

Publisher Proposed Changes for State Board of Education Review

September 13, 2002

Subject:
Social Studies, Grade 8

Title:
The American Republic to 1877

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Glencoe/McGraw Hill, a division of the McGraw-Hill Co., Inc.

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Title	<i>The American Republic to 1877</i>					
Component	Page Number	Type of Change	Specific location on page (i.e., column, line, etc.)	Proposed Change(s)	Does this change affect TEKS coverage? Yes or No.	How does this change affect TEKS coverage?
Student Edition	xii	Factual Error Correction	Column 2, Unit 1, line 11	Change "1700s" to "1800s"	No	N/A
Student Edition	xii	Factual Error Correction	Map, title on map header	Change "1700s" to "1800s"	No	N/A
Student Edition	RA12-RA13	Content Change	Middle East Physical/Political map	Redraw Egypt-Sudan border to reflect recent agreement	No	N/A
Student Edition	RA14-RA15	Editorial Change	World Political map, Yugoslavia, and Abbreviations list at the bottom right of map	[modification to June 27 list] map: Change "YUG." to " SE.&M. " "SERB. AND MONT."; abbreviation list: Delete "YUG.YUGOSLAVIA"; Add " SE.&M. SERB. AND MONT.SERBIA AND MONTENEGRO" above SLOV. Entry (Revise as necessary to reflect country name(s) at press time.)	No	N/A
Student Edition	RA14-RA15	Content Change	World Political map	Redraw Egypt-Sudan border to reflect recent agreement	No	N/A
Student Edition	RA14-RA15	Editorial Change	World Political map	Change color for East Timor from green to purple	No	N/A
Student Edition	18	Content Change	Map	Delete route arrow from Europe to North America	No	N/A
Student Edition	40	Editorial Change	Column 2, paragraph 4, line 8	Change "location" to "direction"	No	N/A
Student Edition	62	Content Change	Column 2, paragraph 1, lines 5-8	Change "about 24 dollars in beads, knives, and trading goods in exchange for the island. Its population began to grow. " to "60 Dutch guilders in goods for the island. The goods probably included cloth, and valuable tools such as axes, hoes, and awls."	No	N/A
Student Edition	65	Factual Error Correction	Map title	Change "1700s" to "1800s"	No	N/A
Student Edition	83	Content Change	Column 1, paragraph 4, lines 8-10	Change "They could charge whatever rents they wanted to the farmers and other laborers on their estates." to "They had their own courts and laws. Settlers owed the patroon labor and a share of their crops."	No	N/A
Student Edition	87	Content Change	Column 1, paragraph 1, lines 8-9, and paragraph 2, lines 1-5	Change "Africans were seized and brought to the colonies as slaves. Other men, women and children came to the colonies as indentured servants . In return for the payment of their passage to America, they agreed to work without pay for a certain period of time." to "African rulers took prisoners during wars and raids. They enslaved the captives and sold them European slave traders who took them to the colonies. Many people came to the colonies as indentured servants . To pay for their	No	N/A

