

United States History &  
Geography  
8th Grade  
Founding to Industrial  
Revolution/WWI  
1500 C.E.—1920 C.E.

Mr.C's  
Class  
Handbook



# United States History & Geography 8th Grade Founding to Industrial Revolution/WWI

1500 C.E.—1920 C.E.

Torey R. Culbertson, Instructor

Social Sciences

UCLA, B.A. Geography-Environmental Studies, A.A. Communications Studies

University of La Verne, M.Ed., Education & Ecological Literacy

California State Northridge, Political Science, Public Law, Jurisprudence, Civics, Political & Philosophical Theory, ongoing legal studies

Peace, love, & happiness

[trculbertson126@bpusd.net](mailto:trculbertson126@bpusd.net)

[tculbertson@att.net](mailto:tculbertson@att.net)

<http://www.humanitiesforwisdom.com/www.humanitiesforwisdom.com/Welcome.html>

## Class Description:

Students in United States history class consider and decide over conflicting American views on the Constitution to continue our democracy. Life-long learners need to gain knowledge of the encompassing complicated American history and society to ensure, and continue, the best government that the world has invented in response to old world tyranny. History opens the students to the past record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. When people confront problems, and record the consequences that have followed the various choices by individuals and society, are stories that need to be studied. In order to understand the present day students must know the past. That past may show us where we need to go to next. By studying choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each. The United States was founded on diametric ideas. Students need to know current issues that affect them, to react to new political events, participate appropriately, and then confidently make decisions for change. Only if we teach students to critically think can they make good decisions. However, as society becomes seemingly evermore divided, finding common ground is easier when people understand history's consequences. Several areas of importance critical to continuing our American experiment arise through in-depth study of the Constitution, cultural origins, the tradition of loyal opposition, and a mechanisms of compromise, voter participation; and struggles for liberty and sovereignty. After the Revolution, it was unclear if America would stay together with such diverse geographical, economic, and cultural differences and interests. Our Constitution produced a somewhat peaceful resolution to religious and political conflicts; not

cultural, economic, and geographical. Convention delegates in Philadelphia were from an aristocratic affluent class; other founders were farmers who had come back from war in debt. The Constitution is still trying to bring all levels of society under one just legal umbrella. America's Constitution and civic life empowers students to see that voting and participation are important. [*Civitas*] Madison wanted to stop powerful interests or inappropriate factions from controlling government. To the contrary, he also believed that the affluent must always protect themselves from the voting public. His vision was to compose a Constitution that would ensure that the majority can never reign over the few, nor that the few reign over the many. In 1791, Madison persuaded by Patrick Henry, protected individuals further by amending the Constitution adding the *Bill of Rights*. Historian Garry Wills quoted Madison's support for liberty with: "Amendments, if pursued with proper moderation...may serve the double purpose of...providing additional safeguards in favor of liberty." Students learn from this that while we can disagree politically, we do so without violence, and that governments transition without a coup d'état. Students need to see that individual protections, participation, and voting that are pivotal to the foundation of our America. Consequently, if students know that these Constitutional protections exist they might continually participate in American Democracy. Learning American issues on these topics face everyday problems with their families, and motivate them to become active participants. America was created for a better civilization in the hands of the people, for the people, and by the people. The government that governs best, is a government that has a citizenry that is enlightened, understands natural law, equality, inalienable rights and Aristotle's virtue of participation. Also the Greek concept of everyone paying their fair share for the safety and security of the state. Students must know our history, Constitution, political culture, the tradition of loyal opposition, compromises, popular sovereignty, conflicts, choices and American exceptionalism to maintain the Modern United States of America.

#### **Areas of inquiry:**

The First Americans, European Exploration and Settlement , The English Colonies in North America , Life in the Colonies, Toward Independence. The Declaration of Independence, The American Revolution, Creating the Constitution, The Constitution: A More Perfect Union. The Bill of Rights. Political Developments in the Early Republic , Foreign Affairs in the Young Nation . A Growing Sense of Nationhood. Andrew Jackson and the Growth of American Democracy, Manifest Destiny and the Growing Nation, Life in the West, Mexicano Contributions to the Southwest, An Era of Reform . The Worlds of North and South, African Americans in the Mid-1800s, A Dividing Nation , The Civil War , The Reconstruction Era, Tensions in the West, The Rise of Industry, The Great Wave of Immigration, The Progressive Era , and The United States Becomes a World Power Linking Past to Present.

#### **The Write Path: History/Social Science interactive Teaching and Learning**

This is the AVID college readiness program and system. Students create a chapter notebook for the assigned chapters, projects, and personal interactions with the course content. These are interactive, used all the time, and a complete example of the efforts and work the student has put forth to master the course information.

1. Students will need a notebook spiral or 3 ring with lined paper all year long.
2. Highlighters, scissors, glue, pencils, pens of all types can help. We tend to provide these from the resource teacher but any supplies from home is great.
3. They should have a ruler that can last the entire year.
4. Some type of access to online and at least a G-mail account is necessary.
5. Students will be asked to discuss the interactions and participate in pairs, group, class, and presentations to the class.
6. Think about their own history and where they are each day, as a lifelong learner.

#### **Class Grade policy:**

- **70% Assessments:** Tests, Quizzes, Essays, Projects, Performance Assessments, Processing Assignments, notebook with interactions

- 5% **Scholarship:** academic study or achievement; learning at a high level, please see all the areas:
  - Curiosity** as evidenced by:
    - asking questions that reflect completed reading assignments
    - seeking out and sharing readings, links, events related to the history we study
    - listening to classmates and connecting, questioning, or reflecting on what they say
  - Empathy** as evidenced by:
    - assignments that examine issues from a variety of perspectives
    - identifying one's own underlying implicit or explicit biases
    - use of inclusive language and respectful dialogue
    - listening to classmates and connecting, questioning, or reflecting on what they say
    - teaching other students learned ideas and thinking structures
  - Honesty** as evidenced by:
    - original assignments with credit given to sources and collaborators, whether in history or other subjects
  - Presence** as evidenced by:
    - Working on assigned history tasks
    - If finished with assigned tasks, furthering study of history by reading ahead or other sources
    - listening to classmates and connecting, questioning, or reflecting on what they say
  - Perseverance** as evidenced by:
    - starting tasks or assignments when they are assigned
    - asking for help, after having tried problem-solving strategies
    - completing assignments
    - use different interactions
- 20% **Classwork:** Notes, Agendas, Guided Readings, Geography, Project drafts, Review Guides
- 5% **Homework:** completion of Reading, Notes, Guided Reading, maps, unfinished classwork

### Extra Credit

Extra credit can consist of optional assignments or challenges given *by the teacher*, or they may be student-initiated projects or family field trips to museum exhibits, or other related event. Please see our class page\* on the HFW website for project ideas, and talk with the teacher for assignment approval. Extra credit is in addition to regular classwork. It will not or should not replace missing or incomplete work. Please do not get behind.

### Late Work

Students with excused absences will have ample opportunity to complete their missed assignments. **Even if they are sick or suspended on a due date the work is still considered late.** Further only 4 late work coupons can be used per semester. Students who wish to finish incomplete or missing assignments may do so for partial credit. There must be drastic events that are reasonable to justify individual treatment. Long term projects will have due dates known well in advance, and are to be turned in on that date. Any late projects will result in 5%-10% minimum off the project grade, and can add up for every day late.

### Student Responsibilities

1. Students will be on time to class.
2. Students will treat themselves, fellow students, and all adults on campus with respect.
3. Students will have all necessary material ready at the beginning of class.
4. Students will follow school rules.
5. Students will have some of there are papers students are to have with them at all times.
6. Students will try their best, and be curious about new things and ideas.



Each and every student has the inalienable right to learn and work in a comfortable, safe, and trusting classroom. All behavior must be supportive of an appropriate learning-teaching environment. NO student has the authority to infringe upon the rights of another person at any time.

### Classroom Rules

1. At *all* times people will respect each other.
2. Tardies are marked when you are not in **your chosen seat**, or **talking**, and/or **being disruptive** inappropriately at the **beginning** of class.
3. Participation points are given each day when present and working.
4. Come prepared to class with syllabus, pencils, paper, assigned reading, homework, etc.
5. Caught cheating an **F** grade will be given for that assignment at a minimum.
6. When class is missed it is the student's responsibility to request for work.

### Discipline Policy

*Any infringement upon the rights of another student may result in the following and not always in this order:*

1. Warning, student-teacher conference—the student writes an apology and is forgiven; behavior journals, Saturday School
2. 30 minutes detention and a parent contact;
3. Parent contact and one hour detention;
4. Referral for parent conference or SST.
5. Suspension

Any further disruption will result in further disciplinary action to be handled by the Administration office. Gratuitous profanity and major disruptions will be immediately referred to Student Support. All disruptions will affect his/her citizenship grade.

