Christina School District Assignment Board

Student's First & Last Name_____ Student ID/Lunch # _____ School _____ Grade _____

Grade Level: 8th

Week of May 11th, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Complete the **Persuasion Is All Around You** sheet.	Read the **Are Young People Too Reliant on the Internet?** Article. As you read, look for the author's claim and supporting details. Then complete the last box on the **Persuasion Is All Around You** sheet.	Re-read the article, underline and identify the persuasive techniques employed by the author. In a paragraph identify the claim or intent of the author, identify and explain the techniques used and whether or not they were effective in persuading the reader. If you choose not to write a paragraph make a chart similar to the **Check the Strategies** page. Identify and explain the techniques used.	Write a response to the author of **Are Young People Too Reliant on the Internet?** Do you agree or disagree with the argument? Defend your response by making a clear claim with supports and use at least 2-4 of the persuasive techniques.	**To be quarantined or Not to be quarantined**. Write a letter to Governor Carney stating your claim on if he should lift the stay-at-home restrictions. Make sure you clearly identify your claim with 2-3 supports and use 2-3 of the persuasive techniques to support your argument. You can also create a cartoon if you choose not to write the letter. The cartoon must state your claim and use 1-2 techniques.
Math8 (IM1 & 2 can be found on the HS Boards)	*Pythagorean Theorem* Answer "Which One Doesn't Belong?" and justify your choice. (attached) Complete 9-68 and 9-69. There is	Complete 9-70 and 9-71. (attached)	Complete 9-72 and 9-73. (attached)	Read pages 82 and 83 and use examples to complete p. 83 #1-6. (attached)	Use examples to help complete p. 83 #7-9. (attached)

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	centimeter grid paper at the end of the packet. (attached)				
Science	**What Are Climate and Climate Change? (part 2 [cont. from last Friday]):** Read first portion of article and stop at "What is the Impact of Earth's Warming Climate?" Highlight, underline and/or annotate important details for understanding.	**What Are Climate and Climate Change? (part 3):** Read second portion of article to the end. Highlight, underline and/or annotate important details for understanding.	**What Are Climate and Climate Change? (part 4):** Rereading your notations and/or the passages from the past 3 days, write a detailed summary about what climate and climate change are and important information you learned.	**Water Is Everything! (part 1):** Read article. Highlight, underline and/or annotate important details for understanding. a) Cold water rises from the bottom of the ocean to the surface of the ocean at different places around the globe. What is this process called? b) How does the author describe the global conveyor belt? c) Ocean currents have an effect on the earth's climate. What evidence from the passage supports this claim? d) Based on the passage, why is the global conveyor belt important?	**Water Is Everything! (part 2):** Reread notations and/or article as necessary. Write your best answers to the following: a) What is this passage mostly about? b) How does ice in the North and South Poles trigger the movement of ocean currents? c) Explain why the phenomenon called global warming is more accurately described as climate change. Use information from the passage to support your answer. d) Explain how excess carbon dioxide in the atmosphere can ultimately change the temperature of the earth. Use information from the passage to support your answer.
Social Studies	Complete Activity 2, Guiding Questions for Documents A & B from the document titled, "Texas Revolution" NOTE: You have the "Texas Revolution" document from last week's (Week 5 of May 4) CSD Assignment Board. Therefore, it is not copied in this packet.	Complete Activity 2, Thought Answer Question from the document titled, "Texas Revolution" NOTE: You have the "Texas Revolution" document from last week's (Week 5 of May 4) CSD Assignment Board. Therefore, it is not copied in this packet.	Complete Activity 3, Guiding Questions for Documents C, D & E from the document titled, "Texas Revolution" NOTE: You have the "Texas Revolution" document from last week's (Week 5 of May 4) CSD Assignment Board. Therefore, it is not copied in this packet.	Complete Activity 3, Revised Thought Answer from the document titled, "Texas Revolution" NOTE: You have the "Texas Revolution" document from last week's (Week 5 of May 4) CSD Assignment Board. Therefore, it is not copied in this packet.	Complete Activity 4, from the document titled, "Texas Revolution" NOTE: You have the "Texas Revolution" document from last week's (Week 5 of May 4) CSD Assignment Board. Therefore, it is not copied in this packet.

Day 1- Persuasion Is All Around You

You might be surprised at how many people and businesses are trying to convince you to do things every day. You only have to watch commercials, read the paper, look at the ads in your magazines, or read the billboards to see that persuasion is all around you.

Instructions: Examine the cartoon and advertisements below to determine the audience, technique(s) used and intent. Complete the chart.

1

2

3

4

5

amazon

Dear Customers,

We launched Amazon Prime seven years ago with unlimited free two-day shipping on over a million different products.

Today, Prime includes instant streaming of over 30,000 movies and TV episodes, nearly 200,000 books in the Kindle Owners' Lending Library, and expanded free two-day shipping – now on over 15 million items.

Free Two-Day Shipping | Instant streaming of movies & TV shows | Kindle Owners' Lending Library

Despite all of these changes, one thing remains the same – Prime is still just $79 a year. We think this makes Prime the best bargain in the history of shopping.

This holiday season, avoid the lines and enjoy free two-day shipping, even for last-minute gifts. And when you're not shopping, choose a book from the *New York Times* bestseller list, or sit back and watch a movie in stunning HD on one of our affordable new Kindle devices (starting at $159 for the Fire and $199 for the Fire HD).

If you haven't tried Amazon Prime, sign up for a one-month free trial today, and join the millions of members who have already discovered the convenience and improved speed that Prime delivers.

Happy shopping, happy reading, and happy watching,

Jeff Bezos
Founder & CEO

Day 1- Persuasion Is All Around You

	Who is trying to persuade you?	Who is the intended audience?	What are they trying to persuade you to do?	Do you think their argument is convincing? Why or why not?
Ad 1				
Ad 2				
Ad 3				
Ad 4				
Ad 5				
Complete on Day 2: *Are Young People Too Reliant on the Internet?*				

CHECK THE STRATEGIES

Take another look at the advertisements from the Persuasion Is All Around You assignment. What strategies do the advertisements use to try to persuade you? In the claim box identify the claim of each ad. Then read through each strategy and decide whether the ad used that strategy by writing yes or no in the second column. Then in the persuasive technique boxes identify one or more of the ads that used the technique, then explain how the author of the ads used the strategy. **All of the strategies may not be used. If none of the ads use the technique write none in the box.**

Persuasive Strategy	How the Author Used It
Claim – States the main point or stance	**Ad1-** **Ad2-** **Ad3-** **Ad4-** **Ad5-**
Big Names – Mentions experts and important people to support the argument	
Logos – Uses logic, numbers, or facts to support the argument	
Pathos – Appeals to the audience's emotions Ethos – Tries to build trust and credibility	
Ethos – Tries to build trust and credibility	
Bandwagon-Taps into people's desire to belong to a group	
Testimonial- relies on the backing of a celebrity, expert or satisfied customer	
Appeal to Vanity- uses flattery to win people over	
Appeal to Fear- makes people feel as if their safety, security, or health is in danger	
Words with Positive Associations- bring to mind something exciting, comforting or desirable	
Words with Negative Associations- call upon unpleasant images , experiences or feelings	

Day 2- Are Young People Too Reliant on the Internet?

