading in the Content Area: *Graphs, Charts, and Diagrams*

When you're presenting information for others, it is important to use the right type of graph, chart, or diagram. For example, if you wanted to show the number of Republicans and Democrats in the U.S. House of Representatives, would you use a graph, a diagram, or a chart? A chart or bar graph would be the best choice. **LAFS.8.SL.1.2**

## Charts

Charts present facts and numbers in an organized way. One type of chart is a table. A table arranges data, especially numbers, in rows and columns for easy reference. People also use charts to summarize ideas or main points of broader topics. This allows you to review material and compare main ideas easily.

## Diagrams

**Diagrams** are drawings that show steps in a process, point out the parts of an object, or explain how something works. Diagrams are sometimes called “infographics.”

## Graphs

Graphs present numbers visually. This makes the numbers easier to understand. The types of graphs you will find in this textbook are described and displayed below:

- Circle graphs show how the whole of something is divided.
- Bar graphs use bars to compare numbers visually. Bar graphs compare different items or groups. Bar graphs can also compare items at different points in time.
- Line graphs can also show how something changes over time. Rather than showing data just for specific points in time, line graphs show a continuous line of data.

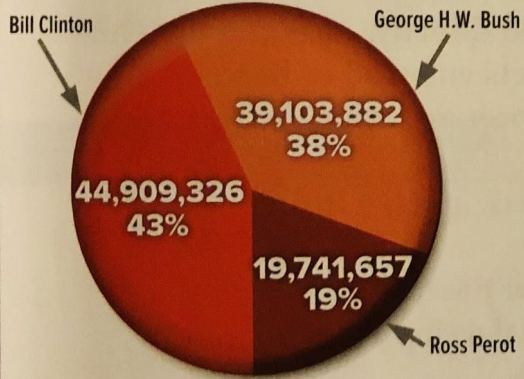


**✓ PROGRESS CHECK**

**Problem Solving** What could you learn from a circle graph if the percentages were not included? **LAFS.8.SL.1.2, MAFS.K12.MP.1**

## Graph Skill

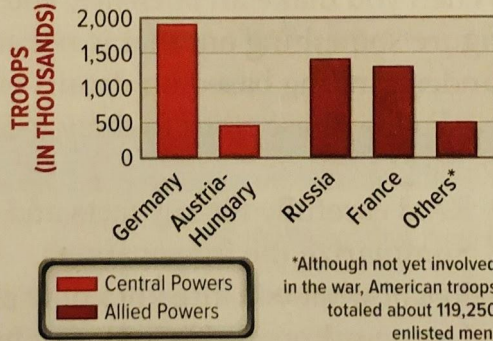
**THE 1992 ELECTION POPULAR VOTE**



Source: [www.presidentelect.org](http://www.presidentelect.org)

**Circle Graph**

**SIZE OF ARMIES, AUGUST 1914**

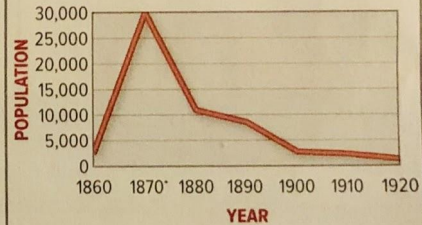


\*Although not yet involved in the war, American troops totaled about 119,250 enlisted men.

Source: Encyclopaedia Britannica; U.S. Census Bureau

**Bar Graph**

**POPULATION OF VIRGINIA CITY, NEVADA**



\*Estimate according to various Nevada historical sources

Source: Nevada State Library and Archives, 2007.

**Line Graph**



## Thinking Like a **HISTORIAN**

### Analyzing and Interpreting Information

Different types of graphs are useful for presenting different types of information. What type of graph would you use to:

- compare the parts of a whole?
- compare amounts side-by-side?
- track how something—for example population or temperature—changes over time?

**LAFS.8.SL.1.2, MAFS.K12.MP.5.1**

## Critical Thinking Skills

**GUIDING QUESTION** *What types of thinking skills does a historian need?*

Studying history is about more than reading sources and viewing pictures or graphs. Historians use many thinking skills.

### Understanding Cause and Effect

A *cause* is an action or situation that produces an event. What happens as a result of a cause is an *effect*. Understanding cause and effect means thinking about *why* an event occurred. It helps you see how one thing can lead to another. That can help you plan to encourage or prevent the same event in the future.