**Memorandum of Understanding 2016-2017**

I have read these guidelines and understand that my child must follow these rules/social contract in class and on the Sierra Vista Junior High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possible consequences from the California Education Code and other legal mandates.*

**Parent/Guardian's Signature** \_\_\_\_\_

**Print First & Last name** \_\_\_\_\_

**Date** \_\_\_\_\_

**E-mail** \_\_\_\_\_

please make gmail account if you do not have an email  
por favor haga cuenta de gmail si usted no tiene un correo electrónico

请Gmail帐户, 如果你没有一个电子邮件  
Qǐng Gmail zhànghù, rúguǒ nǐ méiyǒu yīgè diànzǐ yóujiàn  
請Gmail帳戶, 如果你沒有一個電子郵件  
Qǐng Gmail zhànghù, rúguǒ nǐ méiyǒu yīgè diànzǐ yóujiàn

**Home Phone**( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

**Work Phone**( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the Sierra Vista Junior HS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possible consequences under laws and codes.*

**Student's Signature** \_\_\_\_\_

**Print First & Last name** \_\_\_\_\_

**Student ID#** \_\_\_\_\_ **Period** \_\_\_\_\_

**Date** \_\_\_\_\_

**E-mail** \_\_\_\_\_

**Any comments or feedback please write below and on the back:**

---

## Liberal political thought

1. a tendency to favor change
2. faith in human reason
3. willingness to use government to improve the human condition
4. preference for individual freedom but ambivalence about economic freedom
5. greater optimism about human nature than conservatives

## Conservative political thought

1. resistance to change
2. reverence for tradition and a distrust of human reason
3. rejection of the use of government to improve the human condition— ambivalence regarding governmental activity for other purposes
4. preference for individual freedom but willingness to limit freedom to maintain traditional values
5. anti-egalitarianism—distrust of human nature

---

## Democracy Elements

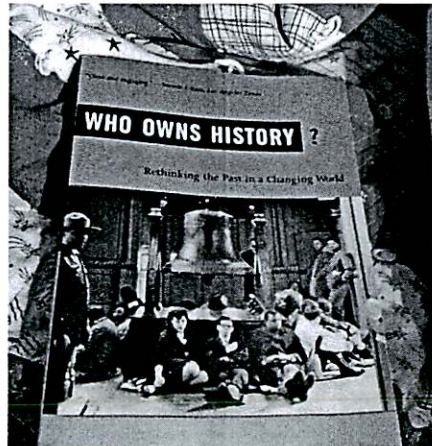
### Types of liberty

It is more difficult to define types of liberty than types of equality but, loosely, civil rights include the following specific liberties or freedoms:

1. the right to vote
2. freedom of speech
3. freedom of the press
4. freedom of assembly
5. freedom of religion
6. freedom of movement
7. freedom from arbitrary treatment by the political and legal system

### The 7 things that holds americans together

1. common language
2. egalitarianism
3. economic abundance
4. xenophobia-anti-European ideas
5. Tradition of Loyal opposition
6. Separation of Church and State
7. Northwest Ordinance



---

## Ideas for long-term study of America, can you do it?

We have ideas that we need to remember all year, especially when you become voters in our Democracy. Voting Equality at the ballot box entails the following:

- 1. Each individual must have reasonably easy access to the place of voting.
- 2. Each person must be free to cast his or her own vote as he or she wishes.
- 3. Each vote must be given exactly the same weight when counted.



# 3 documents that make us Americans!



## Declaration of Independence

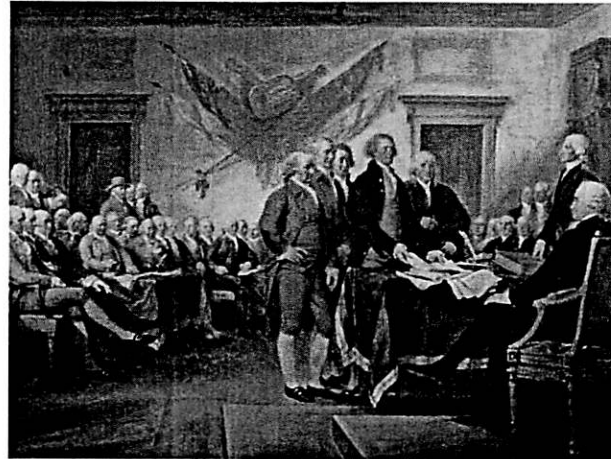
### Four Principles of Government

Principle 1 All people are created equal.

Principle 2 All people have basic rights that cannot be taken away.

Principle 3 The government gets its power to make decisions and to protect rights from the people.

Principle 4 When the government does not protect the rights of the people, the people have the right to change or remove the government.



## Ten Things Everyone Should

Try to see how these ideas can change how we work with one another and change relations to all the people in our lives. History can truly change the way we think about anything.

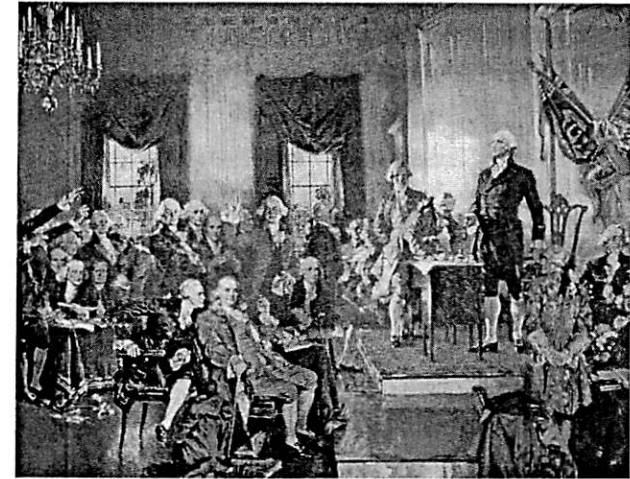
- 1 Race is a modern idea. Ancient societies like the Greeks did not divide people according to physical differences, but according to religion, social class or even language. The English word "race" first came into use in the 17th century by William Douvillier in a book of travel.
- 2 Race has no genetic basis. It is not characteristic, but it is a social construct of all the members of the so-called race from all the members of another so-called race.
- 3 Human individuals don't exist. Unlike many animals, modern humans simply haven't been selected for enough, nor have pressures been high enough, to create this separate category of race. On average, only one of every thousand of the molecules that make up DNA differ from human DNA. We are one of the most genetically similar of all species.
- 4 Skin color really is only skin deep. The genes for skin color have nothing to do with genes for hair, nose, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone's skin color doesn't necessarily tell you anything else about them.
- 5 Most variations in written, and between, "races." Of the small amount of total human variation, 85% exists within any local population. About 84% can be found within any continent. That means, for example, that two random Germans may be as genetically different as a Korean and an Italian.
- 6 Slavery predates race. Throughout most of human history, societies have existed where, often as a result of capture or debt, but not because of physical characteristics of a local or cultural identity. Due to a unique set of historical circumstances, North America has the first race system where all slaves shared a common appearance and ancestry.
- 7 Race and freedom were born together. The U.S. was founded on the principle that "all men are created equal" and the country's early history was based upon slavery. The very idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.
- 8 Race justified social inequalities as natural. The "scientific racism" belief in white superiority justified anti-democratic ideas and policies like slavery, the extermination of American Indians, the restriction of land ownership, the taking of Mexican lands, and the implementation of racial practices within American government, law, and culture.
- 9 Race isn't biological, but racism is still real. Race is a powerful social idea that gives people different access to opportunities and resources. The government and social institutions of the United States have created advantages that disproportionately channel wealth, power and resources to white people.
- 10 Colorblindness will not end racism. Pretending race doesn't exist is not the same as erasing racism.

## United States Constitution

This is the law of the land. We are a country that follows written laws, not ideas that are arbitrary and capricious actions that are made up by people at any moment.

## Bill of Rights

These ideas were debated between the Federalist and Anti-Federalists by 1787. We will be spending time on these on every chapter.



Know about Race Professor Horton says: We are a society based on principles literally to die for. Principles that are so wonderful it brings tears to your eyes. But we are a society that so often allows itself to ignore those principles. We live in a kind of heightened state of anxiety because we know we aren't what we could be or what we say we are.





## **LIFE**

4. Not be a distraction in class.
15. Keep hands and feet to ourselves.
25. Use indoor voices.
27. Dress appropriately.
34. Develop our prefrontal cortices by making wise choices.
45. Have fun—responsibly.
52. Ask permission to leave class.
53. When out of class, go to the place we're supposed to go, and come right back.
59. Keep food and drinks out away.