As someone who has grown up hearing, "Figure it out, but don't look it up," I wasn't surprised to learn that this advice is reasonable. I could use this advice when I'm tempted to turn to a search engine for answers. Should all of us limit our use of technology?

Nicholas Carr, the author of "The Shallows: What the Internet Is Doing to Our Brains," says that we should take some time away from screens because he believes that the Internet does not improve our intelligence. According to Carr, "Deep thinking, brain scientists have discovered, happens only when our minds are calm and attentive."

Riding The Internet Highway

It is difficult to focus while using the Internet. On top of all the distracting notifications and advertisements, there's also the tendency to start surfing on websites from one topic to another.

I know what it's like to look up a simple question and end up skimming through unrelated information, and some people might not even notice when they start mindlessly scrolling and clicking. Our digital generation uses the Internet as a second brain.

It's as if the Internet overtakes our thoughts, even when we're not using technology. Matt Richtel wrote an article called, "Attached to Technology and Paying a Price," describing the toll that technology takes on us. He mentions that most computer users switch between tabs and webpages almost every two minutes!

The temptation to know more information creates an impulse to scour through it all, causing our minds to slowly drift away from our main task.

Some might say that sites such as Google have positive effects on their users. While it's true that the Internet gives us answers quickly and reliably, it's not something to get into a habit of doing. It doesn't do much harm to look up some facts every once in a while, but we forget things because we can get the answers so easily.

Quick On The Smartphone Draw

In "Cognitive Offloading: How the Internet is Changing the Human Brain," Philip Perry discusses issues affecting our memory's capacity brought on by search engines. A test was conducted to compare two groups. One group couldn't use any sort of device to answer questions, and the other group was allowed to use Google. The group that had access to their smartphones immediately went to the Internet and didn't even try to answer from memory. The group deprived of devices were quicker overall at answering trivia questions because they didn't reach for their smartphones. Is the Internet diminishing our memory capacity, or just making our brains more reliant on technology?

Everyone knows that the Internet makes problem-solving immensely easier, but is it too easy?

David Price, a guest blogger on a website called tech-addiction, says that teaching may be getting easier with Google because parents can now use the Internet to help with their kids' homework. This led me to think about how schools make us memorize facts and equations even though we have apps to solve problems.

Why should people have to remember all that when they could turn to Google instead? We have to at least attempt to use our minds for problem-solving so we don't forget how to do so.

Imagine if you were deprived of smartphones and you completely forgot how to solve problems on your own. If we always turn to calculators and websites for answers, we'll never learn anything on our own.

An example of this reliance on technology is when my class had a math test and we were allowed to use calculators. Most of us used it at every opportunity even though everyone in that room was capable of solving each problem. The Internet is like that because we know the answers to many of the questions we search, but we know we can get the answers and don't want to be wrong.

There are multiple ways to use technology, and perhaps not all of them are negative. Though adults and children use the same type of devices, they use different content.

When looking through an adult's phone, you'll likely find that they use apps such as the calendar, notes, reminders and news articles. When looking through an adolescent or teenager's phone, you'll find that the apps are for messages, games and streaming sites.

I understand that the problems regarding technology are only prominent when it is used in a certain way, but the positives of technology don't cancel out the negatives. We can delete or use fewer of those apps that won't help us improve.

Unplugging Now And Then

I'm convinced that technology is not as detrimental to our productivity as many people say. However, it's not the solution to every problem, and we have to change how we use our devices.

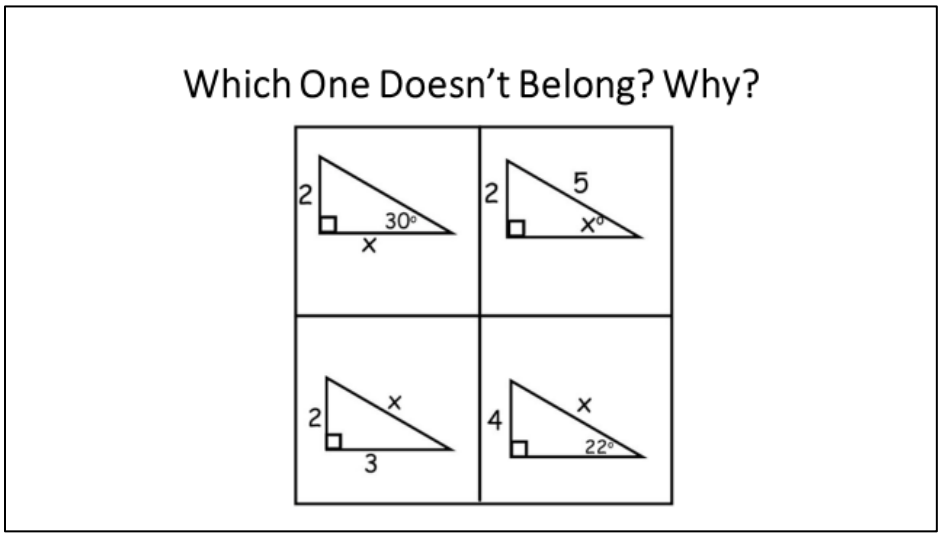
It's time to take a step back from technology, and there are things we can do that help us take a break from our devices, such as reading, drawing or playing sports.

This generation may have been born into a digital world, but we can take small steps to set the next generation up for success, and we can start by teaching them how to use technology productively and responsibly.

Julienne Vicente is an 11-year-old middle schooler who lives in San Diego, California. She uses technology daily. However, she still finds ways to spend her time with her friends and family. And there's always time to read a book or go outside.

Math 8 – Week of May 11th

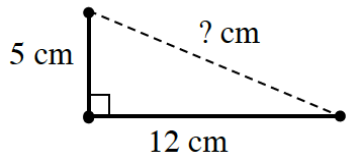
Pythagorean Theorem



9-68 Use your patterns from Lesson 9.1.1 to decide if the squares listed below will form a right triangle.

a. Squares with side lengths 6, 8, and 10 meters
b. Squares with areas 64 in^2, 100 in^2, 144 in^2
c. Two squares with side length 5 feet and a square with area 50 square feet
d. Explain how you know whether three squares will join at their corners to form a right triangle.

