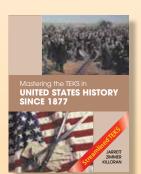
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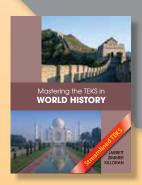


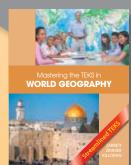
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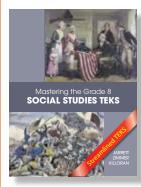




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# **Mastering the Grade 8 Social Studies TEKS**



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### THE BEST COVERAGE OF THE "TEKS"

- ★ 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- ★ Over 50 excerpts from historical documents are provided in the book, seamlessly integrating documents and events identified in the TEKS.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 multiplechoice 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 Grade 8 Social Studies TEKS**



#### THE AMERICAN **REVOLUTION: THE ROAD** TO INDEPENDENCE

- History 1.h Identify the major area and events in U.S. Industry through 1877,
  History 1.B Explain the significance of the following date: 1778,
  adoption of the Declaration of Indopendence.
  History 1.B Explain the significance of the following date: 1778,
  adoption of the Declaration of Indopendence.
  Proceedings of the Section of the Section of the Section of the Section of the Processation of Taylia the Indopendence.
  History 4.B Explain the only papel by significant individual during the French and Section of the History 4.B Explain the lone jupy day by significant individual during the American Recolution, incidently Alignia Manna, John Adams, Westworth Chessell, Samuel Adams, Mercy Marchine, Marchine Section of the Section of the Section of the Section of the Section Section of the Section of the Section Section of Language (Section of the Section Section of Language (Section Section Sec

With over 50 historical documents, students aet extensive practice in working with primary sources.

96 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS LEARNING WITH GRAPHIC ORGANIZERS Fill in the following chart by listing some of the causes of the American Re Political Causes THE ROAD TO INDEPENDENCE



88 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

### — IMPORTANT IDEAS —

- A. Britain defeated France in the Practice and Indian Wars. After the war, the colonists felt more secure, but Britain was left with a large debt in fighting the war. B. Some colonists hoped to settle in new western lands, but the Britain brared settlement west of the Appulschians in the Produnation of 1763.

  The Britain journed on the Super Act of Toler, electing unline to mage but enforcement of the Appulschians in the Produnation of 1763.

  The Britain jumpoed a series of new taxes on the colonists: the Stamp Act, the Townshead Dulles, and the tea day, in each of these, Priliment acted visitous crossing the colonists. The colonists saw 'transfor without representation' as syrancy, believing such has wixtude in their rights a Englishment. They protested in expressing such has wixtude in their rights as Englishment. They protested in effects the time action of the production of the state of the series of the seri

- process the century. Faritation reportions with the interestate facts, become and a representatives met for the First and Second Continental Congress. Fighting books out in Lexington and Concord in 1775, starting the American Revolution.

  The Second Continental Congress school George Woodington to lead the Revolution. The Second Continental Congress school George Woodington to Second Continental Congress school Array. Washington seasons the British from Boston. The British were to New York, where Washington on Second the British from Boston. The British were to New York, where Washington was unable to defeat them. Washington retreated to Walley Forge during the first winter of the war. Foreign officers like Student, Laftyyette and Pulsak trianted the colonial troops. In 1776, Plomase Palier appeal in Common Secret that the colonics should declare the Tribinal Secretary of the S

L. The British recognized American independence in the Treaty of Paris in 1783.

### ESS ENT IAL QUESTIONS

- How did the French and Indian War make the colonies ripe for change? — Which British policies in the colonies led to disagreement?
- How did colonial protests against British policies escalate to armed conflict?
   How did individual leaders influence the course and outcome of the revolution?

**Provides everything students** need to know about every term, event and person in the TEKS.

94 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS The Intolerable Acts. The "Boston Tea Party" brought a strong reaction from the British government. The Intolerable Acts (1774) closed Boston Harbor until the people of Boston paid for the lost tea. They also restricted the freedom of citizens in Massachusetts by eliminating the elected government council.

#### ACTING AS AN AMATEUR HISTORIAN ....

The following passage is from the Boston Port Act (1774), one of the Intolerable Acts:

et intocentive Acts:

"... dangerous commotions and insurrections have been fomented and raised in the town of Boston, in the province of Massachuserts
Bay, in New England, by divers ill affected persons, to the subversion of his Majest's government, and to the utter destroin of the public peace, and good order of the said town... [It shall be utterwrited to faint in flooring any goods, peace of the control of the said province, upon pain of the forfeiture of the goods, mechanistic, and of the said boot.

- Restate this part of the Intolerable Acts in your own w
- ★ Do you think the British were justified in taking such action? Explain you answer.

The King also now assumed the power to appoint all positions in the government of the contemp. Accused officials could be tried in Britism instead of the colories. These steps greatly increased tensions between the colonists and Great Britain. Lastly, the British government declared the right to "quarte" or house, British soldiers in unoccupied buildings in the colonies.