### Predicting Consequences

Predicting future events is difficult. Sometimes, though, you can use knowledge of how certain causes led to certain effects in the past to make a prediction. For example, if you know that conflicts over borders have often led to war, you may be able to predict the outcome of a current border dispute.

## Distinguishing Fact From Opinion

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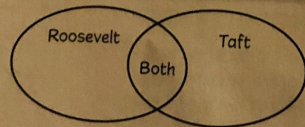
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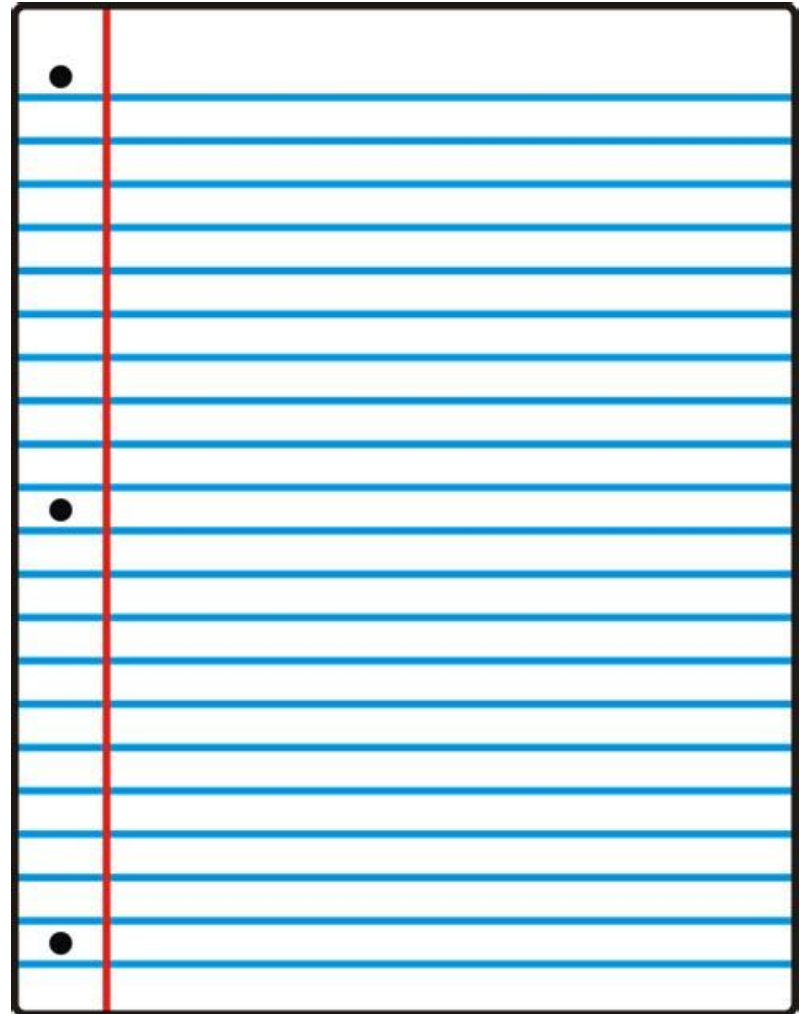
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1. 3 examples of primary sources.
2. Write a short essay to express why you think it is important to read about , study and understand the past.

Use abbreviations and shorten words to keep it accurate but not complete sentences

For example: if you're writing vocab, write the term on the left of the line and the definition on the right. Summarize the notes on the page at the bottom.





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## **Focus** on information need

- Narrow or broaden topic and write a thesis sentence.
- Determine how much information is needed.
- Define search terms.
- Outline a search plan and a timeline.

## **Investigate** resources to search for answer

- Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources.
- Apply evaluative criteria to select the best resources to answer the search question.
- Demonstrate an understanding of how information is organized and located.
- Exhibit responsible care and use of materials, e-resources, equipment, and facilities.

## **Note** and evaluate facts and ideas to answer the question

- Read, evaluate, and select information to answer search need.
- Take notes and record data required for citations.
- Analyze information gathered and compare with research need.
- Organize notes for clarity, coherence, and emphasis.

## **Develop** information into knowledge for presentation

- Select a presentation format appropriate for the topic, audience, purpose, content, and technology available.
- Analyze and synthesize collected information.
- Use resources and technology to create and present a quality product.
- Demonstrate effective interpersonal communication skills to share ideas and information with others.

## **Score** presentation and search process

- Apply or develop evaluative criteria for information problem or product.
- Reflect on the search process, noting strengths and weaknesses.
- Make recommendations for ways to improve search strategies.