

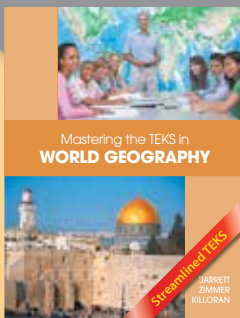
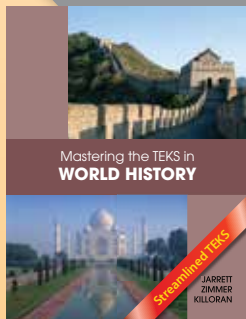
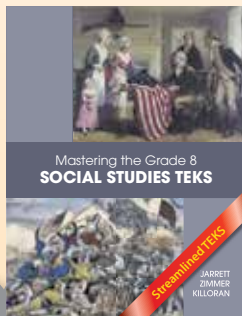


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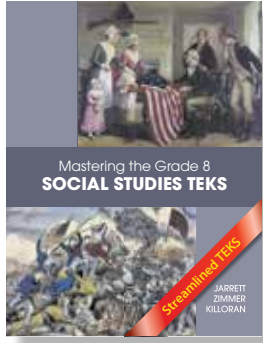
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- ★ Content sections provide a complete survey of early American history in perfect alignment with the TEKS.
- ★ Written in a student-friendly style with a reading-level appropriate to all types of students.
- ★ A multitude of maps, photographs, charts, tables and graphic organizers illuminate major events and developments.
- ★ This book provides everything your students need to know for the Grade 8 Social Studies STAAR test. Every individual, document and event identified in the TEKS is addressed in this book.

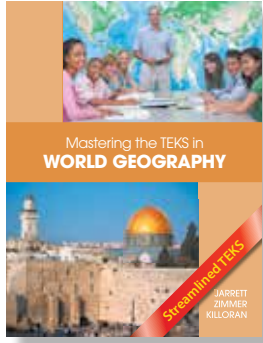
THE BEST LEARNING FEATURES

- ★ Based on the principles of *Classroom Instruction that Works* and *How People Learn*: chapter openers act as advance organizers; word walls reinforce key terminology; important concepts are highlighted in *Important Ideas*, *Learning with Graphic Organizers*, *Study Cards*, and *Concept Maps*.
- ★ *Applying What You Have Learned* and *Acting as an Amateur Historian* activities reinforce learning and provide exciting “hands on” experiences for students in and out of the classroom.
- ★ Over 50 excerpts from historical documents are provided in the book, seamlessly integrating documents and events identified in the TEKS.

THE BEST TEST-TAKING STRATEGIES

- ★ Several chapters are devoted to techniques for answering multiple-choice questions and an entire chapter shows students how to interpret historical documents — an integral skill for the Grade 8 STAAR assessment.
- ★ There are over 300 STAAR-like multiple-choice questions in the book. *Checking Your Understanding* sections in each chapter provide practice questions just like those that students will find on the real Grade 8 assessment. Each chapter contains *Guided Practice* for the first question, reinforcing students’ test-taking skills.
- ★ A *practice final examination* provides further practice in answering multiple-choice questions. *Every* question in the book is identified by the TEKS it assesses.

Mastering the TEKS in World Geography



ISBN: 1-935022-08-3
Set of 10: \$149.50



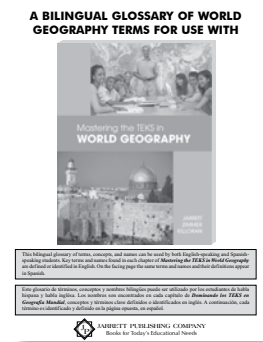
THE BEST CONTENT

★ The book provides a complete survey of the World Geography TEKS. It takes a “conceptual” or “thematic” approach, clustering the TEKS around key concepts to optimize student comprehension, application, and recall: physical geography; cultural geography; demography; change; political geography; and economics and globalization.

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- ★ Each chapter includes *Important Ideas*, *Learning with Graphic Organizers*, *Amateur Geographers*, *Applying What You Have Learned*, *Concept Maps*, and *Study Cards*.
- ★ Each chapter is followed by a *Checking Your Understanding* section, with both guided and independent practice. Practice questions are similar to those that students should encounter on the new End-of-Course Test. The book ends with a *Final Practice Test*, which familiarizes your students with STAAR-type questions.