## **LIBERTY**

3. Give others personal space.
7. Support each other and not put each other down.
11. EVERYONE has value.
12. Speak politely to each other.
16. Give all students a chance to participate in class activities.
22. Have self-confidence (or at least try — "fake it till you make it!").
25. Use indoor voices.
31. Have a positive attitude.
33. Encourage others to do their best.
36. Express our ideas and opinions without offending others.
39. Solve our simple problems without involving the teacher.
43. Respect the answers people give.
44. Help all students feel welcome and not pressured or intimidated.
45. Have fun—responsibly
47. Trust and be trustworthy.
48. Keep our airspace free of projectiles and squirty aromas.
49. Be tolerant of others.
50. Enforce manners and responsibilities.
51. Give back to the class any time we waste.
54. Be seated before the bell rings and until dismissed.
55. Keep our phones, mp3 players, and games OFF.
56. Follow rules and policies surrounding digital assignments.
58. Accept different learning ways of learning.
61. Accept the consequences of our behavior, understanding that we affect others

## **PROPERTY**

2. Use class supplies responsibly.
20. Be responsible for bringing items we need in class.
23. Treat all personal and school property with respect—ask before handling.
30. Be organized by keeping out desks clean, school supplies organized to support learning.
32. Come prepared.
40. Respect each other's property rights.
42. Keep our textbooks free from graffiti/art/anatomy/profanity.

## **PURSUIT OF KNOWLEDGE**

1. Be respectful by listening to the speaker.
5. Be honest and do our own work.
6. Stay on topic in our conversations.
7. Support each other and not put each other down.
8. Be attentive.
9. Stay awake regardless of how tired we are.
10. Help people when we are done with our work.
13. Work together.
14. Be curious.
16. Give all students a chance to participate in class activities.
17. Raise our hands AND wait to be called on.
18. Ask questions when we need help.
19. Come to class on time.
21. Try our best.
22. Have self-confidence (or at least try — "fake it till you make it!").
24. Make our best effort to turn in all assignments on time.
25. Use indoor voices.
26. Be in Student Position when class starts and to hear instructions.
28. Work as a team.
29. Give eye contact to show we're listening.
31. Have a positive attitude.
32. Come prepared.
33. Encourage others to do their best.
34. Develop our prefrontal cortices by making wise choices.
35. Listen to directions and do our best to follow them.
37. Never quit when the going gets tough.
38. Push ourselves to our full potential.
39. Solve our simple problems without involving the teacher.
41. Not disrupt the class.
43. Respect the answers people give.
46. Be reasonable, and understand that what will be asked of us will be reasonable.
47. Trust and be trustworthy.
48. Keep our airspace free of projectiles and squirty aromas.
49. Be tolerant of others.
50. Enforce manners and responsibilities.
51. Give back to the class any time we waste.
53. When out of class, go to the place we're supposed to go, and come right back.
54. Be seated before the bell rings and until dismissed.
55. Keep our phones, mp3 players, and games OFF.
56. Follow rules and policies surrounding digital assignments.
57. Project our voices to be heard when speaking.
60. NEVER, EVER laugh at an answer that is incorrect. Honor each student's willingness to risk being wrong.

# **Rm. 27 SOCIAL CONTRACT**

We agree to...

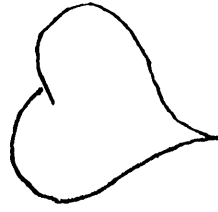
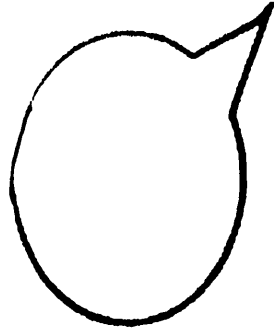
# Habits of Mind

 <p><b>1. Persisting</b> Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing impulsivity</b> Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>
 <p><b>3. Listening with understanding and empathy</b> Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking (Metacognition)</b> Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
 <p><b>7. Questioning and problem posing</b> How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking and communicating with clarity and precision</b> Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses:</b> Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>
 <p><b>11. Creating, imagining, and innovating</b> Try a different way! Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b> Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
 <p><b>15. Thinking interdependently</b> Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p>

Thoughts & Beliefs



Quotes & Defining Words



Feelings & Emotions



Actions & Behaviors



## Interactive Personal Notebook Grading Rubric.

Your notebook will be collected about once a chapter for grading according to the following rubric:

<b>100%</b>	Notebook contents are neatly completed, all pages are numbered, titled and dated. Right-side/left-side topics are correct and contents are organized according to class guidelines. Table of Contents reflects ALL entries to date. Right-side notes go BEYOND basic requirements. Left side shows IMPRESSIVE, IN-DEPTH scientific thought and effort.
<b>90%</b>	Notebook contents are neatly completed, all pages are numbered, titled and dated. Right-side/left-side topics are correct and contents are organized according to class guidelines. Table of Contents reflects all entries to date. Right side notes largely MEET requirements and some go beyond. Left side shows IN-DEPTH thought and effort.
<b>85%</b>	Notebook contents are MOSTLY NEAT and complete (at least 90%), pages numbered, titled and dated. Right-side/left-side topics are correct and organized with no more than 2 assignments incorrectly placed. Table of Contents reflects 90% of all entries up to date. Right side notes meet requirements. Left side shows a basic understanding of content topics, shows some thought and effort.
<b>75%</b>	Notebook contents are legible, complete (at least 80%), pages numbered, titled and dated. Right-side/left-side topics are correct and organized with no more than 4 assignments incorrectly placed. Table of contents reflects at least 80% of all entries to date. Right side notes nearly meet minimum requirements. Left side shows a limited understanding of content topics, limited thought and effort.
<b>65%</b>	Notebook contents are sloppy or incomplete (50%), many pages are not numbered, titled or dated. Right-side/left-side is inconsistent and contents are unorganized with more than 5 assignments incorrectly placed. Table of contents shows limited attempts at keeping entries up to date. Right side contents incomplete. Left side shows only a superficial understanding and/or some inaccuracies, little thought or effort.
<b>55%</b>	Notebook turned in but too incomplete to score well. Majority of pages are missing or incomplete. Dating and labeling of pages is inconsistent. Right side contents incomplete and missing. Left side shows minimal understanding, not neatly written, minimal effort.
<b>0%</b>	Notebook not turned in. No evidence of work done. Notebook has inappropriate content or words written on the cover or pages.



## How to Organize Your Personal Notebook

Left side (OUTPUT)	Right side (INPUT)												
The left page demonstrates YOUR understanding of the information on the right side page. You work with the input and interact with the information in creative, unique and individual ways. The left side helps focus your attention and guides your learning of the history content and concepts.	History interactive notebooks are used to help you learn and remember important scientific concepts. Why do they work? This notebook style uses both the right and left-brain hemispheres to help you sort, categorize, remember and creatively interact with the new knowledge you are gaining.												
<p>What goes on the left side? OUTPUT goes on the left side!</p> <ul style="list-style-type: none"> <li>• Every left-side pages gets used.</li> <li>• Always number and date your pages.</li> <li>• Always use at least four colors and organize information. Be creative; it helps the brain learn.</li> <li>• Your answer to your QOD will ALWAYS appear in the top white margin on a left-side page.</li> </ul>	<p>What goes on the right side? INPUT goes on the right side!</p> <ul style="list-style-type: none"> <li>• Always write the date on each page.</li> <li>• Always title each assignment.</li> <li>• Always number each page consecutively.</li> </ul>												
<p>What could go on the left side? See "Interactions" Assignments sheet. Will be "Free Choice" or "Limited Choice" but will involve techniques of:</p> <table> <tr> <td>Concept maps</td> <td>Venn Diagrams</td> </tr> <tr> <td>Pictures</td> <td>Drawings</td> </tr> <tr> <td>Diagrams</td> <td>Writing Prompts</td> </tr> <tr> <td>Flow Charts</td> <td>Poems</td> </tr> <tr> <td>Songs</td> <td>Self Reflections</td> </tr> <tr> <td>Questions</td> <td>Cartoons</td> </tr> </table>	Concept maps	Venn Diagrams	Pictures	Drawings	Diagrams	Writing Prompts	Flow Charts	Poems	Songs	Self Reflections	Questions	Cartoons	<p><b>Guidelines:</b></p> <ul style="list-style-type: none"> <li>• The right page is for writing down information you are given in class (INPUT).</li> <li>• When the teacher lectures, take notes on the right side page.</li> <li>• When you take book or video notes, they go on the right side page.</li> <li>• Any other type of INPUT you get in class.</li> <li>• Highlight important information.</li> <li>• No staples, only glue or clear tape.</li> </ul>
Concept maps	Venn Diagrams												
Pictures	Drawings												
Diagrams	Writing Prompts												
Flow Charts	Poems												
Songs	Self Reflections												
Questions	Cartoons												

