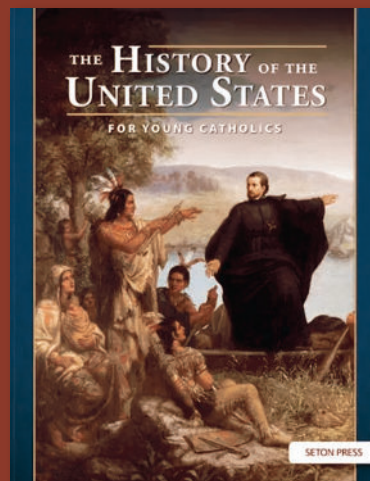




HISTORY 8

COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

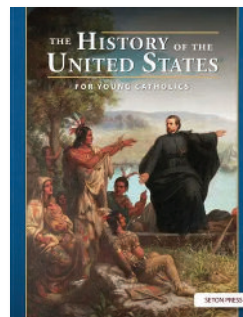
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Answer keys, tests, and Quarter Report Forms are located at the end of this Course Manual.

Course Materials

*The History of the United States
for Young Catholics*





FIRST QUARTER

HISTORY 8 LESSON PLAN

Week One

TEACHING HISTORY

Anne Carroll is the author of two high school history textbooks used at Seton: *Christ the King, Lord of History* and *Christ and the Americas*. She has been a popular speaker at Catholic homeschooling conferences. One of her talks has been put on the Internet. Following are a few edited highlights from her talk regarding Teaching History.

QUOTATIONS FROM ANNE CARROLL

Everything we teach our children should have as its ultimate purpose the glory of God and the good of souls, and history is no exception. How specifically can we teach history so that it fulfills these purposes?

First of all, it is through history that we learn that Jesus Christ is the most historically important Person who has ever lived, that the Incarnation, Redemption, and Resurrection are the most important events in history.

Most students recognize that history is recorded past events which have made a significant impact on the world. One Person had the most impact of all. All of the ancient world points to Him because the only ideas and institutions that survive from that ancient world are either those which directly led up to the Incarnation and the founding of the Church (Jewish culture), or those which were preserved by the Catholic Church (everything we have from classical culture). If the See of Peter had not been located there, Rome would have become just another backwater village after the fall of the Empire.

All of history since the Incarnation has been dominated by the Church.

There are three principles to remember.

1. Principle number one in teaching history from the Catholic point of view is that the Incarnation is the central event in history.
2. Principle number two is: God acts in history.
3. Principle number three is that history is made by free will choices; men and women, not impersonal forces, make history.

All history is taught from a point of view. Even the most meticulous card file historian has a principle of selection. We Catholics judge by these three principles.

If we teach history guided by these principles, certain lessons will emerge. The first lesson is that the Church really is built on a rock and the gates of Hell really will not prevail against it. We know this is true through Faith (Matt. 16:18-19). But history confirms our Faith.

When we look at the broad span of history, we see the Church under attack from Roman persecutors, heretics, barbarians, Byzantine Emperors, power-hungry noblemen, Holy Roman Emperors, schismatics, Protestant revolutionaries, and modern materialists and atheists. Yet the Church still stands. Perhaps the strongest evidence history can give us that the Church will always stand is that it has survived attacks that would have destroyed any human institution.

We need not hesitate to teach older students about these problems that the Church has had. If we do, they won't be surprised or shocked if they hear about them from some other source. But, more importantly, they are good evidence for the divine institution of the Church.

Many of the attacks on the Church can be answered by history. The Crusades... the Inquisition... the Protestant Revolt... Galileo... Franco... Pius XII.... Lies can be easily refuted with a little historical knowledge.

Christianity transformed civilization. Pagan societies did not honor the human person.... Pagan societies [regarded] women as property. ... History, properly taught, will expose the lies of the radical feminists as little else can. Governments in pagan times had no limits on their power. Christianity introduced the concept of limited government, the idea that the king or ruler was responsible to God, and that the legitimacy of governments depended upon whether or not they were in harmony with God's Laws. Absolutist, unlimited governments are pre-Christian or anti-Christian.

How do we go about teaching the historical lesson we want our children to learn? We tell stories. That's the way history happened. History is not a list of events and dates. History is lived experience, people making choices, acting on them, and living through the consequences of those choices. The best way to teach history is to tell stories.



HISTORY 8 LESSON PLAN

Day 1

STATE HISTORY SECTION

Please complete the work for this section over the next five days.

PARENT: Look ahead to the State History Test in the Fourth Quarter. This is a parent-graded test. To prepare for this test, it might be helpful for your child to keep a scrapbook of information pertaining to your state.

You can check off work
as you complete it!