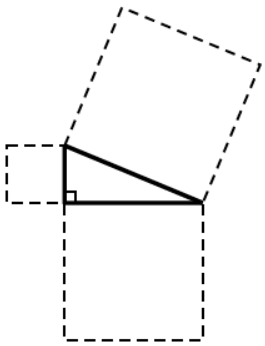
9-69 Based on your work so far, if you know the area of three squares, you can tell if they will connect at their corners to form a right triangle. But what if you know that a triangle has a right angle? Will the lengths of the sides be related in this way? Now look more closely at side lengths of some right triangles.



a. On centimeter graph paper, form a right angle by drawing one 5-cm length and one 12-cm length as shown at left. If you do not have centimeter graph paper, then use any graph paper to draw these lengths with grid units. After drawing the two lengths, create a right triangle by connecting the ends of the two lengths with a third side.

b. Measure the longest side of the triangle and label this length. If you do not have a centimeter ruler or you are using another kind of graph paper, then use an edge of the page and the grid lines as your ruler.

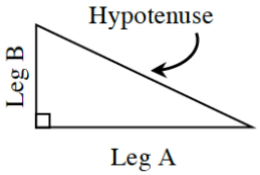
c. Visualize a square connected to each side of the right triangle in part (b). On your paper, sketch a picture like the one at right. What is the area of each square? Is the area of the square that is connected to the longest side equal to the sum of the areas of the other two squares?



d. Check this pattern with a new example.
   - Draw a new right angle on the centimeter paper like you did in part (a). This time, use 9-cm and 12-cm lengths.
   - Connect the endpoints to create a triangle, and measure the third side.
   - Create a sketch for this triangle like the one you created in part (c), and find the areas of the squares.

   Is the area of the square that is connected to the longest side equal to the sum of the other two areas?

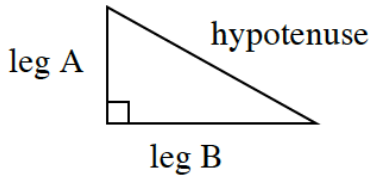
e. The two shortest sides of a right triangle are called the **legs**, and the longest side is called the **hypotenuse**.



   You previously wrote a statement about the relationship between the areas of squares drawn on the sides of a right triangle. Now use words to describe the relationship between the *lengths* of the legs and the *length* of the hypotenuse.

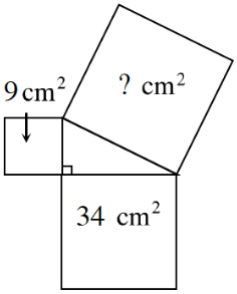
9-70 The relationship you described in part (e) of problem 9-69 is called the **Pythagorean Theorem**. It states that in a right triangle, the length of one leg squared plus the length of the other leg squared is equal to the length of the hypotenuse squared. It can be written as an equation like this:

$$(\text{leg A})^2+(\text{leg B})^2=(\text{hypotenuse})^2$$

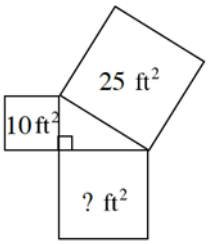


Use the Pythagorean Theorem to write an equation for each diagram below. Then find each missing area.

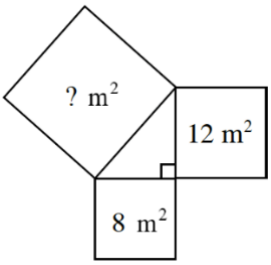
a.



c,



b.



9-71 In Lesson 9.1.1 you found a relationship between the squares of the sides of triangle and the type of triangle (acute, obtuse, or right).

You discovered that if the sum of the squares of the two shortest sides in a triangle equals the square of the length of the longest side, then the triangle is a right triangle.

Use this idea to determine whether the lengths listed below form a right triangle. Explain your reasoning.

a. 15 feet, 36 feet, and 39 feet

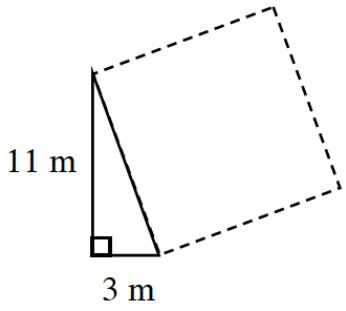
b. 20 inches, 21 inches, and 29 inches

c. 8 yards, 9 yards, and 12 yards

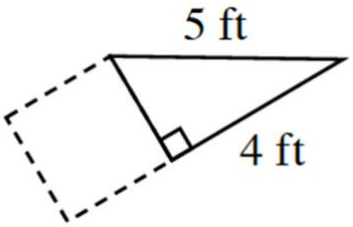
d. 4 meters, 7 meters, and 8 meters

9-72.
Find the area of the square in each picture below.

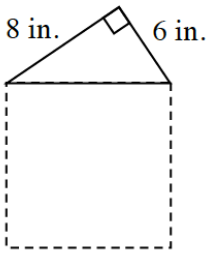
a.



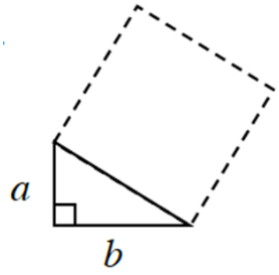
c.



b.

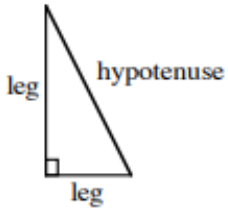


d.



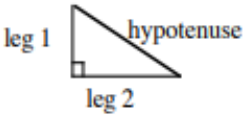
9-73 How long is the missing side of each triangle in parts (b) and (c) of problem 9-72? Show supporting work to explain your reasoning.

A right triangle is a triangle in which the two shorter sides form a right angle. The shorter sides are called legs. Opposite the right angle is the third and longest side called the hypotenuse.



The Pythagorean Theorem states that for any right triangle, the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse.

$$(\text{leg } 1)^2 + (\text{leg } 2)^2 = (\text{hypotenuse})^2$$

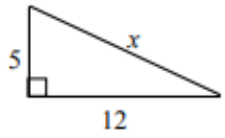


For additional information, see Math Notes box in Lesson 9.2.3 of the *Core Connections, Course 3* text.

Example 1

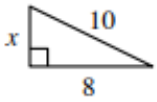
Use the Pythagorean Theorem to find x.

a.



$$5^2 + 12^2 = x^2$$
$$25 + 144 = x^2$$
$$169 = x^2$$
$$13 = x$$

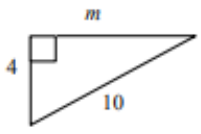
b.



$$x^2 + 8^2 = 10^2$$
$$x^2 + 64 = 100$$
$$x^2 = 36$$
$$x = 6$$

Example 2

Not all problems will have exact answers. Use square root notation and your calculator.