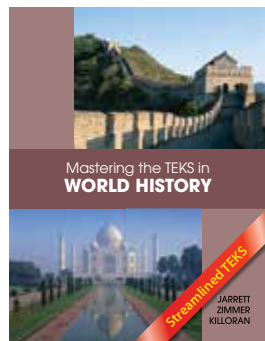
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ISBN: 1-935022-16-4
Set of 30: \$120.00

Research demonstrates that many students have difficulty learning because they lack a knowledge of key terms and phrases. Students cannot be expected to perform their best on any End-of-Course Assessment if they are not cognizant of the specialized terminology used in the question. By grappling directly with specialized content area vocabulary, your students can better comprehend content and raise their test scores. This bilingual glossary takes all of the key social studies terms found in each chapter of *Mastering the TEKS in World Geography* and defines them in English. On the facing page is the same term and its definition in Spanish. An excellent way to help students become proficient in understanding these terms is to have them create their own set of study cards. These terms are not only important for world geography — they can appear on the EOC test in U.S. History Since 1877.

Mastering the TEKS in World History



ISBN: 1-935022-10-5
Set of 10: \$149.50



THE BEST CONTENT

- ★ The book covers all of the World History TEKS. These TEKS are clustered around key concepts and organized in logical order to optimize student comprehension, application, and recall.
- ★ This book is simply the best resource for studying World History — it takes a chronological approach, with a thematic or geographical approach within each period.

THE BEST SKILLS AND TEST-TAKING STRATEGIES

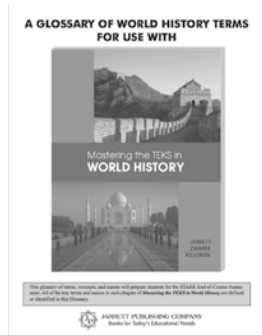
- ★ An opening unit presents techniques for interpreting historical documents and other data. Students are shown how to answer STAAR-type questions through our unique metacognitive “E-R-A” approach: EXAMINE *The Question*, RECALL *What You Know*, and APPLY *What You Know* to select the right answer.
- ★ Each chapter includes *Important Ideas*, *Learning with Graphic Organizers*, *Amateur Historians*, *Applying What You Have Learned*, *Concept Maps*, and *Study Cards*.
- ★ Each chapter is followed by a *Checking Your Understanding* section, with both guided and independent practice. Every question is fully identified by its TEKS student expectation. The book ends with a *Final Practice Test* covering the entire course of study.
- ★ Be sure to watch our free world history video on our website.

A Bilingual Glossary of World History Terms



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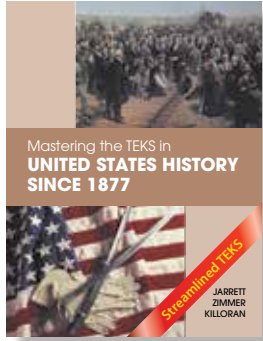
How can your students be expected to remember all of the people, places, and events of four thousands years of history, covering all world cultures? This glossary can help them do it. It is more than a simple glossary — it is a compendium of all the essential people, places, terms, and events they should know. The terms are organized by chapter, in the same order they appear in *Mastering the World History TEKS*. Students can use the glossary for review, for further exploration, or as a basis for study cards they make on their own. By using this excellent resource, students will be familiar with every important world history name and term. This comprehensive glossary is available in an English-only format or in a Spanish-English version. English language learners can use these glossaries to follow the information in the text in their native Spanish, to ensure they fully understand every term, as well as for a study tool for subsequent review.



ISBN: 1-935022-19-9
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Mastering the TEKS in United States History Since 1877



ISBN: 1-935022-11-3

Set of 10: \$159.50



THE BEST COVERAGE OF THE TEKS

- ★ This book provides comprehensive coverage of all the TEKS in U.S. History after 1877.
- ★ Content sections provide a concise survey of American history in perfect alignment with the TEKS. All the new individuals and events identified in the TEKS are seamlessly interwoven into the historical narrative.
- ★ Written in a highly student-friendly style at a reading level appropriate for all types of students.
- ★ A multitude of maps, photographs, charts, tables and graphic organizers help to illuminate major events and developments.