The people of a state often pick particular symbols to represent that state. Find out what the symbols are for your state for the following: state bird, tree, flower, motto, song, flag, and seal.

☐

State names have come from many different sources. Some states were named after places in Europe. For example, New Hampshire was named after Hampshire County, England. Other states were named with Native American words. For instance, “Arizona” comes from a Papago Tribe word meaning “little spring.” Some states were named for people. For example, North Carolina was named after Charles I of England. “Carolina” means “Land of Charles.” Find out how your state was named. Explain what the name means.

AMERICAN HISTORY SECTION



History 8: Read the front cover and the back cover of the textbook, *The History of the United States: History 8 for Young Catholics*. Read the back of the title page and the Dedication. Read the Table of Contents. Read the Introduction in the textbook.

☐

Notice the Declaration of Independence and the Constitution at the back of the textbook.



History 8: Read Chapter 1: The Beginnings of Our Nation.

☐

Follow this procedure for each and every chapter in the book:

Make an outline of the headings and subheadings before you begin to read. Look at the pictures and map. Read the questions for the Spot Checks and Chapter Review questions. Then read the chapter. Underline in the chapter the answers to the Spot Check questions.



History 8: Read The Story Starts..., The Viking Explorations, The Crusaders, and the Results of the Crusades. Read the Spot Check questions, and underline the answers to these questions in the text.

☐

History 8: Read Marco Polo Describes the Riches of the East; Why Men Searched for a Route to the East; Portugal's Search; Christopher Columbus; Getting a Nation to Help; In 1492, Columbus Sailed the Ocean Blue; and Amerigo Vespucci. Underline the answers to the Spot Check questions.

☐

Day 2



Review Chapter 1. Write the answers to the Chapter Review questions.

☐

PARENT: There is no Seton test for Chapter 1. However, you may submit a parent grade to Seton at the end of each quarter for the Chapter Review Average of all chapters in that quarter for which there are no Seton tests.

HISTORY 8 LESSON PLAN

Day 3

AMERICAN HISTORY SECTION



Read more on Catholic online resources about Amerigo Vespucci and Christopher Columbus. Catholic sites are more friendly toward Catholics such as Christopher Columbus.

☐

Day 4



History 8: Chapter 2: Exploring the Americas. Make an outline of the headings and subheadings before you begin to read. Look at the pictures and map. Read the questions for the Spot Check and Chapter Review. Then read the chapter. Underline the answers in the chapter to the Spot Check questions.

☐


History 8: Chapter 2: Read Spain in the New World: Settlements Are Made, Balboa and the Pacific Ocean, Ponce de Leon, Magellan Sails around the World, and Herman Cortes in Mexico: The Conquest of Darkness.

☐

Day 5

AMERICAN HISTORY SECTION



History 8: Chapter 2: Pizarro in Peru, De Soto and the Mississippi, Coronado Explores the Southwest, Spanish Missionaries in the New World, and Two Great Schools. Underline the answers to the Spot Check questions on the Spanish Explorers and Missionaries.

☐

Week Two

Day 1

STATE HISTORY SECTION

Please complete the work for this section over the next five days.



Learn about your state bird. Look in books at the library, in encyclopedias, in pamphlets, on the Internet (with parents' supervision).

☐

1. Is it migratory or in your state year-round?
2. Does it nest on the ground or in a tree? Does it build a nest, does it find a hole, or does it use the nest of another bird? Does it use the same nest from year to year or does it build a new nest each year?
3. What does it eat?
4. Do the males and females look alike or different? If they are different, which is more colorful?
5. Does the bird have coloring that camouflages it or contrasts with the surroundings? Does this vary with the seasons?
6. Does it seem a good bird to represent your state? Why or why not?

Most state birds are common in the state. If you learn to look carefully, you might see your state bird in your own neighborhood.



SECOND QUARTER

**HISTORY 8 LESSON PLAN****Week Ten****Day 1****STATE HISTORY SECTION**

Please complete the work for this section over the next five days. ☐

Minerals are a very important resource.

Minerals are used to put colors into paint.

Minerals are used to keep some of our homes warm.

Minerals are used to make electric wires and telephone wires.

All metal objects are made from minerals.

Glass is made from minerals.

What minerals are found in your state? How are they used?

States have mining regulations, which prevent mining operations from damaging the flora and fauna of the state. Some states have rules that, when a mine is finished, the land needs to be replanted with trees. This prevents erosion as well as restores the beauty of the land.