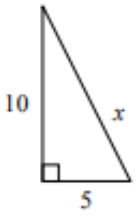


$$4^2 + m^2 = 10^2$$
$$16 + m^2 = 100$$
$$m^2 = 84$$
$$m = \sqrt{84} \approx 9.17$$

Example 3

A guy wire is needed to support a tower. The wire is attached to the ground five meters from the base of the tower. How long is the wire if the tower is 10 meters tall?

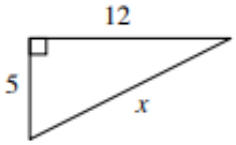
First draw a diagram to model the problem, then write an equation using the Pythagorean Theorem and solve it.

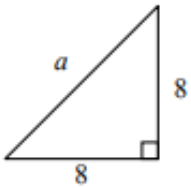


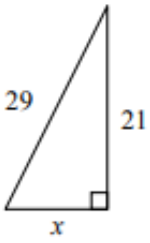
$$\begin{aligned} x^2 &= 10^2 + 5^2 \\ x^2 &= 100 + 25 \\ x^2 &= 125 \\ x &= \sqrt{125} \approx 11.18 \text{ cm} \end{aligned}$$

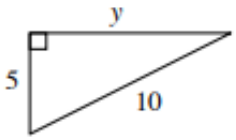
Problems

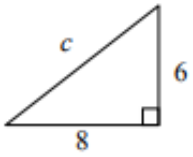
Write an equation and solve it to find the length of the unknown side. Round answers to the nearest hundredth.

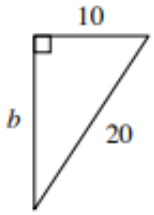
1. 

2. 

3. 

4. 

5. 

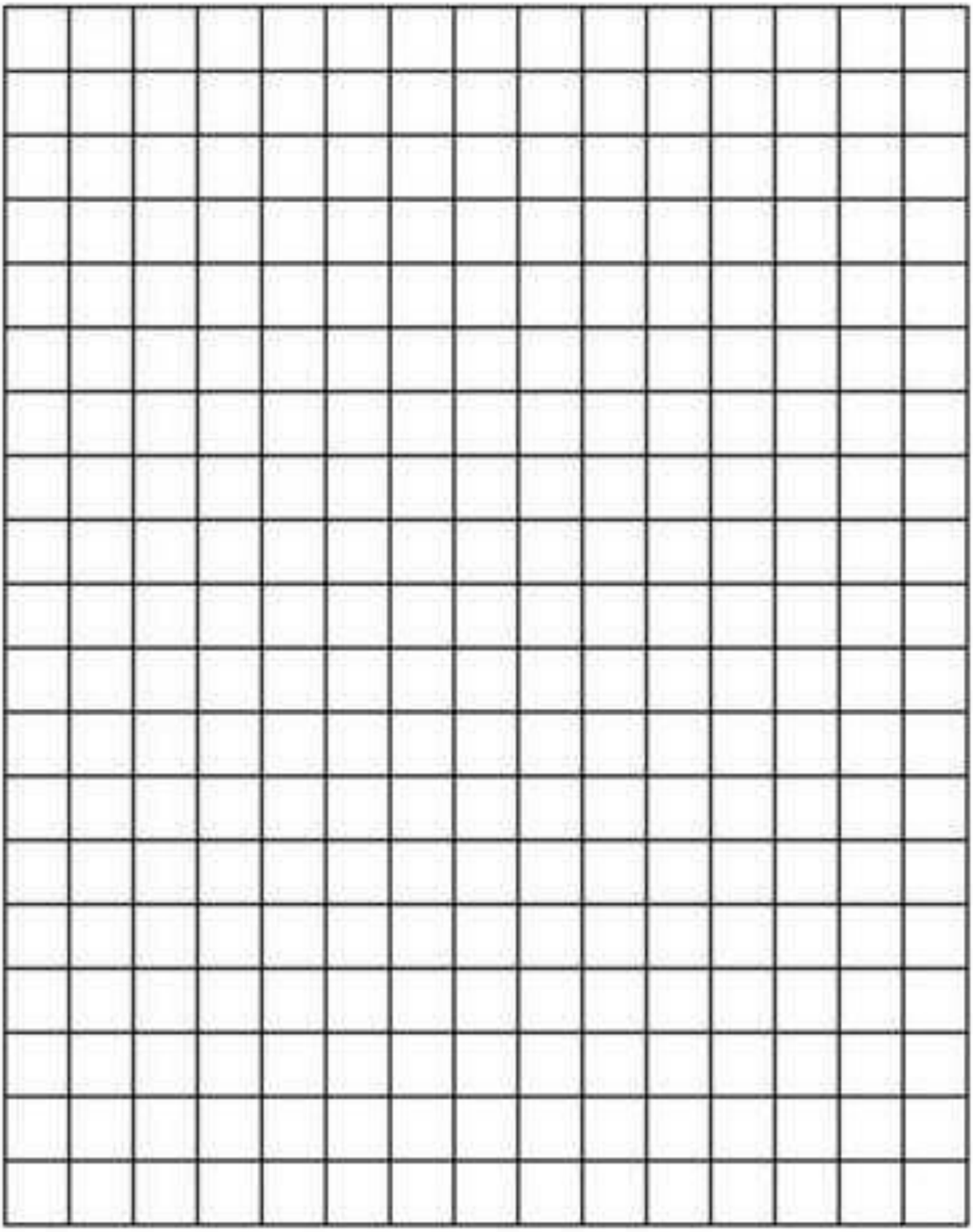
6. 

Draw a diagram, write an equation, and solve it. Round answers to nearest hundredth.

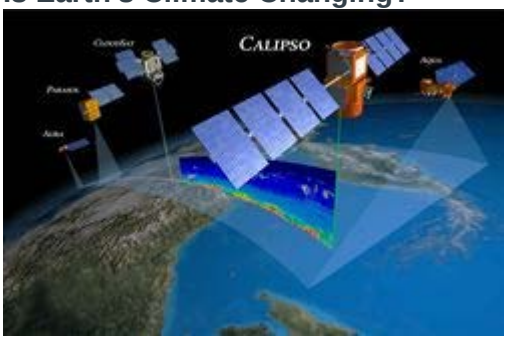
7. Find the diagonal of a television screen 30 inches wide by 35 inches tall.

8. A 9-meter ladder is one meter from the base of a building. How high up the building will the ladder reach?

9. Sam drove eight miles south and then five miles west. How far is he from his starting point?



Is Earth's Climate Changing?



NASA

Many NASA satellites study Earth and its climate.

Earth's climate is always changing. In the past, Earth's climate has gone through warmer and cooler periods, each lasting thousands of years.

Observations show that Earth's climate has been warming. Its average temperature has risen a little more than one degree Fahrenheit during the past 100 years or so. This amount may not seem like much. But small changes in Earth's average temperature can lead to big impacts.