				passage to America, they agreed to work without pay for a certain period of time.”		
Student Edition	107	Editorial Change	Column 1, paragraph 1, lines 3-8	Change "he and his sister were kidnapped and brought to the West Indies, where they were enslaved." to "he and his sister were kidnapped by slave traders. Olaudah was taken to the West Indies and sold into slavery."	No	N/A
Student Edition	107	Editorial Change	Column 1, paragraph 2, lines 2-3	Change "Olaudah and his sister have been kidnapped" to "Olaudah has been kidnapped"	No	N/A
Student Edition	109	Editorial Change	Column 2, Reading Check	Change question to "Under mercantilism, who controlled trade and who supplied raw materials?"	No	N/A
Student Edition	132	Editorial Change	Paragraph 1, lines 3-5	Change "Parts of the land acquired through the Treaty of Paris were organized as the provinces of Quebec, East Florida, West Florida, and Grenada." to "Parts of the land acquired through the Treaty of Paris became the provinces of Quebec, East Florida, West Florida, and Grenada (a combination of several Caribbean islands)."	No	N/A
Student Edition	134	Content Change	Column 1, paragraph 4, lines 4-5	Change "When opponents accused him of treason, Henry replied," to "According to tradition, when he was accused of treason, Henry replied,"	No	N/A
Student Edition	166	Content Change	Column 2, lines 2-3	Change "Hale's immortal last words were," to "According to tradition, just before his hanging, Hale's last words were,"	No	N/A
Student Edition	175	Content Change	Column 2, paragraph 2, line 5	Delete "Spanish-owned"	No	N/A
Student Edition	178	Factual Error	Column 1, paragraph 2, line 3	Delete "of rumors that"	No	N/A
Student Edition	208	Content Change	Column 1, paragraph 6, lines 1-9	Change "Locke, an English philosopher, believed that all people have natural rights , which are specific rights of Englishmen defined in the Magna Carta and the English Bill of Rights. These natural rights include the rights to life, liberty, and property. In his <i>Two Treatises on Civil Government</i> (1690), he wrote that government is based on an agreement, or contract, between the people and the ruler." to "Locke, an English philosopher, believed that all people have natural rights . These natural rights include the rights to life, liberty, and property. In his <i>Two Treatises of Civil Government</i> (1690), he wrote that government is based on an agreement, or contract, between the people and the ruler. Many Americans interpreted natural rights to mean the rights of Englishmen defined in the Magna Carta and the English Bill of Rights."	No	N/A
Student Edition	212	Content Change	Column 2, lines 13-15	Change "They agreed with Thomas Paine, who had said, "That government is best which governs least."" to "They agreed with Patrick Henry, who warned that the Constitution was "incompatible with the genius of republicanism." "	No	N/A
Student Edition	212	Editorial Change	Column 2, paragraphs 3-4	Run up paragraph 4 to allow room for Thomas Paine change in same column	No	N/A
Student Edition	217	Content Change	Column 2, To Promote the General Welfare, lines 8-10	Change "and as much as possible, ensuring that citizens will be free from poverty, hunger, and disease." to "regulating commerce and bankruptcies, and promoting science and technology by granting patents."	No	N/A
Student Edition	232	Content Change	Paragraph 2 (in yellow), lines 2-6	Change "For easier study, those passages that have been set aside or changed by the adoption of amendments are printed in blue." to "Those passages that have been set aside, outdated by the passage of time, or changed by the adoption of amendments are printed in blue."	No	N/A
Student Edition	241	Editorial Correction	Column 1, paragraph 1, lines 9-10	Change text "'—between Citizens of different States," from cyan to black	No	N/A
Student Edition	266	Editorial Change	Column 2, Reading Check, line 2	[modification to June 27 list] Change "address" to "Address" Change " Summarizing What issue did Washington speak of in his Farewell Address?" to " Explaining What was the impact of Washington's Farewell Address?"	No	N/A

Student Edition	280	Content Change	Column 1, paragraph 1	Change entire paragraph to "Thomas Jefferson had strong ideas about how to make the United States a success. He believed that the strength of the United States was its independent farmers. As long as most people owned their own property, they would fight to protect their rights and to preserve the republic. For this reason, Jefferson favored expanding the nation westward to acquire more land. He also believed the federal government should be kept small. He distrusted standing armies and wanted to reduce the size of the military."	No	N/A
Student Edition	290	Content Change	Column 1, paragraph 6, lines 1-2	Change "This practice, known as impressment , was a clear violation of neutral rights." to "This practice of forcing people to serve in the navy was called impressment ."	No	N/A
Student Edition	299	Content Change	Column 2, paragraph 1, lines 3-9	Change "The British had every advantage—trained soldiers, superior firepower, cavalry, and professional leaders. Nevertheless, in September 1814, the British suffered a humiliating defeat in the Battle of Plattsburgh . The American victory secured the northern border of the United States." to "The first British goal was to capture Plattsburgh, a key city on the shore of Lake Champlain. The invasion was stopped when an American naval force on Lake Champlain defeated the British fleet on the lake in September 1814. Knowing the American ships could use their control of the lake to bombard them and land troops behind them, the British retreated to Canada."	No	N/A
Student Edition	299	Content Change	Column 2, paragraph 2, lines 1-7	Change "After Plattsburgh, British leaders in London came to the conclusion that the war in North America was too costly and unnecessary. They had achieved their goal in Europe with the removal of Napoleon. To continue a minor war in America with little to gain no longer seemed worth the effort." to "After the Battle of Lake Champlain, the British decided the war in North America was too costly and unnecessary. Napoleon had been defeated in Europe. To keep fighting the United States would gain little and was not worth the effort."	No	N/A
Student Edition	300	Content Change	Section 4 Assessment, #2, line 2	Change "Plattsburgh" to "Lake Champlain"	No	N/A
Student Edition	309	Content Change	Column 2, paragraph 1, line 1	Change "Connecticut inventor Eli Whitney" to "The inventor Eli Whitney"	No	N/A
Student Edition	317	Editorial Change	Why It Matters, The National Road and Other Major Highways, km column	[modification to June 27 list] Change "5,455" to "5,456" (for Lincoln Highway) Change "4,859" to "4,860" (for Route 40) Change "3,942" to " 9,943 3,943" (for Route 66)	No	N/A
Student Edition	318	Content Change	Column 1, paragraph 2, lines 2-5	Change "Clinton boarded a barge in Buffalo and journeyed on the canal to New York City. As crowds cheered in New York," to "Clinton boarded a barge in Buffalo and journeyed on the canal to Albany. From there, he headed down the Hudson River to New York City. As crowds cheered,"	No	N/A
Student Edition	336	Editorial Change	Column 2, paragraph 5, lines 3-4	[modification to June 27 list] Change "Starting in 1815 Western and Eastern states alike loosened" to "By 1815 many states had or had loosened or soon would loosen"	No	N/A
Student Edition	339	Editorial Change	Column 1, paragraph 2, lines 4-5	[modification to June 27 list] Change "Two weeks later" to "Not long after after,"	No	N/A
Student Edition	339	Editorial Change	Column 2, paragraph 1, line 3	Change "greatly lower the tariff." to "gradually lower the tariff over several years."	No	N/A
Student Edition	345	Editorial Change	Photo of Black Hawk and Whirling Thunder	Flop photo from left to right	No	N/A