Field trip idea: Visit a mining operation or an oil or gas well. Draw an outline of your state indicating the location of various mineral deposits in your state. ☐

AMERICAN HISTORY SECTION

History 8: Read Chapter 9: Articles of Confederation and Constitution. Make an outline of the headings and subheadings before you begin to read. Read the Spot Checks and Chapter Review questions. ☐



History 8: Chapter 9: Read Government under the Articles of Confederation: The Continental Congress, A Legally Established Government, Weaknesses of the Articles of Confederation, Lack of Financial Power, and Continental Currency. ☐

Day 2

History 8: Chapter 9: Read Shays' Rebellion, Lack of Power to Regulate Commerce, Lack of Military Power, and The Northwest Territory. Underline the answers to the Spot Check questions. ☐

Day 3

History 8: Chapter 9: Read The Constitutional Convention: A Convention to Amend the Articles, Leaders of the Convention: The Founding Fathers, and The Changed Purpose. Underline the answers to the Spot Check questions. ☐

HISTORY 8 LESSON PLAN



History 8: Chapter 9: Read The United States Constitution: The Three Branches of Government and The Legislative Branch. ☐

Notice that the senators were to be elected by the elected state legislators, not by the people; the Constitution was amended in 1913 to allow the people to vote directly for the senators, which caused the states' rights people to believe the states had less say in the federal government as states, a major concern at the time of the writing of the Constitution.

Day 4



History 8: Chapter 9: Read The Executive Branch, The Judicial Branch, Checks and Balances, and Amending the Constitution. Underline the answers to the Spot Check questions. ☐

Day 5



History 8: Chapter 9: Read How the Constitution Was Ratified (Accepted): Federalists and Anti-Federalists, The Constitution Is Ratified, and The Importance of the Constitution. Underline the answers to the Spot Check questions. ☐



Review Chapter 9. Write the answers to Chapter Review questions 1 to 4. ☐

Week Eleven

Day 1

STATE HISTORY SECTION



Please complete the work for this section over the next five days. ☐

The various business activities in a state, the jobs people hold in order to support themselves, make up the economy of the state. The economy is determined to a large degree by the natural resources of the area.

There are four main types of business activities: agriculture, mineral production, manufacturing, and service.

This week we will study *agriculture*. Agriculture is anything to do with growing plants or raising animals. The products that come from growing plants are known as crops. A crop can be a whole plant. One example is the beet. During the harvest, the whole plant is pulled up and used. Some people eat the red root part, and others eat the beet leaves.

A crop can be just part of the plant, too. One example is wheat. The grain is harvested and used to make flour and other foods. Another example is cotton. The cotton is harvested from the plant and used to make cloth. Plants like wheat and cotton need to be replanted every year. The part of the plant that is not harvested dies after the harvest.

Some other plants do not die after the harvest of their crop. An example of this is the orange tree. Once it is planted, the farmer will obtain many crops from that tree over a period of years.

How important is agriculture to the area in which you live? What is grown in your state? Are the farms dairy farms, wheat farms, or other types of farms? What are some of the problems farmers must deal with in your



HISTORY 8 LESSON PLAN

state? Draw an outline map of your state and indicate the location of agricultural products or livestock being raised in your state.

AMERICAN HISTORY SECTION



Review Chapter 9. Write the answers to Chapter Review questions 5 to 13.

☐

Read online or in library books or in an encyclopedia more about the Northwest Territory, Benjamin Franklin, John Hancock, Thomas Jefferson, Alexander Hamilton, John Jay.

☐

Day 2



Take the Second Quarter Test on Chapter 9. This test is available online.

☐

Parent:

If your child takes the paper test, please mail this test to Seton for grading at the end of the quarter, along with the Second Quarter Report Form, or you may scan this test and submit it online from your MySeton page.

Day 3



History 8: Read Chapter 10: The Church in Early America. Make an outline of the headings and subheadings before you begin to read. Look at the pictures and map. Read the questions for the Spot Checks and Chapter Review.

☐

History 8: Chapter 10: Read The First Missionaries, The First Parish in the United States, The Work of the Church in the English Colonies, and Kaskaskia Mission.

☐

Day 4



History 8: Chapter 10: Read The Church in Louisiana, The Church in the Southwest, The California Missions, and Bishop John Carroll.

☐

Day 5



Review Chapter 10. Write the answers to the Chapter Review questions. There is no test on Chapter 10.

☐

Look in an encyclopedia, or online, or in a Catholic Diocesan History for information about the history of the Catholic Church in your state or diocese.

☐



FOURTH QUARTER

HISTORY 8 LESSON PLAN

Week Twenty-Eight

Day 1

STATE HISTORY SECTION



Please complete the work for this section over the next five days. ☐

This time is reserved for a field trip. It need not be taken at this exact time. Just adjust your schedule accordingly. After the field trip, you are to write a report. See the introduction to the lesson plan for specific directions.