### "Interactions" Assignments List:

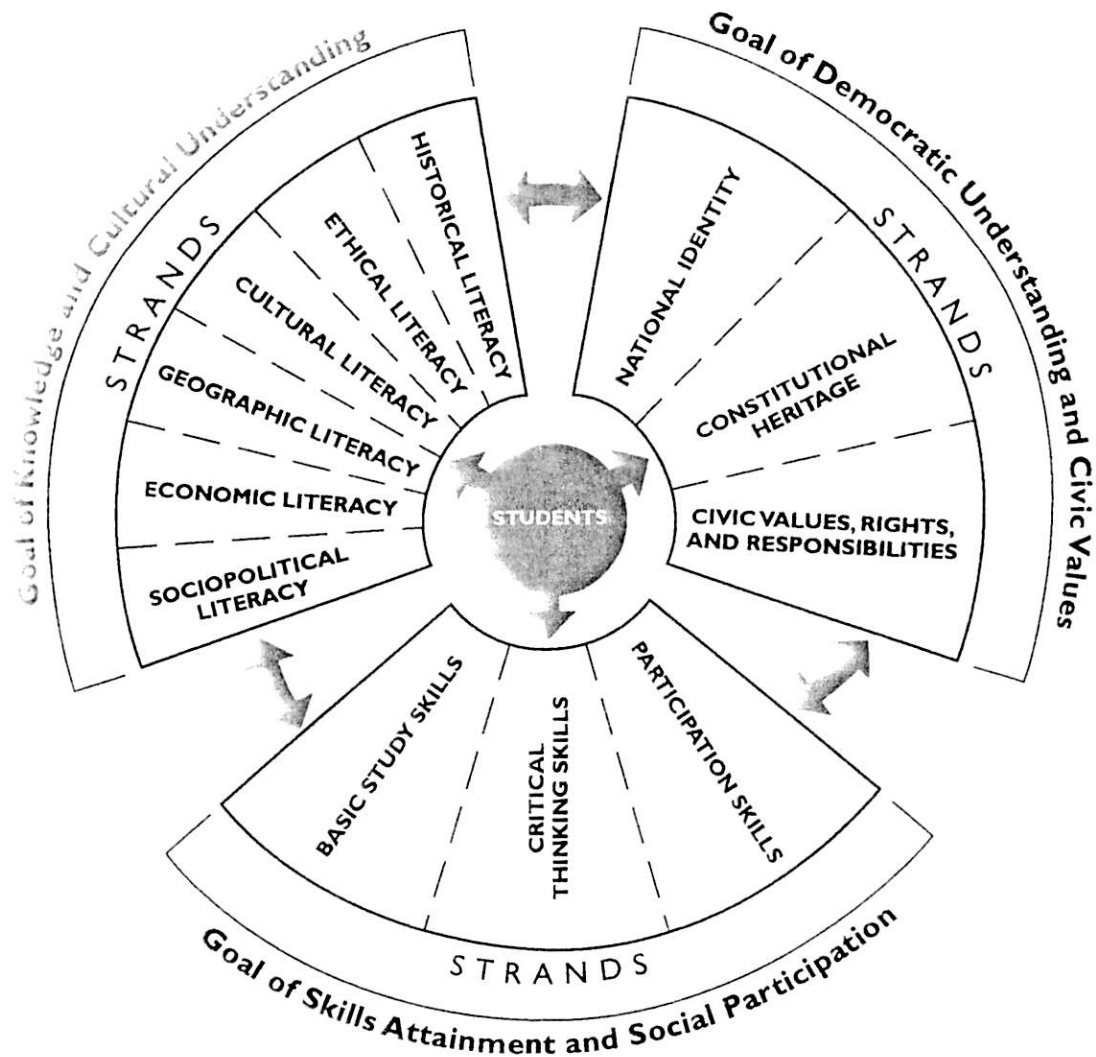
Any time you need to complete a left-side page, you will choose one of these activities. You will either receive "free" choice (choose any one you like) or "limited" choice (choose one you haven't done before, for example).

- Write a letter to a relative explaining to them what the INPUT on the right side means.
- Write a news article for a paper explaining the significance of the INPUT on the right side.
- Write a song or poem that summarizes the information on the INPUT side.
- Design a demonstration for a much younger student to teach the INPUT on the right side.
- Draw a multi-paneled cartoon that describes and restates the INPUT on the right side.
- Create a foldable or other manipulative that summarizes the information on the INPUT side.
- Create a magazine cover that emphasizes the most important points on the INPUT side.
- Create a timeline that orders events that occurred on the INPUT side.
- Create a flyer or brochure "selling" the interesting ideas on the INPUT side.
- Respond to a specific writing prompt about the INPUT side.
- Create Venn Diagrams or Flow charts to summarize and order the information on the INPUT side.

When creating a left-side page ALWAYS do the following:

- Use the FULL space available to you (leaving the top margin blank for your QOD).
- Use a minimum of four colors for your OUTPUT.
- Reflect the information on the INPUT side as completely as possible.
- Be NEAT, LEGIBLE and don't waste space.

# History–Social Science K–12 Goals and Curriculum Strands



# HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>• Who wrote this?</li> <li>• What is the author's perspective?</li> <li>• When was it written?</li> <li>• Where was it written?</li> <li>• Why was it written?</li> <li>• Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's position on the historical event</li> <li>• Identify and evaluate the author's purpose in producing the document</li> <li>• Hypothesize what the author will say before reading the document</li> <li>• Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• The author probably believes . . .</li> <li>• I think the audience is . . .</li> <li>• Based on the source information, I think the author might . . .</li> <li>• I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>• When and where was the document created?</li> <li>• What was different then? What was the same?</li> <li>• How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how context/background information influences the content of the document</li> <li>• Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the background information, I understand this document differently because . . .</li> <li>• The author might have been influenced by _____ (historical context) . . .</li> <li>• This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>• What do other documents say?</li> <li>• Do the documents agree? If not, why?</li> <li>• What are other possible documents?</li> <li>• What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>• Establish what is probable by comparing documents to each other</li> <li>• Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>• The author agrees/disagrees with . . .</li> <li>• These documents all agree/disagree about . . .</li> <li>• Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>• What claims does the author make?</li> <li>• What evidence does the author use?</li> <li>• What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>• How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's claims about an event</li> <li>• Evaluate the evidence and reasoning the author uses to support claims</li> <li>• Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>• I think the author chose these words in order to . . .</li> <li>• The author is trying to convince me . . .</li> <li>• The author claims . . .</li> <li>• The evidence used to support the author's claims is . . .</li> </ul>

## Essential Intellectual Traits

### Intellectual Humility

### vs Intellectual Arrogance

Having a consciousness of the limits of one's knowledge, including a sensitivity to circumstances in which one's native egocentrism is likely to function self-deceptively; sensitivity to bias, prejudice and limitations of one's viewpoint. Intellectual humility depends on recognizing that one should not claim more than one actually knows. It does not imply spinelessness or submissiveness. It implies the lack of intellectual pretentiousness, boastfulness, or conceit, combined with insight into the logical foundations, or lack of such foundations, of one's beliefs.

### Intellectual Courage

### vs Intellectual Cowardice

Having a consciousness of the need to face and fairly address ideas, beliefs or viewpoints toward which we have strong negative emotions and to which we have not given a serious hearing. This courage is connected with the recognition that ideas considered dangerous or absurd are sometimes rationally justified (in whole or in part) and that conclusions and beliefs inculcated in us are sometimes false or misleading. To determine for ourselves which is which, we must not passively and uncritically "accept" what we have "learned." Intellectual courage comes into play here, because inevitably we will come to see some truth in some ideas considered dangerous and absurd, and distortion or falsity in some ideas strongly held in our social group. We need courage to be true to our own thinking in such circumstances. The penalties for nonconformity can be severe.

### Intellectual Empathy

### vs Intellectual Narrow-mindedness

Having a consciousness of the need to imaginatively put oneself in the place of others in order to genuinely understand them, which requires the consciousness of our egocentric tendency to identify truth with our immediate perceptions of long-standing thought or belief. This trait correlates with the ability to reconstruct accurately the viewpoints and reasoning of others and to reason from premises, assumptions, and ideas other than our own. This trait also correlates with the willingness to remember occasions when we were wrong in the past despite an intense conviction that we were right, and with the ability to imagine our being similarly deceived in a case-at-hand.

### Intellectual Autonomy

### vs Intellectual Conformity

Having rational control of one's beliefs, values, and inferences. The ideal of critical thinking is to learn to think for oneself, to gain command over one's thought processes. It entails a commitment to analyzing and evaluating beliefs on the basis of reason and evidence, to question when it is rational to question, to believe when it is rational to believe, and to conform when it is rational to conform.