Student Edition	350	Content Change	Column 2, paragraph 1, lines 5-10, and paragraph 2, lines 1-7	Change "The depression began with the Panic of 1837 , a time when land values dropped sharply, investments declined suddenly, banks failed, and people lost confidence in the economic system. Within a few weeks, thousands of businesses had closed and hundreds of thousands of people had lost their jobs. Many Americans could not afford food or rent. In February 1837, people in New York put up signs voicing their anger:" to "The depression began with the Panic of 1837, a time when land values dropped sharply, investments declined suddenly, and banks failed. Thousands of businesses closed and hundreds of thousands of people lost their jobs. In the South, cotton prices fell to record lows. Farmers plunged into debt and lost their land. In the cities, many people could not afford food or rent. In February 1837, people in New York put up signs voicing their anger:"	No	N/A
Student Edition	358	Content Change	Column 2, paragraphs 4-5	Change paragraphs to "In the early 1840s, "Oregon fever" swept through the Mississippi Valley. The depression caused by the Panic of 1837 had hit the region hard. People formed societies to gather information about Oregon and to plan and make the long trip. The "great migration" had begun. Tens of thousands of people made the trip. These pioneers were called emigrants because they left the United States to go to Oregon."	No	N/A
Student Edition	360	Content Change	Column 2, paragraph 2, lines 3-5	Change "Polk won 50 percent of the popular vote and 170 electoral votes to Clay's 48 percent and 105 electoral votes." to "Polk won the election because the antislavery Liberty Party took so many votes from Clay in New York that Polk won the state. Polk won 170 electoral votes to 105 for Clay."	No	N/A
Student Edition	360	Editorial Change	Column 2, paragraph 3, last sentence	Delete "The two nations had finally resolved the Oregon issue." to make room for edit in same column	No	N/A
Student Edition	364	Editorial Change	Column 1, line 2	Add "become Mexican citizens, " before "convert"	No	N/A
Student Edition	367	Factual Error Correction	Map, label and burst for San Antonio	Change the text, leader line, and burst indicating the Battle of San Antonio from green to blue.	No	N/A
Student Edition	368	Editorial Change	Section 2 Assessment, #2, line1	Change "three" to "four"	No	N/A
Student Edition	412	Content Change	An American Story, line 1	Add "According to folklore," before "Henry"	No	N/A
Student Edition	448	Content Change	Column 2, paragraphs 1 and 2	Change all to "After the 1858 elections, Southerners began to feel threatened by growing Republican power. In late 1859, an act of violence greatly increased their fears. On October 16 the abolitionist John Brown led 18 men, both whites and African Americans, on a raid on Harpers Ferry, Virginia. His target was an arsenal , a storage place for weapons and ammunition. Brown—who had killed five proslavery Kansans in 1856—hoped to start a rebellion against slaveholders by arming enslaved African Americans. His raid had been financed by a group of abolitionists."	No	N/A
Student Edition	448	Content Change	Column 2, paragraph 3	Change all to "Brown and his men were quickly defeated by local citizens and federal troops. Brown was convicted of treason and murder and was sentenced to hang. His execution caused an uproar in the North. Some antislavery Northerners, including Republican leaders, denounced Brown's use of violence. Others viewed Brown as a hero. Writer Ralph Waldo Emerson called Brown a martyr —a person who dies for a great cause."	No	N/A
Student Edition	451	Content Change	Column 1, paragraph 1, lines 4-5	Change "government" to "administration"	No	N/A
Student Edition	529	Content Change	Column 1, paragraph 4, line 1	Change "made possible" to "often supported"	No	N/A