Field trip idea: Visit your state capital when the legislative branch is in session. ☐

AMERICAN HISTORY SECTION



History 8: Read Chapter 25: America Gets a New Deal and Becomes Involved in World War II. Write an outline of the headings and subheadings. Read the Spot Check and Chapter Review questions. ☐



History 8: Chapter 25: Read Money and Banking: The "Bank Holiday" and Banking Legislation. Then read Farm Relief and Homeowner's Relief: The Agricultural Adjustment Act, The Home Owners' Loan Corporation, and Federal Housing Administration. Underline the answers to the Spot Check questions. ☐

Day 2



History 8: Chapter 25: Read Regulation of Labor and Industry: Labor Legislation, Regulation of Transportation and Communication, and Electric Power and the People. Then read Unemployment Relief and Social Security: Relief Measures and Social Security. Underline the answers to the Spot Check questions. ☐

Day 3



History 8: Chapter 25: Read Opposition to the New Deal: Economic Issues, Constitutional Issues, The Court Packing Plan, and The Effectiveness of the New Deal. Underline the answers to the Spot Check questions. ☐

Day 4



History 8: Read Relations with Other Nations in the Years before World War II: Reciprocal Trade Agreements, Neutrality Policy, Repeat of the Arms Embargo, Plans for Defense, Aid to England, and The Lend-Lease Act. Underline the answers to the Spot Check questions. ☐

**HISTORY 8 LESSON PLAN****Day 5**

Review Chapter 25. Write the answers to the Chapter Review questions.

☐**Week Twenty-Nine****Day 1****STATE HISTORY SECTION**

Please complete the work for this section over the next five days.



Write an example of a state law in action. Make your example similar to the example in Week 27. Tell why the law is necessary and how you can tell that it is just. Tell what your state has done to help people to obey the law. How are people who break the law caught? What happens to them?

☐

Example: the licensing of pets; driver's license; school attendance; voting laws.

AMERICAN HISTORY SECTION

Review Chapter 25.

☐**Read more** about the Tennessee Valley Authority, Social Security, The Lend-Lease Act.☐**Day 2****Take the Fourth Quarter Test on Chapter 25. This test is available online.**☐**Parent:**

If your child takes the paper test, please mail this test to Seton for grading at the end of the quarter, along with the Fourth Quarter Report Form, or you may scan this test and submit it online from your MySeton page.

Day 3

History 8: Read Chapter 26: America in World War II. Write an outline of the headings and subheadings. Read the Spot Check and Chapter Review questions.

☐

History 8: Chapter 26: Read Adolf Hitler. Underline the answers to the Spot Check questions.

☐

Hitler and Stalin were two of the worst dictators in the history of the world. The sufferings and the deaths they caused are beyond belief and human understanding. To many, it seemed like the devil himself had been unleashed upon the world.

HISTORY 8 LESSON PLAN

Day 4



History 8: Chapter 26: Read The United States Declares War and The First Year of War in the Pacific. Underline the answers to the Spot Check questions.

☐


History 8: Chapter 26: Read The North African Campaign, The Surrender of Italy, The Nazis and Soviets at War, The War in the Pacific 1943, The Cairo Conference, The Teheran Conference, and The Italian Campaign. Underline the answers to the Spot Check questions.

☐

Day 5



History 8: Chapter 26: America in World War II: Read Plans for a "Second Front" in Western Europe, The Air War over Europe, D-Day: The Invasion of Normandy, The Yalta Conference: The Sellout of Eastern Europe, Victory in Europe, and The Holocaust. Underline the answers to the Spot Check questions.

☐

Week Thirty

Day 1

STATE HISTORY SECTION



Please complete the work for this section over the next five days.

☐

Each county, like each state, is responsible for protecting people and for promoting their welfare. The county makes laws about purely local concerns.

Find out how your county government is organized. Hint: Many counties publish a county guide to the services offered in the county. It usually includes a brief history of the county, outline of the county government, maps of specific areas within the county, and listing of the county offices and parks. Ask for it at the library, Chamber of Commerce, the City Hall, or the county offices. Look at the Internet site for your county.

If you live in a city and not a county, find out the same information about your city government.

AMERICAN HISTORY SECTION



History 8: Chapter 26: Read The Campaign in the Pacific, The Battle for Iwo Jima, The Battle of Okinawa: The Typhoon of Steel, The Death of Roosevelt, The Potsdam Conference, The Atomic Bomb, and The End of the War. Underline the answers to the Spot Check questions.

☐

Day 2



Review Chapter 26. Write the answers to the Chapter Review questions.

☐


Read more about Pope Pius XI, Winston Churchill, Normandy.

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