126 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS



#### APPLYING WHAT YOU HAVE LEARNED

- ★ Civil disobedience is a refusal to obey a law we think is unjust. In what way was the Boston Tea Party an example of civil disobedience? Do you think this act of civil disobedience was justified?

CHAPTER 13: The Civil War. 1861-1865 261

LINCOLN'S FIRST INAUGURAL ADDRESS Three weeks after Davis speke, Lincolar responded to the challenge posed by the secession in his Part Insugarul Address, would not interfere with slavery in the Sooth. But he warmed that the Constitution to was based on the idea that "the Union." Thus, he would do his utmost to preserve state can lawfully get out of the Union." Thus, he would do his utmost to preserve Address and a lawful get out of the Union. Thus, he would do his utmost to preserve Address Address



### ACTING AS AN AMATEUR HISTORIAN



### FIRING ON FORT SUMTER

Fort Sumter was a federal fort in Charleston Harbor, South Carolina. The garrison of federal troops stationed there was running out of food and supplies and had no way of obtaining these onshore after South Carolina sec

LEARNING WITH GRAPHIC ORGANIZERS tures of the Articles of Confederation and the U.S. Cons ARTICLES OF CONFEDERATION Powers of Government Legislative Branch

**Students apply what** they have learned through various activities based on the TEKS.

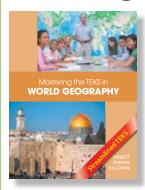


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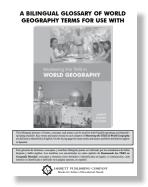
### THE BEST CONTENT

★ 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 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.

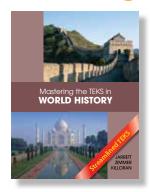
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Research demonstrates that many students have difficulty learning because they lack a knowledge of key terms and phrases. Students cannot be expected to perform their best on any End-of-Course Assessment if they are not cognizant of the specialized 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.

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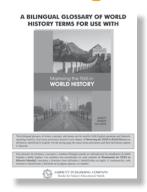
### THE BEST CONTENT

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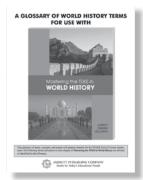
- ★ Anopeningunitpresentstechniquesforinterpretinghistoricaldocuments and other data. Students are shown how to answer STAAR-type questions through our unique metacognitive "E-R-A" approach: Examine The Question, Recall What You Know, and Apply What You Know to select the right answer.
- ★ Each chapter includes Important Ideas, Learning with Graphic Organizers, Amateur Historians, Applying What You Have Learned, Concept Maps, and Study Cards.
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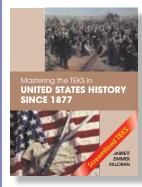


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the same order they appear in *Mastering the World History TEKS*. Students can use the glossary for review, for further exploration, or as a basis for study cards they make on their own. By using this excellent resource, students will be familiar with every important world history name and term. This comprehensive glossary is available in an Englishonly 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.

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- ★ 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

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- ★ Checking Your Understanding sections in each chapter provide practice questions just like those that students will find on the actual U.S. Endof-Course assessment. Each chapter contains Guided Practice for the first question, reinforcing students' test-taking skills.
- ★ A practice final examination provides further practice answering multiplechoice questions. Every question in the book is identified by the TEKS it assesses. The book contains more than 375 practice test questions.

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#### AMERICA IN **WORLD WAR II**

- 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: 1399-1945 (World War II).
   History 7(A). Executivy cases for U.S. involvement in World War II, including the aggregation of Elakan, Comman, and Japanese distanctionips, especially the
- History 7(8) 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 internme of Japanese Americans as a result of Executive Order 9066; and the development of atomic
- of Japanese American's a 3 relians to executive order 1990s, who was not succeeding the proof of the Confidence of the C

- minorities.

  History 7(6) Explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code
- ic.
  mics 17(A) Describe the economic effects of WWII on the home front such as zation, the end of the Great Depression, rationing and increased opportunity for women Chowants, v. v. v. of the facet Operation, strioning and nonzeason oppor unity so mand minority employers. Government 18(9) Explain constitutional issues raised by feteral government policy changes desired the contract of the contract them on. J. Basic.

  Science, Technology and Society 26(8) Explain how specific recent result in scientific discoveries and technological innovations in ... the military, and medicine ....

With 60 historical documents, students get extensive practice in working with primary sources.

ELEARNING WITH GRAPHIC ORGANIZERS were a time of crisis and achievement for American Presidents. Complete the et below by describing some of the problems and accomplishments of the



THE WAR IN ASIA AND THE PACIFIC In these same years, Americans remained at war with Japan. Geography played a role in the Pacific campaign during World War II. The United States and Japan were rated by the ward perichic Ocean, After it is state, on Parel Harbor, the Japanese acquick victories in overrunning Malaya, Burma, Indonesia, Singapore, Hong Kor Philippines, and the Western Pacific Haudan. They soon threatened Australia, India, Midway, and Hawaii

THE BATAAN DEATH MARCH, 1942 The Fhilippines faced an invasion by the Japanese army on the day Pearl Harbor was attacked. A month later, U.S. and Filipino forces surmedared to the Japaneses. The Japanese The Japaneses The Japanese The Japanes



### 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 Japaneses control, one at a time.

One group of Americans who played a key role in the Pacific campaign were the Navajo code talkers. The American military needed an undecipherable code to communicate that could not be broken by the Japanese. The Navajo language is unswritten and extremely complete. Dy unight this language, American force could transmit messages by telephone and radio in a code that the Japanese were unable to breats.