Teacher Edition	T3	Editorial Change	Column 1, Academic Consultants	Delete entry "Assad N. Busool, Ph.D. Professor and Chairman of the Department of Arabic Studies American Islamic College Chicago, Illinois"	No	N/A
Teacher Edition	T12	Factual Error Correction	Column 2, Unit 1, line 11	Change "1700s" to "1800s"	No	N/A
Teacher Edition	T12	Factual Error Correction	Map, title on map header	Change "1700s" to "1800s"	No	N/A
Teacher Edition	T17	Editorial Change	Row for 8.10 (B), Column for Student Edition Pages	Add "395," before "400,"	No	N/A
Teacher Edition	T18	Editorial Change	Row for 8.15(A), Column for Student Edition Pages	Add "279," before "290,"	No	N/A
Teacher Edition	T18	Editorial Change	Row for 8.16(B), Column for Student Edition Pages	Add "200," before "214,"	No	N/A
Teacher Edition	T18	Editorial Change	Row for 8.21 (B), Teacher Edition Pages	Add "176," before "266"	No	N/A
Teacher Edition	T19	Editorial Change	Row for 8.20 (A), Student Edition Pages	Add "158," before "222,"	No	N/A
Teacher Edition	T20	Editorial Change	Row for 8.24(D), column for Student Edition Pages	Add "393," before "394,"	No	N/A
Teacher Edition	T20	Editorial Change	Row for 8.24(E), column for Student Edition Pages	Add "284," before "299,"	No	N/A
Teacher Edition	50	Editorial Change	Answers to Analyzing Literature, Interdisciplinary Activity, lines 1-3	Change text to "Students' descriptions should include information about Native Americans and the climate. Comparisons might include information about different farming methods or types of housing."	No	N/A
Teacher Edition	104	Editorial Change	Critical Thinking Activity, lines 3-4	Change "(promote violence among African groups)" to "(increase violence among African groups)"	No	N/A
Teacher Edition	158	Editorial Change	Below answer #8	[modification to June 27 list] Add "9. An unalienable right is a right that cannot be surrendered. (<i>true</i>) SS: 8.31A SS: 8.20A, 8.31A"	No	N/A
Teacher Edition	176	Editorial Change	Below Analyzing Political Cartoons as separate feature	[modification to June 27 list] Add " Models of Civic Virtue To extend the Interdisciplinary Activity on this page, tell students that many Americans look to the Founders as models of civic virtue. Explain that civic virtue involves putting the good of the community ahead of one's personal interests and participating in the democratic process. For example, George Washington wanted to retire after the Revolution but later agreed to serve as president. The signers of the Declaration risked their lives for the benefit of their fellow Americans. Have students research a Founder and create a biographical sketch. The sketches should evaluate the Founder's contributions as models of civic virtue. L2 SS: 8.14A SS: 8.21B "	No	N/A
Teacher Edition	200	Editorial Change	Reduced Student Edition page, column 2, paragraph 3	Highlight entire paragraph (paragraph beginning "Shays's Rebellion...") and place a circled #1 next to paragraph	No	N/A