What Is Causing Earth's Climate to Change?

Some causes of climate change are natural. These include changes in Earth's orbit and in the amount of energy coming from the sun. Ocean changes and volcanic eruptions are also natural causes of climate change. Most scientists think that recent warming can't be explained by nature alone.

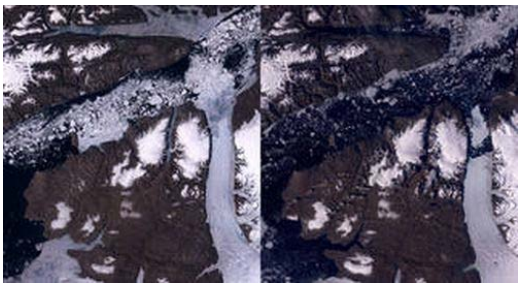
Most scientists say it's very likely that most of the warming since the mid-1900s is due to the burning of coal, oil and gas. Burning these fuels is how we produce most of the energy that we use every day. This burning adds heat-trapping gases, such as carbon dioxide, into the air. These gases are called greenhouse gases.

What Is the Forecast for Earth's Climate?

Scientists use climate models to predict how Earth's climate will change. Climate models are computer programs with mathematical equations. They are programmed to simulate past climate as accurately as possible. This gives scientists some confidence in a climate model's ability to predict the future.

Climate models predict that Earth's average temperature will keep rising over the next 100 years or so. There may be a year or years where Earth's average temperature is steady or even falls. But the overall trend is expected to be up.

Earth's average temperature is expected to rise even if the amount of greenhouse gases in the atmosphere decreases. But the rise would be less than if greenhouse gas amounts remain the same or increase.



NASA

The left side of this picture is Petermann Glacier in Greenland. The picture was taken June 26, 2010. A huge iceberg broke off the glacier. The picture on the right was taken Aug. 13, 2010. Warmer water below the floating ice and at the sea's surface were probably caused the break.

What Is the Impact of Earth's Warming Climate?

Some impacts already are occurring. For example, sea levels are rising, and snow and ice cover is decreasing. Rainfall patterns and growing seasons are changing.

Further sea-level rise and melting of snow and ice are likely as Earth warms. The warming climate likely will cause more floods, droughts and heat waves. The heat waves may get hotter, and hurricanes may get stronger.

What Is the Difference Between "Climate Change" and "Global Warming"?

"Global warming" refers to the long-term increase in Earth's average temperature.

"Climate change" refers to any long-term change in Earth's climate, or in the climate of a region or city. This includes warming, cooling and changes besides temperature.

How Does NASA Study Climate Change?

Some NASA satellites and instruments observe Earth's land, air, water and ice. Others monitor the sun and the amount of energy coming from it. Together, these observations are important for knowing the past and present state of Earth's climate. They are important for understanding how Earth's climate works. And they are important for predicting future climate change.

What Is Being Done About Climate Change?

The United States and other countries are taking steps to limit or reduce greenhouse gases in the atmosphere. These steps include using energy more efficiently and using more clean energy. Clean energy is energy that puts less or no greenhouse gases into the atmosphere. The sun, wind and water are sources of clean energy.

Many nations, states and communities are planning for climate change impacts that may be unavoidable. For example, some coastal areas are planning for flooding and land loss that may result from rising sea levels.

What Can You Do to Help?

You can help by using less energy and water. For example, turn off lights and TVs when you leave a room. And turn off the water when brushing your teeth. You can help by planting trees, which absorb carbon dioxide from the atmosphere.

Another way to help is by learning about Earth and its climate. The more you know about how Earth's climate works, the more you'll be able to help solve problems related to climate change.

Water Is Everything!

by ReadWorks

Water is vital for our existence. Not only do we drink it for survival, the majority of the human body is also composed of water. The earth's weather patterns are closely linked to water too, as they are determined by the complex patterns of changes and movement of water in the atmosphere. Since the ocean covers 70% of the earth's surface, it plays a major role determining what happens in the environment. One of its most important roles is distributing the heat around the world; it soaks up energy in the form of heat, and releases it more evenly across the earth.

Water and Temperature

Since the ocean is so effective at absorbing heat, the first few meters of the ocean's surface hold as much heat as the earth's entire atmosphere. But how does water control the earth's weather? First, it's important to know that the temperature of the water in the ocean and its salt content affect the water's density. So the saltier or the colder the water, the denser it is. Denser water sinks to the bottom of the ocean, while less dense water floats at the surface. The temperature of water is closely related to ocean currents, since the former affects the latter.

Ocean Currents

Simply put, ice triggers the movement of ocean currents. As water freezes in the North and South Poles, the water surrounding the ice becomes saltier and colder, since the salt leaves the water upon

freezing. The ice then cools the water surrounding it. The cold, salty water then sinks due to its increased density. Once it gets to the bottom of the ocean floor, it has to move somewhere, so it travels horizontally to spread out over the surface of the earth. This is cold current. Warm water replaces it on the surface and moves to the North. This motion is called the global conveyor belt. The global conveyor belt is a global-wide current that circulates cold and warm water around the earth. So, the warm water that replaces the cold on the surface travels northward, increasing the temperature of the Atlantic Ocean. That's why countries that border the Atlantic Ocean are relatively warmer than landlocked countries during the wintertime.

However, the cold water doesn't always stay at the bottom of the ocean. Instead, it comes up at different places around the globe called upwelling. Since the ocean floor contains many nutrients important for survival, the cold water that rises to the surface brings these nutrients with it, attracting all forms of life. Usually every level of the food chain is present at these upwellings, making them great spots for fishing. In fact, upwellings are common in areas where winds blow water away from the surface. In coastal areas, sometimes winds (called longshore winds) blow perpendicular to the land over the ocean, pushing the warm water away from the coast. This allows the cold water at the bottom to rise up and replace the warmer water. Therefore, some coastal areas are effective places to fish due to the upwelling that attracts more fish to the area.

The Global Conveyor Belt

As previously mentioned, the global conveyor belt describes the current that runs throughout the earth's waters, driven by the cold waters at the poles. The "belt" starts in the North Atlantic Ocean, where the cold water that surrounds the ice sinks, and starts to flow around the world. A current is created as warm water rushes to the surface to replace the sinking cold water. The cold, dense water moves southward in between the continents toward South America and Africa-and as it passes the equator, the water warms. As the water passes Antarctica, it is re-cooled by the ice near the South Pole. It continues to move on from there and splits into two paths: one that veers off toward the Indian Ocean, and the other toward the Pacific Ocean. These two paths gradually warm up as they travel northward, causing them to rise to the surface (which, as we know, is called an upwelling). The currents eventually return to the North Atlantic, where the journey begins again. Although the path of the global conveyor belt can be quickly explained, the actual travel time occurs very slowly-the waters travel at slow speeds when compared to tidal currents.