### Intellectual Integrity

### vs Intellectual Hypocrisy

Recognition of the need to be true to one's own thinking; to be consistent in the intellectual standards one applies; to hold one's self to the same rigorous standards of evidence and proof to which one holds one's antagonists; to practice what one advocates for others; and to honestly admit discrepancies and inconsistencies in one's own thought and action.

### Intellectual Perseverance

### vs Intellectual Laziness

Having a consciousness of the need to use intellectual insights and truths in spite of difficulties, obstacles, and frustrations; firm adherence to rational principles despite the irrational opposition of others; a sense of the need to struggle with confusion and unsettled questions over an extended period of time to achieve deeper understanding or insight.

### Confidence In Reason

### vs Distrust of Reason and Evidence

Confidence that, in the long run, one's own higher interests and those of humankind at large will be best served by giving the freest play to reason, by encouraging people to come to their own conclusions by developing their own rational faculties; faith that, with proper encouragement and cultivation, people can learn to think for themselves, to form rational viewpoints, draw reasonable conclusions, think coherently and logically, persuade each other by reason and become reasonable persons, despite the deep-seated obstacles in the native character of the human mind and in society as we know it.

### Fairmindedness

### vs Intellectual Unfairness

Having a consciousness of the need to treat all viewpoints alike, without reference to one's own feelings or vested interests, or the feelings or vested interests of one's friends, community or nation; implies adherence to intellectual standards without reference to one's own advantage or the advantage of one's group.



# Different Types of Primary Sources

## Material Cultural Artifacts

Tools and Machines, Toys and Games, Clothing, Coins, Decorations, Utensils, Money, Furniture, Containers

## Print Documents

### Government

- Charters and Constitutions
- Edicts and Laws
- Minutes and Reports
- Programs and Publications
- Records and Statistics
- Reports and Proceedings

### Formal Personal

- Certificates and Licenses
- Court Records
- Contracts and Agreements
- Family Trees
- Receipts
- Wills

### Publications

- Autobiographies
- Histories
- Literature
- Newspapers
- Periodicals
- Travel Accounts
- Treatises

### Informal Personal Records

- Diaries and Memoirs
- Family and Household Records
- Financial Statements
- Letters, Memoranda and Notes

## Electronic Media

Film, Video, Entertainment Information, Multimedia

## Graphic Arts

Photography, Maps, Cartoons, Illustrations

## Fine Arts

Paintings, Sculptures, Prints, Textiles, Decorative Arts, Ceramics, Metal Works, Furniture

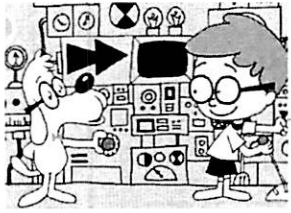
## Folklore, Folkways and Mythology

### Folklore and Folkways

Oral Literature:	Material Culture:	Customs:	Performance Arts:
• Tales	• Crafts	• Rituals	• Dance
• Proverbs	• Clothes	• Ceremonies	• Music
• Epic stories	• Making Quilting	• Food ways	• Games
	• Home Building	• Family traditions	

### Myth

- Creation
- Death
- Magic
- Purpose
- Life
- Religion
- Destiny
- Values



# WAYBACK WEDNESDAY

## Analyzing Primary Sources

### DESCRIPTION

Make a quick sketch of the primary source:

### SOURCING

Name of primary source: \_\_\_\_\_

Who created it? \_\_\_\_\_

What materials were used to make the primary source? How was it made?

\_\_\_\_\_  
\_\_\_\_\_

### PRIMARY SOURCE TYPE

\_\_\_\_ historical object

\_\_\_\_ artwork

\_\_\_\_ document

### CONTEXTUALIZE

Where and when was it created? \_\_\_\_\_

\_\_\_\_\_

Summarize any background information about what events were going on when the primary source was made:

\_\_\_\_\_  
\_\_\_\_\_

Name:

Date:

Period:

Topic:

Questions, Comments, Pictures:

Notes:

SUMMARY:



# Cornell Notes

ONE THIRD OF THE PAPER	TWO THIRDS OF THE PAPER
Connections to Notes	Notes
<p><b>Vocab:</b>  <b>Framers:</b> original writers of the Constitution who "framed" the role of government</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Is there a point where Judicial interpretation is called into question?</li> <li>• What was the last amendment made to the Constitution?</li> </ul> <p><b>Reaction:</b> It's interesting and comforting that the courts have the power to essentially override the government.</p> <p><b>Connection:</b> → Shows that the government is able to "keep up with the times with regard to women's rights"</p> <p><b>Significance:</b> Being able to informally amend the Constitution allows the president and Congress to make legislation to quickly impact the economy.</p>	<p>Amending the Constitution</p> <p>I. Formal Methods of Amending</p> <p>A. Amending</p> <ol style="list-style-type: none"> <li>1. Vote of two-thirds of the members in both houses of Congress</li> <li>2. Vote of two-thirds of state legislatures specifically requesting Congress to call a national convention to propose amendments</li> </ol> <p>B. Ratification</p> <ol style="list-style-type: none"> <li>1. Favorable vote in three-fourths of the state legislatures</li> <li>2. Favorable vote in specially called ratifying conventions in three-fourths of the states</li> </ol> <p>II. Informal Methods of Amending</p> <p>A. Judicial Interpretation</p> <ol style="list-style-type: none"> <li>1. Federal courts have power to nullify acts of government when in conflict with the Constitution</li> <li>2. Allows interpretation of law to change over time - elastic</li> </ol> <p>B. Social, Cultural and Legal Change</p> <ol style="list-style-type: none"> <li>1. No guarantee for equal protection of the law for women, our courts have interpreted the Constitution to ban gender discrimination</li> <li>2. Social change such as the Great Depression can cause new legislation that bends the rules without amending the Constitution i.e. - New Deal</li> </ol>
<p>Summary of most important ideas:</p> <p>Amending the Constitution is an important responsibility of the US government that enables it to adapt to social, cultural and legal changes over time.</p>	

## Making Annotations: A User's Guide

### What is text annotation?

Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you do. Annotations make it easy to find important information quickly when you look back and review a text. They help you familiarize yourself with both the content and organization of what you read. They provide a way to begin engaging ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read. In all these ways, annotating a text makes the reading process an active one, not just background for writing assignments, but an integral first step in the writing process. Below is a list of all the possible ways you can annotate the text.

1. List or number multiple ideas (causes, effects, reasons, characteristics)
2. Write brief summaries
3. Sketch pictures and charts to explain difficult processes/concepts
4. Give examples
5. Paraphrase difficult or important ideas
6. Ask Questions
7. Define unfamiliar words
8. Form an opinion about the reading (commentary)
9. Break down the argument(s)
10. Predict what will happen next.
11. Make connections to other parts of the book, to other sources of information (i.e. movies, books, events, poems, plays, songs, stories, etc.) and your own life experiences.
12. Describe a new perspective you may now have.
13. Explain the historical context or traditions/social customs that are used in the passage.
14. Note confusing ideas that need clarification
15. For every passage you highlight/underline, you should make a prediction, make a connection, ask a question, give an example, summarize or paraphrase.

### What are the tools I will use?

- Post-it Notes: If the text belongs to someone else, use Post-it notes.
- Highlighter: Yellow works best.
- Pencil: Write notes in the margins. Pencil is easy to erase

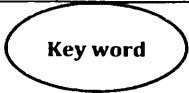


### Step 3: Cornell Note-Taking Revision List

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Step 3: Review and revise notes taken on right side by Cornell Note Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

Completed	Symbol	Revision
<input type="checkbox"/>	1, 2, 3... A, B, C...	1. Number the notes each time a new concept or main idea
<input type="checkbox"/>		2. Circle vocabulary/ key terms in pencil
<input type="checkbox"/>	<u>Main idea</u>	3. Highlight or underline main ideas in pencil
<input type="checkbox"/>	^	4. Fill in gaps of missing information and/ or reword/ paraphrase in red
<input type="checkbox"/>	<del>Unimportant</del>	5. Delete/ cross out unimportant information by drawing a line through it with a red pen
<input type="checkbox"/>	?	6. Identify points of confusion to clarify by asking a partner or teacher
<input type="checkbox"/>	*	7. Identify information to be used on a test, essay, for tutorial, etc.
<input type="checkbox"/>	Visual/symbol	8. Create a visual/ symbol to represent important information to be remembered

## **AVID Strategies**

*The following is a list of instruction strategies that AVID encourages teachers to incorporate in their lessons. These strategies may be adapted to any subject. They also support the methodologies of the AVID instructional program: WICR (Writing, Inquiry, Collaboration, Reading)*

### **Carousel Brainstorming**

Ideas gathered quickly, topic written as headings on chart paper. Students divided into groups and given different colored markers, move clockwise to brainstorm ideas. After all groups have written on each chart, they should do a gallery walk to see the ideas that were added. Good precursor to a formal essay.