Teacher Edition	200	Editorial Change	Reduced Student Edition page, top of page	Add to top of page " Social Studies TAKS tested at Grade 8: [1] Obj 4:8.16B"	No	N/A
Teacher Edition	201	Editorial Change	Student Edition TEKS box, Page 200 references	Add "8.16B," before "8.25A"	No	N/A
Teacher Edition	208	Editorial Change	Reduced Student Edition page, column 1, paragraph 6	Adjust highlighting due to SE edit. The first four sentences of the paragraph should now be highlighted.	No	N/A
Teacher Edition	212	Editorial Change	Reduced Student Edition page, Column 2, last paragraph	Adjust highlighting after last paragraph is run up to preceding paragraph.	No	N/A
Teacher Edition	231	Editorial Change	Box for The Princeton Review TAKS Test Practice answer	Add logo "TAKS Test Practice" as box heading	No	N/A
Teacher Edition	279	Editorial Change	Reduced Student Edition page, column 2, paragraph 3	Highlight entire paragraph	No	N/A
Teacher Edition	279	Editorial Change	Reduced Student Edition page, top of page	Add "Obj 3:8.15A;" after circled #2	No	N/A
Teacher Edition	279	Editorial Change	Student Edition TEKS box, Page 279 references	Add "8.15A," before "8.18B"	No	N/A
Teacher Edition	284	Editorial Change	Reduced Student Edition page, column 2, paragraph 2	Highlight entire paragraph and place a circled #3 to left of paragraph.	No	N/A
Teacher Edition	284	Editorial Change	Reduced Student Edition page, top of page	Add [circled #3] "Obj 3:8.24E" to end of line	No	N/A
Teacher Edition	285	Editorial Change	Student Edition TEKS box, page 284 references	Add "8.24E" after "8.11C"	No	N/A
Teacher Edition	345	Editorial Change	Section 2 Assessment Answers, #2	[modification to June 27 list] Change answer to "He ignored the ruling because he believed the Native Americans should be moved west of the Mississippi. SS: 8.5G SS: 8.5G, 8.17C"	No	N/A
Teacher Edition	352	Content Change	Reviewing Key Facts, #14, line 2	Add "Southern cotton prices fell." after "their jobs."	No	N/A
Teacher Edition	366	Editorial Change	you don't say, lines 3-4	[modification to June 27 list] Change "The Alamo was may have been named after cottonwood trees that grew nearby." to "The source of the Alamo's name is disputed. Some historians think it was named after a group of Spanish soldiers who were based there and who came originally from Alamo de Parras in Mexico. Other historians note that <i>álamo</i> is the Spanish word for "cottonwood" and think the mission was named after the cottonwood trees that grew nearby."	No	N/A
Teacher Edition	367	Factual Error Correction	Geography Skills, answer 1	Change "Gonzales and San Jacinto" to "San Antonio, Gonzales, and San Jacinto"	No	N/A

Teacher Edition	368	Editorial Change	Section 2 Assessment Answers, # 2, line 1	Add "become Mexican citizens," before "convert to"	No	N/A
Teacher Edition	368	Editorial Change	Section 2 Assessment Answers, # 5, lines 4-5	Delete "and encouraged Mexican and Europeans immigrants" to make room for edit to #2	No	N/A
Teacher Edition	374	Editorial Change	Reduced Student Edition page, column 2, paragraph 4	Highlight entire paragraph; add label with circled #2	No	N/A
Teacher Edition	374	Editorial Change	Reduced Student Edition page, top of page	Add circled #2 and "2 Obj 2:8.6E" to end of line	No	N/A
Teacher Edition	393	Editorial Change	Reduced Student Edition page, column 1, paragraph 1	Highlight entire paragraph and place a circled #1 to left of paragraph.	No	N/A
Teacher Edition	393	Editorial Change	Reduced Student Edition page, highlighted areas and top of page	Change existing circled #1 (column 1 and top of page) to #2. Change existing circled #2 (columns 1 and 2, and top of page) to #3.	No	N/A
Teacher Edition	393	Editorial Change	Reduced Student Edition page, top of page	Add [circled #1] "Obj 3:8.24D" after "Grade 8:"	No	N/A
Teacher Edition	393	Editorial Change	Student Edition TEKS box, Page 393 references	Add "8.24D" after "8.24A"	No	N/A
Teacher Edition	395	Editorial Change	Section 2 Assessment Answers, column 3, Interdisciplinary Activity, line 3	Add "SS: 8.10B;" before "ELA: 8.15A"	No	N/A
Teacher Edition	395	Editorial Change	Student Edition TEKS box, Page 395 references	Add "8.10B," before "8.11A,"	No	N/A
Teacher Edition	420	Editorial Change	Reduced Student Edition page, column 2, paragraph 3	Highlight entire paragraph and place a circled #1 to left of paragraph	No	N/A
Teacher Edition	437	Editorial Change	Reduced Student Edition page, column 1, paragraphs 3 and 4 highlighting	After text edits made on SE page, highlighting in TE should change so just paragraph 4 highlighted	No	N/A
Teacher Edition	448	Editorial Change	Reduced Student Edition page, column 2, paragraph 2	Adjust highlighting as needed due to SE edit; same text as before will be highlighted	No	N/A
Teacher Edition	451	Editorial Change	Reduced Student Edition page, column 2, paragraph 1	Highlight entire paragraph and add circled #2 next to paragraph	No	N/A

Teacher Edition	451	Editorial Change	Reduced Student Edition page, top of page	Add "; Obj 4:8.18B" after "8.8B"	No	N/A
Teacher Edition	545	Factual Error Correction	Reading Check Answer, line 2	Change "260" to "266"	No	N/A
Teacher Edition	594	Editorial Change	Extending the Content, lines 4-5	[modification to June 27 list] Change " France, others " to " France. Others " Change "Details of his plan were published in London, and in England and France, others carried out his experiment before Franklin himself did." to "Because details of his plan were published in London, others in England and France carried out his experiment before Franklin himself did."	No	N/A