Ocean Currents and Climate

The effect that ocean currents have on the earth's climate is still being studied by scientists around the world, but we know a few things for sure. The ocean plays a huge role in redistributing heat around the globe, like we previously explained. However, there are certain ocean currents, like the Gulf Stream (which is part of the global conveyor belt) that have a direct effect on the climates of countries they pass. The Gulf Stream travels past the Caribbean and Florida, carrying warm water, then turns off to the right toward Europe-specifically England and Ireland. That's why the northeastern part of the United States and Canada has a cooler climate; the Gulf Stream doesn't bring warm water to its shores, causing colder temperatures. And since the direction of currents is always affected by wind direction (like we previously described with upwellings), climate is indirectly

affected by wind as well.

Global Warming

Scientific evidence has shown that the earth has warmed since 1880. Global warming is caused mainly by an increase in carbon dioxide levels in the atmosphere. The increased temperatures have caused many of the ice caps in the North and South Poles to melt, disrupting the global conveyor belt. Even though the phenomenon is called "global warming," it is more accurately described as climate change-if the ice caps melt, there will be less dense water to move around the globe. And if there's less dense (and therefore cold) water to circulate around the earth, the Gulf Stream will be slowed down. This will result in a cooling of the Caribbean and Western Europe. Thus, global warming can in fact result in colder temperatures in some areas.

Texas Revolution

Benchmark Standard	History 1a-Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. History 2a-Students will develop and implement effective research strategies for investigating a given historical topic.
Grade Band	8
Vocabulary / Key Concepts	Revolution; immigration; annexation

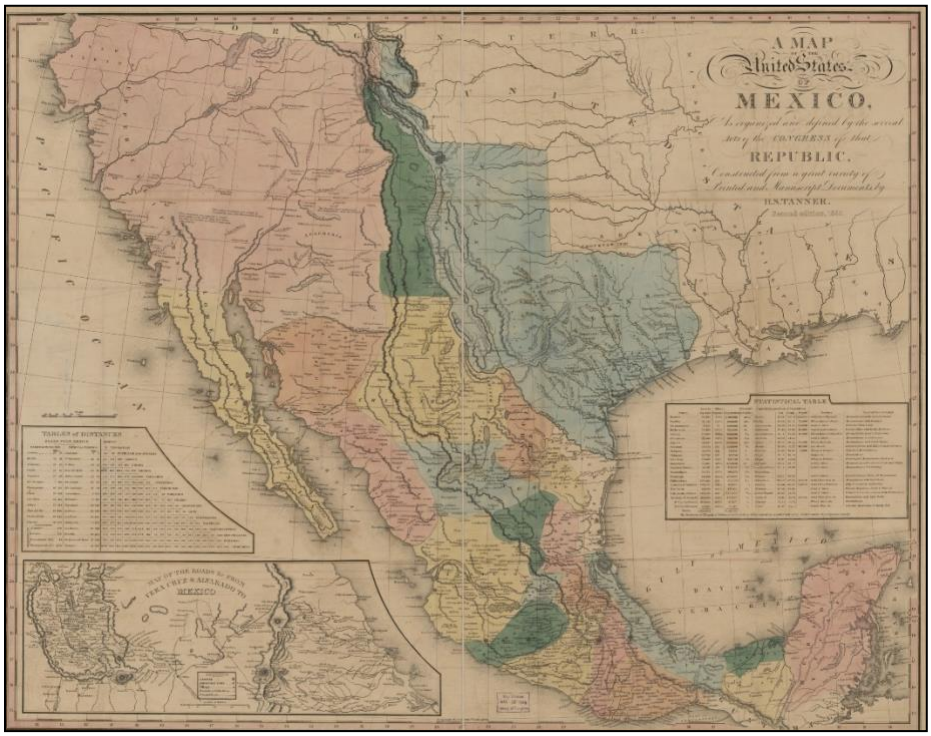
~This is a Stanford History Education Group (SHEG) lesson, modified by CSD for use at home~

ACTIVITY 1 (The 5 Ws): Read the following information regarding the Texas Revolution of 1835-1836. For each section, *Spanish Texas, Mexican Texas, American Immigration to Texas, Texas Revolution, Republic of Texas* and *Annexation Debate* complete the 5 Ws → Who did it involve? What happened? When did it happen? Where did it happen? Why did it happen? (Each question will be answered 6 different times, because there are 6 different sections to read)

Spanish Texas (1689-1821)

Mission Concepción in San Antonio, dedicated 1755

Texas was home to various Native American tribes—including the Caddos, Apaches, Atakapans, Karawankawas, and Coahuiltecans—when Spain first claimed the territory as part of New Spain in 1519. Although Spain claimed ownership, it made few attempts to directly control Texas until 1689, when it sent a military expedition across the Rio Grande to counter French attempts to colonize the territory. Over the next century, Spain built a series of missions, presidios, and settlements across Texas, solidifying its claims to the land and making a lasting impact on its culture, laws, and landscape. Although Spain established lasting settlements, the Spanish presence in Texas was sparse. By the first two decades of 19th century, there were fewer than 8,000 Spanish residents across the vast territory.



Mexican Texas (1821-1836)

1832 Map of Mexico by American Henry Tanner

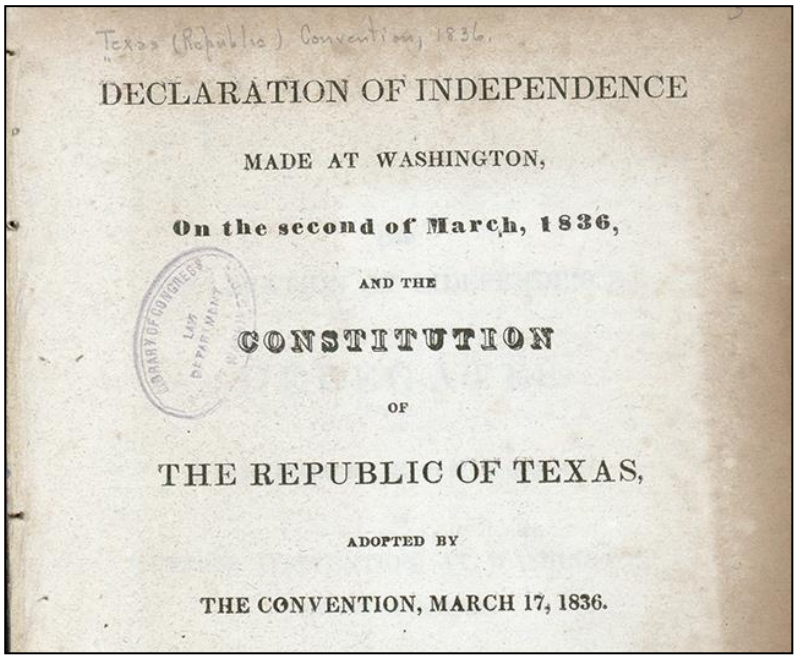
A decade-long war for independence won by subjects of New Spain ended with the establishment of Mexico as an independent nation in 1821, and Mexico combined Texas with Coahuila to form a new state called Coahuila y Tejas in 1824.