### **Concept Mapping**

Allows for connections between new concepts and prior knowledge. Students should be given a list of related concepts and asked to make connections between them. Students can also create their own lists.

### **Consultants**

Designed for discussion several topics during a class period. Students divide into several groups according to particular topics and serve as consultants to each other. They can be instructed to report out briefly at the end of the period.

### **Cornell Notes**

With Cornell Notes, students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. This helps students develop long-term retention and a deeper understanding of the material studied.

### **Dialectical Journal**

Dialectical Journals allow students to record their thought in preparation or a discussion with a partner, small group or entire class. The following is a list of activities that students may do to interact with lecture notes, text, or video. With each activity students should divide their papers in half and place notes on the right side. They should then be instructed to respond to these notes on the left side in one or more of the following ways

- Create a graphic organizer(s) to visually represent the major ideas.
- Write a one-sentence summary to capture the main idea.
- Explain the significance of a particular piece of information.
- Make an inference in terms of what a fact suggests about the time period, event, etc.
- Create an analogy to show similarity between the relationships.
- Develop a “what if” statement that speculates what might have happened if an event had not occurred or had occurred differently.
- Make a connection to a similar event which may have occurred recently or in the past.
- Turn the title, heading, or subheading into questions.
- Create new titles, headings, and subheadings for each section.
- Write a simile or metaphor for an idea, event or person.

### **Meetings of the Minds**

With this activity, students should research diverse characters from a specific time period and then engage in a “meeting of the minds” (conversation) in small groups or in a fishbowl setting. To do this, students should choose a character from a unit of study or time period, research him or her, and then write three questions that the character would ask each of the other characters on an assigned topic.

### **Pair Share**

This activity is helpful when it is necessary to have small group discussions of individual issues. After completing an assigned reading, students should share their responses to open-ended questions with a partner. A whole-class discussion should follow

### **Parking Lot**

This technique assesses level of understanding at various intervals of a lesson. In preparation for the next days’ lesson, student should be provided with sticky notes on which to write questions or statements about a given topic or concept. They should place their notes on a large chart that is posted in the room. The chart should be divided into three sections and labeled with headings such as *I Don’t Understand*, *I am Starting to Understand*, and *I Completely Understand*. The teacher should take note of the questions and use them in preparing the lesson. At key points the students should be able to collaborate and move their sticky notes to the section most representing their level of understanding. The teacher is able to determine a general level of understanding among the students and to adjust the instruction accordingly. With this method, students who are hesitant to ask question orally will have their concerns addresses.

### **Philosophical Chairs**

Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. For example, if they agree with the statement, they should sit on the right side of the room. If they disagree, they should sit on the left side, and if undecided, they should sit in the back. At designated intervals, student should be given the opportunity to change sides if they change their viewpoint. A good follow-up to this activity would be to write an argumentative essay.

### **Problem-Solution Journal**

In this journal student record their thinking about possible solutions to problems being investigated. This strategy assists students in making connections between problems and solutions of the past and those of today. Students should divide into groups and separate their papers into three columns. The left column should represent the problems investigate; the middle column, a brainstorming of possible ideas; and the right column, a list of realistic solutions.



**QuickWrites**

Quickwrites involve asking a question, giving people a set amount of time for responding (usually between one to ten minutes), and either hearing or reading the responses. The quickwrite can be modified endlessly, depending on circumstances. Quickwrites encourage critical thinking warm-ups: use the quickwrite at the start of a class to get students focused on a new concept, or the material from last class, or preparatory reading material, etc. Student-directed quickwrites: have students lead the quickwrite session, having prepared a question in advance and thought through a method for fielding the responses. Class-closers: as with the warm-ups, use the quickwrite to prompt reflection through summary, synthesis, explanation, a question.

**QuickSpeak**

This activity is the oral equivalent of the quickwrite. A student draws a topic from a stack of index cards, thinks about it for five seconds, and then speaks before the class for a predetermined time. The topics are based on prior reading assignments.

**Four Corners**

Post four pieces of paper in the four corners of the classroom. Write a controversial topic on the board (for example: Schools should eliminate report cards). Have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree). If social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions. Each corner will have 2 minutes to discuss and solidify their reasoning/logic. Each group selects a spokesperson to express the group's position. He/she has 30 seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group's position in turn. Allow students to move to the appropriate corners if they have changed their minds.

**Jigsaw**

The Jigsaw method is a cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each group member is assigned to become an "expert" on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their groupmates.

## Age of Reason philosophers in the Age of Democratic Revolutions



**John Locke (1632-1704)**

- English Philosopher
- Logic, moral philosophy, rhetoric, political philosophy
- State of Nature (Some say Thomas Hobbes was more able to explain), from which people live, free from external authority, in families and loose groups.
- In this state people have a duty to God not to 'harm another life...liberty or goods.'
- There is a corresponding right to defend against such attack.
- But we may go too far in that defense
- "Where do my *rights* start and the other persons end."
- Without reason all we have is belief.
- Every man ( and women) having a soul has human rights on to themselves.



**Charles de Secondat, Baron de la Brède et de Montesquieu (1689-1755)**

- French Philosopher and judge (jurist)
- Republics are animated by virtue, patriotism, egalitarianism, moral virtue, and fraternity
- Monarchies are societies ruled by honor and despotism
- Legislators are important to deal with law governing the social world
- Three branches: Legislative, Executive, Judicial (later know as the separation of powers, American system)



**Jacques Rousseau (1712 – 1778)**

- Never exceed your rights, and they will soon become unlimited.'
- Political philosopher
- Social Contract (Fire trucks and emergencies)
- Liberty and equality helps to create fraternity (brotherhood, union, society).
- Man is by nature good, but can be corrupted by society.
- Decisions on how to be corrupted is up to the person.
- Educational treatise Emile, on how we through education can choose our own fate or place in society.



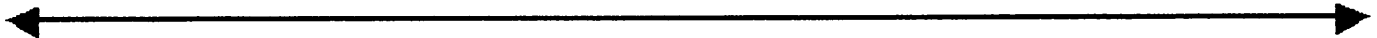
**Thomas Jefferson 1743-1826**

- Political theorist
- Writer of Declaration of Independence
- Empiricist and materialist
- Religious convictions were deist (system of thought advocating natural religion based on human morality and reason rather than divine revelation)
- Democracy required an educated and self-sufficient populace, and insisted on free public education, and that no generation's political consent could bind another generation's, because that would promote a 'natural aristocracy.'
- He believed that 'virtue and talents' would decide who would prosper in society not people of 'wealth and birth.'

## Hobbes, Locke and Rousseau Comparison Grid

	<b>Hobbes</b>	<b>Locke</b>	<b>Rousseau</b>
<b>State of Nature</b>	The state of nature is a state of war. No morality exists. Everyone lives in constant fear. Because of this fear, no one is really free, but, since even the "weakest" could kill the "strongest" men ARE equal.	Men exist in the state of nature in perfect freedom to do what they want. The state of nature is not necessarily good or bad. It is chaotic. So, men do give it up to secure the advantages of civilized society.	Men in a state of nature are free and equal. In a state of nature, men are "Noble Savages". Civilization is what corrupted him.
<b>Purpose of Government</b>	To impose law and order to prevent the state of war.	To secure natural rights, namely man's property and liberty.	To bring people into harmony. To unite them under the "General Will".
<b>Representation</b>	Governments are designed to control, not necessarily represent.	Representation ensures that governments are responsive to the people. Representation is a safeguard against oppression.	Representation is not enough. Citizens cannot delegate their civic duties. They must be actively involved. Rousseau favors a more direct democracy to enact the general will.
<b>Impact on Founders</b>	Governments must be designed to protect the people from themselves.	<ol style="list-style-type: none"> <li>1. Governments must be designed to protect the people from the government.</li> <li>2. Natural Rights must be secured.</li> </ol>	<ol style="list-style-type: none"> <li>1. Governments must be responsive and aligned with the general will.</li> <li>2. People make a nation, not institutions.</li> <li>3. Individual wills are subordinate to the general (collective) will.</li> </ol>