THE BEST LEARNING FEATURES

- ★ Based on the principles of *Classroom Instruction that Works* and *How People Learn*: chapter openers act as advance organizers; word walls reinforce key terminology; important concepts are highlighted in *Important Ideas*, *Learning with Graphic Organizers*, *Study Cards*, and *Concept Maps*.
- ★ *Applying What You Have Learned* and *Acting as an Amateur Historian* activities reinforce learning and provide exciting “hands on” experiences for students in and out of the classroom.
- ★ The book includes 60 excerpts from primary and secondary source documents.

THE BEST TEST-TAKING STRATEGIES

- ★ Several chapters are devoted to learning techniques for answering multiple-choice questions and an entire chapter shows students how to interpret historical documents — an integral skill for the U.S. History EOC assessment.
- ★ *Checking Your Understanding* sections in each chapter provide practice questions just like those that students will find on the actual U.S. End-of-Course assessment. Each chapter contains *Guided Practice* for the first question, reinforcing students’ test-taking skills.
- ★ A *practice final examination* provides further practice answering multiple-choice questions. Every question in the book is identified by the TEKS it assesses. The book contains more than 375 practice test questions.

Mastering the TEKS in United States History Since 1877

Provides everything students need to know about the wide range of terms, events and individuals in the TEKS.

Students are continually asked to apply what they have learned through various activities based on the TEKS.

Name _____

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CHAPTER 12: America in World War II

AMERICA IN WORLD WAR II

TEKS Covered in Chapter 12

- History 2(A)** Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.
- History 2(B)** Explain the significance of these years as turning points: 1939-1945 (World War II)
- History 7(A)** Identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor.
- History 7(B)** Evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies.
- History 7(C)** Analyze major issues of World War II, including the Holocaust; the internment of Japanese-Americans as a result of Executive Order 9066; and the development of atomic weapons.
- History 7(D)** Analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps.
- History 7(E)** Evaluate the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz.
- History 7(F)** Explain issues affecting the home front including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities.
- History 7(G)** Explain how American patriotism inspired high levels of military enlistment and the literacy and contributions of the Tuskegee Army, the Flying Tigers, and the Navajo Code Talkers.
- Economics 12(A)** Describe the economic effects of WWII on the home front such as mobilization, the end of the Great Depression, rationing and increased opportunity for women and minority employment.
- Government 18(B)** Explain constitutional issues raised by federal government policy changes during times of significant events, including World War II.
- Citizenship 23(B)** Explain the importance of Congressional Medal of Honor recipients, such as Army First Lieutenant Vernon J. Baker.
- Science, Technology and Society 24(B)** Explain how scientific needs result in scientific discoveries and technological innovations in ... the military, and medicine

In this chapter, you will learn about the dictatorships that came to power in Italy, Germany, Spain and Japan and how their aggressive policies led to the outbreak of war in Asia and Europe. Then you will learn how Japan's attack on Pearl Harbor brought the United States into the war. Finally, you will learn how World War II was fought both overseas and on the home front. Americans helped secure an Allied victory in the most destructive conflict in human history.

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CHAPTER 12: America in World War II

THE WAR IN ASIA AND THE PACIFIC

In these same years, Americans remained at war with Japan. Geography played a critical role in the Pacific campaign during World War II. The United States and Japan were separated by the vast Pacific Ocean. After its attack on Pearl Harbor, the Japanese achieved quick victories in overrunning Malaya, Burma, Indonesia, Singapore, Hong Kong, the Philippines, and the Western Pacific Islands. They soon threatened Australia, India, Midway, and Hawaii.

THE BATAAN DEATH MARCH, 1942

The Philippines faced an invasion by the Japanese army on the day Pearl Harbor was attacked. A month later, U.S. and Filipino forces surrendered to the Japanese. The Japanese forced their prisoners to undertake a 60-mile march through the jungle, which became known as the **Bataan Death March**. These prisoners of war faced starvation, disease, exposure to the sun, and no water. About 5,000 of the Americans, almost half, died along the way. Some were bayoneted, shot, beheaded or just left to die along the side of the road.



American soldiers during the Bataan Death March.

THE WAR TURNS AGAINST JAPAN

In 1943, the tide began to turn against Japan. The United States regained naval superiority in the Pacific and American forces by "island-hopping" — liberating Pacific islands from Japanese control, one at a time.