American Immigration to Texas

1830 Map of Texas created by Stephen f. Austin, the founder of the first large settlement of Americans in Texas.

New Spain had not allowed Americans to immigrate to Texas (though some Americans settled in Mexico illegally in the decade before Mexico's independence). Mexico, on the other hand, encouraged American immigration in order to grow the territory's population and develop its economy. Ironically, populating Texas with immigrants from the United States was seen as the best available option for preventing territorial encroachment by the rapidly expanding population of the United States. Mexico hoped that American immigrants would become loyal Mexican citizens and that their sizable population would dissuade advances by both the United States and Native Americans. By 1830, about 20,000 American immigrants had arrived in Texas – more than the number of Tejano (Mexicans living in Texas) and Native American residents combined. Concerned about the influx of Americans, the Mexican government outlawed immigration from the United States in 1830. Although the law was ultimately ineffective in stopping immigration—and ultimately repealed in 1833—it was cause for anger and resentment among Americans in Texas.

The majority of immigrants to Texas came from the American South, and some forced enslaved African Americans to travel with them. Cash crops grown by enslaved people—especially cotton—became a major part of the economy of Tejas y Coahuila in spite of the fact that many Mexicans opposed slavery. The Mexican government made several attempts to outlaw slavery in the 1820s and 1830s, but slaveholding Texans challenged the laws or simply ignored them, continuing to hold slaves in spite of legal and popular opposition.


Texas (Republic) Convention, 1836.

DECLARATION OF INDEPENDENCE

MADE AT WASHINGTON,

On the second of March, 1836,

AND THE

CONSTITUTION

OF

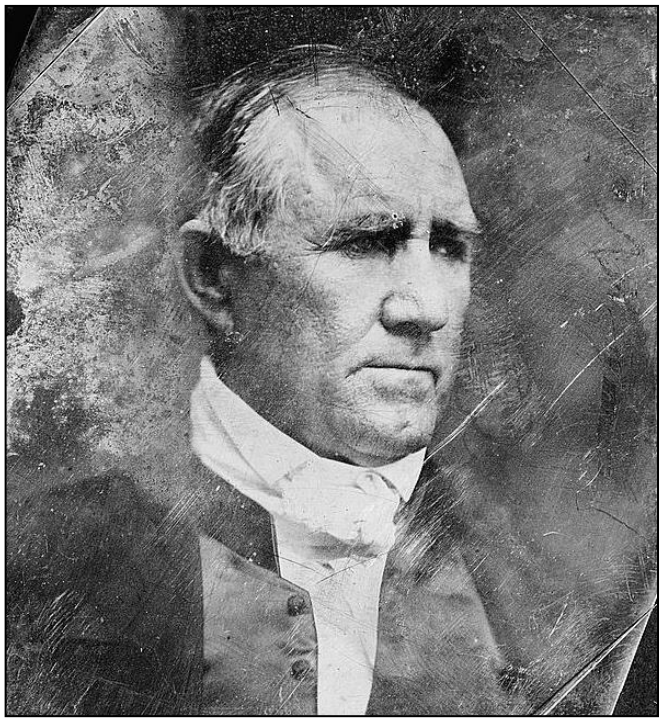
THE REPUBLIC OF TEXAS,

ADOPTED BY

THE CONVENTION, MARCH 17, 1836.

Texas Revolution:

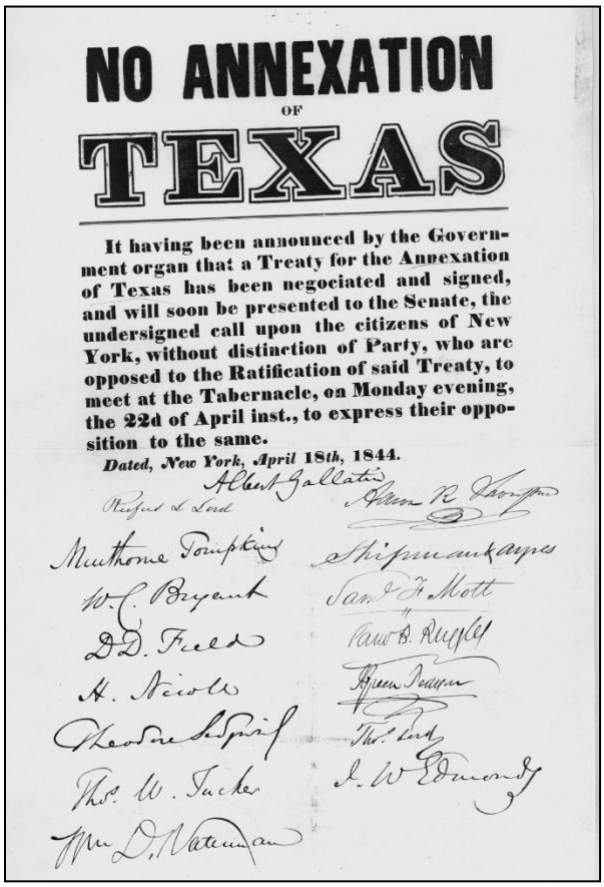
Discontented Texans revolted against the Mexican government in 1835. The first armed conflict took place on October 2 in the small Texas town of Gonzalez, when a detachment of Mexican soldiers tried to confiscate a cannon that the Mexican government had previously given the town to defend against Native American raids. Texans in Gonzalez refused to turn over the cannon and fought the Mexican soldiers in a small battle that left two Mexican soldiers dead. The battle inspired support and built momentum for a revolution against the Mexican government. Over the next six months, a rebel force of Texans battled the Mexican Army and eventually won independence after defeating Mexican forces under General Santa Anna at the Battle of San Jacinto.



Republic of Texas (1836-1845)

Texas Currency from 1837 (above left) & Sam Houston, first president of Texas (above right)

Texas was as an independent republic for a decade after winning independence, but the transition to nationhood was far from smooth. Its government was deeply divided, and its finances were unstable. International relations were also tricky for the young republic. Mexico continued to refute Texas's claim of independence, and European powers initially refused to recognize Texas as an independent nation. Even the United States was wary of recognizing Texas and only did so after contentious debate.



NO ANNEXATION
OF
TEXAS

It having been announced by the Government organ that a Treaty for the Annexation of Texas has been negociated and signed, and will soon be presented to the Senate, the undersigned call upon the citizens of New York, without distinction of Party, who are opposed to the Ratification of said Treaty, to meet at the Tabernacle, on Monday evening, the 22d of April inst., to express their opposition to the same.