**Political Continuum**



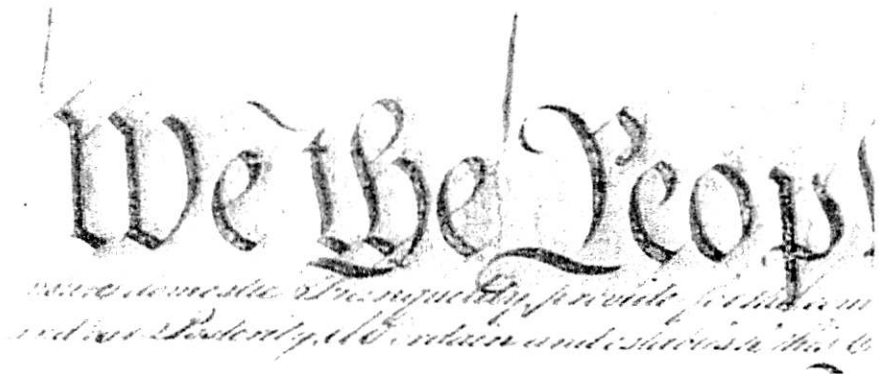
Liberal  
Conservative  
Rousseau  
Hobbes

Liberal/Moderate  
  
Locke

**Summarize:**

## Preamble

*The Constitution's opening words, "We the People" make clear that the new government derived its powers from the whole people rather than from the individual states.*



### WHAT IT SAYS

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

### BY COMPARISON: THE PREAMBLE TO THE DECLARATION OF INDEPENDENCE

*On July 4, 1776, the Continental Congress declared America's independence from Great Britain and converted the thirteen colonies into the United States of America. The Declaration of Independence's justification for that break later influenced the language of the preamble to the Constitution.*

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

*of the United States, in order to form a more perfect Union, establish more definite powers to the general Government, and secure the Blessings of Liberty to our Posterity.*

## WHAT IT MEANS

The preamble expresses the purpose of the U.S. Constitution. The federal government gains its power from the people rather than from the states. The government exists to maintain peace at home, provide national defense, promote the well-being of the people, and protect their liberties. Importantly, the Supreme Court has held, in *Jacobson v. Massachusetts* (1905), that the preamble itself is not a source of federal power or individual rights. Rather, all rights and powers are set out in the articles and amendments that follow.

### FIRST DRAFT OF THE PREAMBLE TO THE CONSTITUTION

*At the Constitutional Convention on August 6, 1787, the Committee of Detail submitted this first draft of the preamble, which began with a list of the states, as did the Articles of Confederation.*

We, the people of the states of New Hampshire, Massachusetts, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South Carolina and Georgia, do ordain, declare, and establish, the following Constitution for the Government of Ourselves and our Posterity.

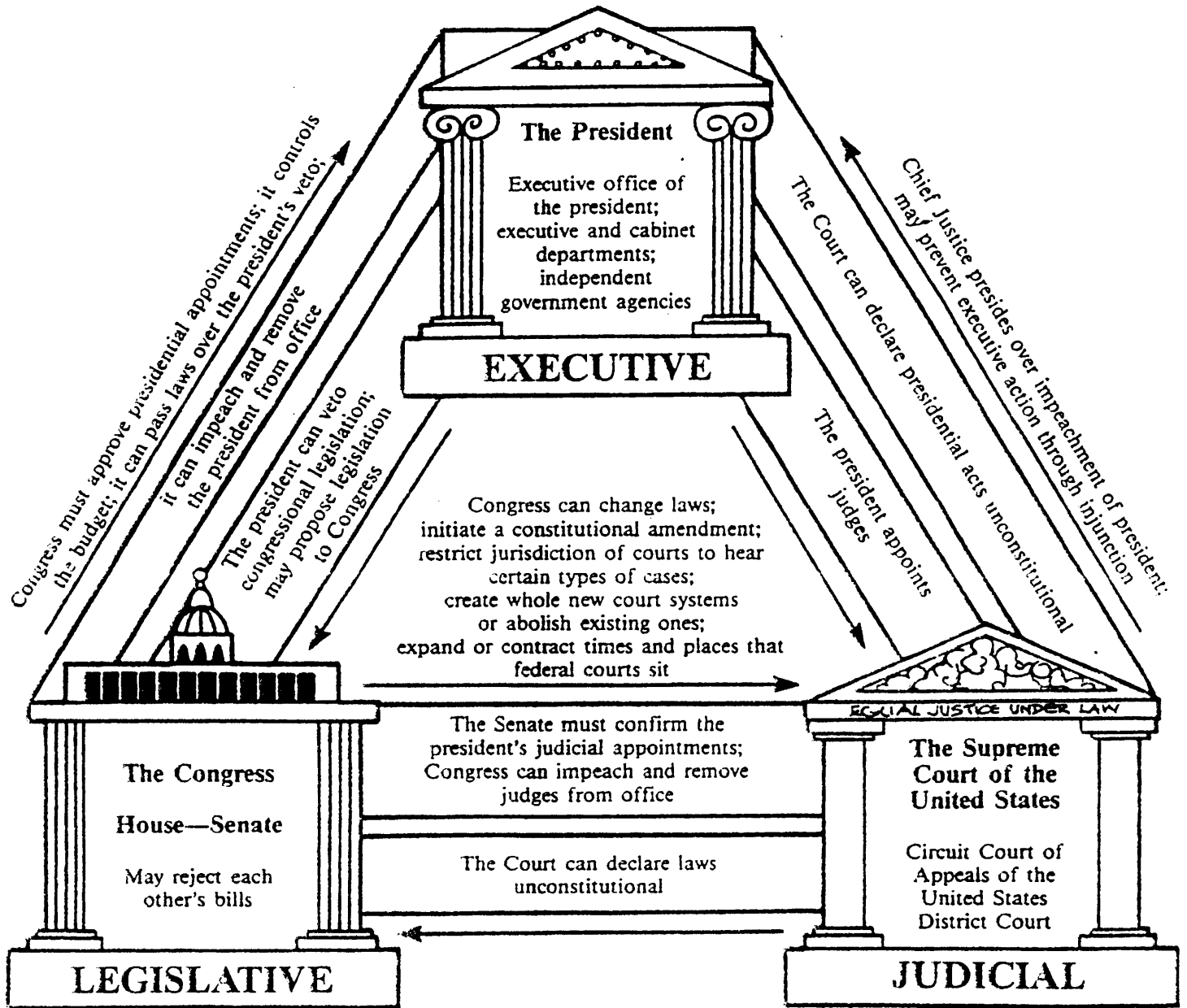
*However, ratification of the Constitution did not require the unanimous consent of all thirteen states, and future states were expected to join the Union, so the convention dropped the names of the first states. This revision strengthened the idea that "the people" rather than "the states" created the government. Gouverneur Morris, a delegate from Pennsylvania, rewrote the preamble, crafting the more eloquent explanation that the convention finally adopted.*

*"Earlier today, we heard the beginning of the Preamble to the Constitution of the United States, 'We, the people.' It's a very eloquent beginning. But when that document was completed, on the seventeenth of September in 1787, I was not included in that 'We, the people.' I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation, and court decision, I have finally been included in 'We, the people.'"*

— Representative Barbara Jordan, an African American, speaking in the House Judiciary Committee on July 25, 1974

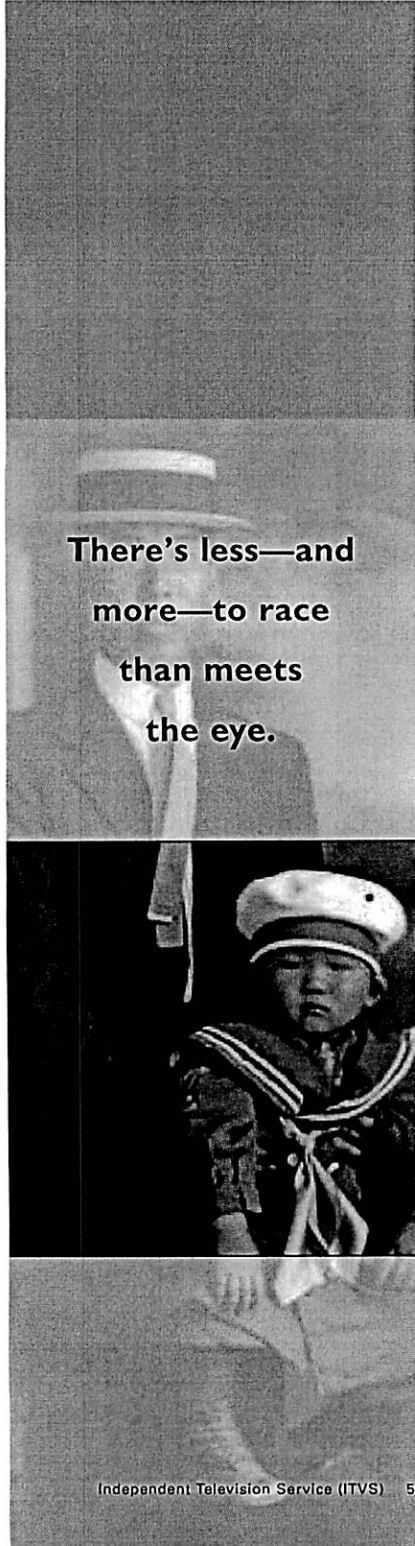
DIAGRAM 1

# Separation of Powers and Checks and Balances



# Ten Things everyone should know

## Ten Things Everyone Should Know about Race



There's less—and  
more—to race  
than meets  
the eye.