THE NAVAJO CODE TALKERS

One group of Americans who played a key role in the Pacific campaign were the **Navajo code talkers**. The American military needed an unbreakable code to communicate that could not be broken by the Japanese. The Navajo language is unwritten and extremely complex. By using this language, American forces could transmit messages by telephone and radio in a code that the Japanese were unable to break.

THE BATTLE OF MIDWAY

The **Battle of Midway** was the turning point of the war in the Pacific. The Japanese were using their control of the Western Pacific to protect their home islands and vast new empire. The Japanese Pacific fleet commander had devised a plan to lure the U.S. Pacific fleet into a battle near Midway, a tiny mid-Pacific island, where he believed he could destroy them. However, the U.S. Navy could decipher Japanese secret codes and knew that a surprise attack by the Japanese fleet was at hand.



Name _____

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CHAPTER 15: Crisis and Resurgence, 1969-2000

LEARNING WITH GRAPHIC ORGANIZERS

The 1970s were a time of crisis and achievement for American Presidents. Complete the balance sheet below by describing some of the problems and accomplishments of the Nixon, Ford and Carter Presidencies.

BALANCE SHEET ON THE PRESIDENCY, 1969-1978

Accomplishments	Problems/Crises
<input type="radio"/> Opening of Red China.	Watergate Scandal.
<input type="radio"/> Détente with Soviets.	Stagflation.
<input type="radio"/> Panama Canal Treaty.	Fall of Saigon.
<input type="radio"/> Camp David Accords.	Iran Hostage Crisis.



Name _____

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CHAPTER 15: Crisis and Resurgence, 1969-2000

LEARNING WITH GRAPHIC ORGANIZERS

Complete the graphic organizer below describing some of the main developments that took place during the Presidency of Ronald Reagan.

REAGAN'S PRESIDENCY

Reaganomics _____ _____ _____	Roots of the New Conservatism _____ _____ _____
Reagan Doctrine _____ _____ _____	The Iran-Contra Affair _____ _____ _____

Name _____

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CHAPTER 15: Crisis and Resurgence, 1969-2000

SCHENCK V. U.S. (1919)

Charles Schenck was a member of the Socialist Party who felt that drafting men was an unfair use of governmental authority. During World War I, Schenck was convicted for distributing literature that encouraged men to resist the draft. Schenck claimed his First Amendment right to freedom of speech had been violated. His case turned on whether the First Amendment was violated if Congress passed a law punishing dissent in wartime. In *Schenck v. U.S.*, the Supreme Court ruled that there were limits to free speech. The Court said that free speech is not protected from falsely "shouting fire in a crowded theater and causing panic." The First Amendment did not protect words that create a "clear and present danger." This decision became a guide for measuring the limits of free speech.

WILSON'S FOURTEEN POINTS

Wilson headlined American war aims from a defense of "freedom of the seas" to a crusade to make the world "safe for democracy." Americans found it inspiring to endure the war for such high-minded ideals. In January 1918, Wilson delivered his **Fourteen Points** in a speech to a joint session of Congress. The Fourteen Points stated that each major European nationality, like the Poles, should be given its own country and government. Austria-Hungary and the Ottoman Empire were therefore to be divided up into several independent nation-states. Poland was to be reborn, and Alsace Lorraine was to be returned to France. Wilson's Fourteen Points introduced several other changes to increase international cooperation. They called for freedom of the seas, a reduction of armaments, the removal of trade barriers, and an end to secret diplomacy. Wilson felt the most important part of his plan was the creation of a League of Nations. This was to be a new organization of nations that would mediate international disputes and act against aggressors. Wilson hoped to create a world of peaceful nations in which future wars could be avoided.

ACTING AS AN AMATEUR HISTORIAN

1. Open covenants of peace, openly arrived at, [with] no private international understandings of any kind but diplomacy ... in the public view.
2. Absolute freedom of navigation upon the seas ...
3. The removal of all economic barriers and establishment of equality of trade.
4. National armaments will be reduced to the lowest point ...
5. A free, open-minded, and absolutely impartial adjustment of all colonial claims.
6. The peoples of Austria-Hungary, should be accorded the freest opportunity to autonomous development ...
7. An independent Polish state should be created ...
8. A general association of nations must be formed ...

Which of the Fourteen Points would you consider as most essential to peace? Why?



Name _____

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