Dated, New York, April 18th, 1844.

Annexation Debate:

1844 petition from New York opposing the annexation of Texas by the United States

Many Texans hoped the United States would admit Texas to the Union as a state, but this was a politically charged issue in the United States. If admitted as a state, Texas would shift the balance of power in Congress and the Electoral College toward slaveholding interests. Abolitionists in the North tended to oppose annexation, while slaveholders in the South and those who supported American territorial expansion tended to favor it. The Texas annexation question became a major issue in the 1844 election, and the proannexation candidate, James K. Polk, won the presidency. Texas was admitted as a state the next year.

CENTRAL HISTORICAL QUESTION:
We know that rebels in Texas were able to win independence from Mexico, but why did they rebel to begin with? You are going to examine four historical documents and answer the question: *Why did Texans revolt against the Mexican government?*

ACTIVITY 2: Read Documents A and B, then on a separate sheet of paper, answer the Guiding Questions that follow.

Document A: Texas Declaration of Independence (Modified)

This is an excerpt from the Texas Declaration of Independence of March 2, 1836. It was drafted in only one day by delegates to the Convention of 1836, which had been called by leaders of the revolution to discuss the future of Texas.

When a government has ceased to protect the lives, liberty and property of the people . . . it is the right of the people to abolish such government and create another one that will secure their future welfare and happiness.

General Santa Anna has overturned the constitution of his country, and now offers us the cruel option either to abandon our homes or submit to the most intolerable of all tyranny. [*Note: Santa Anna had abolished the Mexican constitution in 1835 and had limited the power of states to govern themselves.*]

The Mexican government has failed to establish any public system of education. . . .
It denies us the right of worshipping the Almighty as we want to. . . .
It has demanded that we give up our arms, which are essential to our defense. . . .
It has invaded our country both by sea and by land, with intent to lay waste our territory, and drive us from our homes. .
It has encouraged the merciless Indians to massacre the inhabitants of our defenseless frontiers. . . .
We, therefore, do hereby resolve and declare, that our political connection with the Mexican nation has forever ended, and that the people of Texas do now constitute a free and independent republic.

Document B: Alamo Defenders' Speech (Modified)

Juan Seguín, a Tejano officer in the Texas army, gave the following speech on April 4, 1837, at the burial site for Texas soldiers killed at the Battle of the Alamo, a famous battle in which the Mexican army overran a fort in San Antonio held by about 200 Texans and killed nearly all inside.

Companions in Arms!! These remains which we have the honor of carrying on our shoulders are those of the brave heroes who died in the Alamo. Yes, my friends, they preferred to die a thousand times rather than submit themselves to the tyrant's yoke. Yes, soldiers and fellow citizens, these are the worthy beings who, by the twists of fate, delivered their bodies to the ferocity of their enemies. I invite you to declare to the entire world, "Texas shall be free and independent or we shall perish in glorious combat."

Guiding Questions: Texas Revolution

Document A: Texas Declaration of Independence

1. Close Reading: According to Document A, why did Texans revolt against the Mexican government?
2. Sourcing: Who wrote the Texas Declaration of Independence? How might this affect its trustworthiness as evidence for why Texans revolted?
3. Sourcing: What is the purpose of the document? How might this affect the trustworthiness of the document as evidence for why Texans revolted?
4. Contextualization: The Texas Declaration of Independence closely mirrors the sentiments and structure of the United States' Declaration of Independence. Why might the authors have chosen to do this?

Document B: Alamo Defenders' Speech

1. Close Reading: According to Document B, why did Texans revolt?
2. Corroboration: Does the evidence in Document B support or contradict the evidence in Document A? Explain your reasoning.
3. Sourcing: How trustworthy is this document as evidence of why Texans revolted? Explain.

Thought Question:

Based on the evidence provided in Document A and Document B, directly answer the question: Why did Texans revolt against the Mexican government? Use evidence from the documents to support your answer.

ACTIVITY 3: Read Documents C, D, and E, then on a separate sheet of paper, answer the Guiding Questions that follow.

Document C: Manchola Letter (Modified)

Coahuila y Tejas politician Rafael Manchola wrote the following about Anglo Americans in an 1826 letter to a military commander.

We cannot trust the Anglo-American colonists because they are continually demonstrating that they refuse to follow our laws, unless it is convenient for them. We will have many problems if we do not stop their disrespectful behavior by stationing soldiers and a Mexican judge in each settlement. They have been using their own colonists as judges and practicing their own laws, forgetting that they swore to obey the laws of Mexico.

Document D: Burnet Letter

The following is an excerpt from an 1836 letter written by David G. Burnet, a New Jersey-born leader of the revolution to Senator Henry Clay of the United States.

One general fact may account for all: the utter dissimilarity of character between the two people, the Texians and the Mexicans. The first are principally Anglo Americans; the others a mongrel race of degenerate Spaniards and Indians more depraved than they.

Document E: Lundy Pamphlet (Modified)

The following is from an 1836 pamphlet called "War in Texas" by Benjamin Lundy, a well-known American abolitionist. The pamphlet helped convince influential American leaders to oppose the annexation of Texas.

We have been asked to believe that the inhabitants of Texas have been fighting to maintain the sacred principles of Liberty, and the natural, inalienable Rights of Man:— whereas, their motives have been exactly the opposite. The immediate cause and main goal of this war—led by the slaveholders of this country, (with land speculators and slave traders)—has been to grab the large and valuable territory of Texas from the Mexican Republic, in order to re-establish the SYSTEM OF SLAVERY; to open a vast and profitable SLAVEMARKET; and, ultimately, to annex it to the United States.

Document C: Manchola Letter

1. Close reading: According to Document C, why did Texans revolt?
2. Sourcing: How trustworthy is this as evidence of why Texans revolted? Explain.
3. Corroboration: Does the evidence in Document C affect your thesis? If so, how?

Document D:

1. Close reading: According to Document D, why did Texans revolt?
2. Sourcing: How trustworthy is this as evidence of why Texans revolted? Explain.
3. Corroboration: Does the evidence in Document D affect your thesis? If so, how?

Document E:

1. Close reading: According to Document E, why did Texans revolt?
2. Sourcing: How trustworthy is this as evidence of why Texans revolted? Explain.
3. Corroboration: Does the evidence in Document D affect your thesis? If so, how?

Revised Thought Answer:

Based on all the available evidence, revise your answer to the question: Why did Texans revolt against the Mexican government? Use evidence from the documents to support your answer.

ACTIVITY 4:

Review all of the above information. Imagine you lived in Texas during this time. Who would you side with? Why would you choose this side? Explain and support your answer with evidence from any of the information in this document / Social Studies packet.