#### THE BATTLE OF MIDWAY

The Battle of Mulway was the turning point of the war in the Pacific. The Japanese were using their counted of the Western Pacific to protect their home islands and vota new empire using their counted of the Western Pacific to protect their home islands. And vota new empire a battle near Mulway, at imp mid Pacific island, where he believed he could destroy them However, the U.S. Navy could decipher Japanese secret codes and knew that a surpriss attack by the Japanese feet was at hand.

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

52 MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877

MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877



### ACTING AS AN AMATEUR HISTORIAN

common people exercised political power.

"Many important observations suggest themselves upon the social consideration."

The social condition of the Americans is democratic first was its character at the foundation of the Americans is democratic first was its churacter at the foundation of the colonies, and it is still strongly marked...[G|reat equality existed among the immigrants who settled on the shores of New England. Even the germs of aristocracy were never planted in that part of the Union...

"I know of no other country where love of money, has supple on men's hearts or where stronger com is expressed for the theory of permanent equality of the properties."

of property."

"I have observed that universal suffrage has been adopted in all the sta
of the Union; it consequently exists in communities that occupy very differ
positions in the social scale. I have had opportunities of observing its effects
different localities and among races of men who are starngers to each other
their language, their religion, and their modes of life, in Louisianna as well as
New England."

160 MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877

UNLAWFUL TO PROTOCOPY OR PROJECT WITHOUT PERMISSION

### SCHENCK V. U.S. (1919)

Charles Schenck was a member of the Socialist Party who felt that drafting men wan unfail use of governmental authority. During World War I, Schenck was convict for distributing literature that encouraged men to resist the draft. Schenck claims his First Amendment right to freedom of speech had been violated. Wis case turns dissent in wardine. In Schenck w. Sci., Sci. be Supreme Court under that there we limits to free speech. The Court said that free speech is not protected from false "shouting file" in a Greader with Court said that free speech is not protected from false "shouting file" in a Greader with Court said that free speech is not protected from false "shouting file" in a Greader with Court said that free speech is not protected from false "shouting file" in a Greader with Court said that free speech is not protected from false "shouting file" in a first Amendment did no protect words that create a "clear and present danger." This decision became a guit for measuring the limits of free speech.

Witton broadened American war aims from a defense of "freedom of the seas" to a crusade to make the world "safe for democracy," Americans found it supraing to endure the war for such high minded leads, in Jamary 198, Witton delivered his Fourierre Points in a speech to a department of the season of the property of the policy, should be given in own country and government. Austria-Hungary and the Ottoma Empire were therefore to be divided up in several independent aimst-safe. Politand was to be reborn, and Alaxee Lormine was to be returned to France. Witton's Fourierre Points introduced several independent aimst-safes. Politand was to be reborn, and Alaxee Lormine was to be returned to France. Witton's Fourierre Points introduced several independent on Congestion. They called for freedom of the east, a reduction of arminement, the removal of trade buriers, and an east to secore diplentacy. Witton were considered to the property of the policy new organization of nations that would mediate international disputes and act a Wilson hoped to create a world of peaceful nations in which future wars could ACTING AS AN AMATEUR HISTORIAN

All IIW AS AN ARMALEUS. INSIGNAM

1. Open coverants of peace, open 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 remost of all economic barriers and establishment of the state of the season of the se

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

MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877

WOOLE WITHOUT FEMILISION ACTING AS AN AMATEUR HISTORIAN \_ In June 1987, Reagan gave a speech near the Berlin Wall. Many saw this address as the beginning of the end of the Cold War and

	HEET ON THE 1, 1969–1978	the fall of Communism:  "We hear much from Moscow about a new policy of reform and operness. Some political prisoners have been released. Certain foreign news broadcast are no longer being ammed. Some conomic enterprises have been permitted to operate with guester freedom. Are these the beginnings of profound channes in the Soviet state? O' are they known esstates, intended to raise false hooses			
ents	Problems/Crises Watergate Scandal	in the West? We selective change and openness, for we believe that freedom and security go objecther. Their one seign the Sovietie and make data would be unminished, able, junal judiciouse the cause of freedom and posse, General Societies (Gorbachev, Leer John Stephen, 1997). The properties of the p			
	Stagflation.	Complete the graphic organizer below describing some of the main developments that tool place during the Presidency of Roundla Regan.			
	Fall of Saigon.	Reaganomics Roots of the New Conservatism			
	Iran Hostage Crisis.	REAGAN'S PRESIDENCY			
		Reagan Doctrine The Iran-Contra Affair			

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

Détente with Soviets.

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