- 1 **Race is a modern idea.** Ancient societies, like the Greeks, did not divide people according to physical differences, but according to religion, status, class or even language. The English word "race" turns up for the first time in a 1508 poem by William Dunbar referring to a line of kings.
- 2 **Race has no genetic basis.** Not one characteristic, trait or even gene distinguishes all the members of one so-called race from all the members of another so-called race.
- 3 **Human subspecies don't exist.** Unlike many animals, modern humans simply haven't been around long enough, nor have populations been isolated enough, to evolve into separate subspecies or races. On average, only one of every thousand of the nucleotides that make up our DNA differ one human from another. We are one of the most genetically similar of all species.
- 4 **Skin color really is only skin deep.** The genes for skin color have nothing to do with genes for hair form, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone's skin color doesn't necessarily tell you anything else about them.
- 5 **Most variation is within, not between, "races."** Of the small amount of total human variation, 85% exists within any local population. About 94% can be found within any continent. That means, for example, that two random Koreans may be as genetically different as a Korean and an Italian.
- 6 **Slavery predates race.** Throughout much of human history, societies have enslaved others, often as a result of conquest or debt, but not because of physical characteristics or a belief in natural inferiority. Due to a unique set of historical circumstances, North America has the first slave system where all slaves shared a common appearance and ancestry.
- 7 **Race and freedom were born together.** The U.S. was founded on the principle that "All men are created equal," but the country's early economy was based largely on slavery. The new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.
- 8 **Race justified social inequalities as natural.** The "common sense" belief in white superiority justified anti-democratic action and policies like slavery, the extermination of American Indians, the exclusion of Asian immigrants, the taking of Mexican lands, and the institutionalization of racial practices within American government, laws, and society.
- 9 **Race isn't biological, but racism is still real.** Race is a powerful social idea that gives people different access to opportunities and resources. The government and social institutions of the United States have created advantages that disproportionately channel wealth, power and resources to white people.
- 10 **Colorblindness will not end racism.** Pretending race doesn't exist is not the same as creating equality.



# AB 9: SETH'S LAW

## NEW TOOLS TO PREVENT BULLYING IN CALIFORNIA SCHOOLS

CALIFORNIA EDUCATION CODE SECTIONS  
234, 234.1, 234.2, 234.3 AND 234.5

A FACT SHEET FROM THE ACLU OF CALIFORNIA

### What is Seth's Law?

"Seth's Law" is a new law that strengthens existing state anti-bullying laws to help protect all California public school students. Seth's Law requires public schools in California to update their anti-bullying policies and programs, and it focuses on protecting students who are bullied based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability, and religion.

### Why did the California Legislature pass Seth's Law?

California law says that all public school students should have equal rights and opportunities. Yet many lesbian, gay, bisexual, transgender, and questioning students report that they experience significant bullying in California schools. And teachers, administrators, and other staff often fail to address the bullying when they see it. Seth's Law is named after a 13-year-old California student who tragically took his own life in 2010 after years of anti-gay bullying that his school failed to address.

### AT A GLANCE: What does state anti-bullying law require school districts to do?

- Adopt a strong anti-bullying policy that specifically spells out prohibited bases for bullying, including sexual orientation and gender identity/gender expression.
- Adopt a specific process for receiving and investigating complaints of bullying, including a requirement that school personnel intervene if they witness bullying.
- Publicize the anti-bullying policy and complaint process, including posting the policy in all schools and offices.
- Post on the district website materials to support victims of bullying.

### School Personnel Must Intervene

Seth's Law specifically contains the following requirement: "If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so." [Education Code Section 234.1(b)(1)]

continued →



**AB 9: SETH'S LAW—New Tools to Prevent Bullying in California Schools**

**Anti-Bullying Policy**

Each school district is required to adopt a policy that prohibits discrimination, harassment, intimidation, and bullying that applies to all acts related to school activity or school attendance occurring within a school.

Under Seth's Law, the policy must specifically prohibit discrimination, harassment, intimidation, and bullying based on these actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination, harassment, intimidation or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. (Education Code Section 234.1(a))

**Anti-Bullying Complaint Process**

School districts must adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation, or bullying. The process must include a timeline to investigate and resolve complaints and an appeals process for the complainant. All complaints are

to remain confidential, as appropriate, and schools are required to protect complainants from retaliation. (Education Code Section 234.1(b) & (f))

**Publication of Anti-Bullying Policy and Complaint Process**

School districts must publicize their anti-bullying policy and complaint process, including information about how to file a complaint, to students, parents, and the general public. The anti-bullying policy must be posted in all schools and offices, including staff lounges and student government meeting rooms. The anti-bullying policy and any complaint process forms must be translated, as appropriate. (Education Code Section 234.1(c) & (d))

**Posting of Bullying Resources**

School districts are required to post and annually update support resources to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and their families on their websites. A list of these resources must also be provided to each school within the district. (Education Code Section 234.5)

**When does Seth's Law go into effect? July 1, 2012.**

For more information on implementing Seth's Law, please contact us.



ACLU of Northern California ♦ [www.aclunc.org](http://www.aclunc.org) ♦ (415) 621-2493  
ACLU of Southern California ♦ [www.aclu-sc.org](http://www.aclu-sc.org) ♦ (213) 977-9500  
ACLU of San Diego & Imperial Counties ♦ [www.aclusandiego.org](http://www.aclusandiego.org) ♦ (619) 232-2121

# HISTORY-SOCIAL SCIENCES QRF

*Question Response Format*

## Central Historical Question:

STEPS 1. Integrate question & 2. provide answer:

STEP 3. **Evidence** At least two quotes, details, facts, examples

[Transition word  
[cite your source.  
[quote or paraphrase...

STEP 4. **Commentary** Explain how your evidence relates to the central historical question.

[Reading Like a Historian  
Prompt...

STEP 5. **Concluding statement:**

Opinion, suggestion, prediction, observation, new idea

## HSS QRF Steps

1. Integrate the central historical question into your answer.
2. Provide an answer.
3. Provide evidence to support your answer.
4. Write commentary to explain how your evidence relates to the central historical question.
5. Make a concluding statement.

# HISTORY-SOCIAL SCIENCES QRF

*Question Response Format*

### *What were the Europeans' key motives for exploring the world?*

Europeans had several key motives for exploring the world. First, according to the **History Alive!** text, they were interested in spices and luxury items from the Near and Far East. I already know that the Crusaders had traveled to the East and desired many of the items that they encountered during their wars of religion. Because of this, the Spice Trade would become an important reason for exploring. From this document I can tell that three motives of Spanish exploration were to spread Christianity, find gold, and reach Asia, which Columbus calls "Cipango". These motives will lead to European colonization around the world, and the spread of European culture, diseases, governments, and religion, which will affect many native people.

# HISTORY-SOCIAL SCIENCES QRF

Question Response Format

## Question:

*What were the Europeans' key motives for exploring the world?*

## Integrate question & provide answer:

Europeans had several key motives for exploring the world.

### Evidence

At least two quotes, details, facts, examples

[Transition word,  
cite your source,  
quote or paraphrase

First,  
according to the History Alive! text,  
<sup>Europeans</sup> they were interested in spices and luxury items from the Near and Far East.

In addition,  
Christopher Columbus wrote in his 1492 journals, "...I am of opinion that they would very readily become Christians," and, "...the gold, also, which they wear in their noses, is found here, but not to lose time, I am determined to proceed onward and ascertain whether I can reach Cipango."

### Commentary

Explain how your evidence relates to the central historical question.

*Reading Like a Historian Prompts*

I already know that the Crusaders had traveled to the East and desired many of the items that they encountered during their wars of religion. Because of this, the Spice Trade would become an important reason for exploring.

From this document I can tell that three motives of Spanish exploration were to spread Christianity, find gold, and reach Asia, which Columbus calls "Cipango".

Sipped Catha  
1492

## Concluding statement:

Opinion, suggestion, prediction, observation, new idea

These motives will lead to European colonization around the world, and the spread of European culture, diseases, governments, and religion, which will affect many native people.



# Explaining the image

Name: \_\_\_\_\_

Image: \_\_\_\_\_



	Sample prompts	Observations	Possible inferences
<b>WHO</b> is in the image?	<ul style="list-style-type: none"> <li>• What role or occupation?</li> <li>• What status (rich/poor)?</li> <li>• If several people, are they related to each other?</li> </ul>		
<b>WHAT</b> are the people doing?	<ul style="list-style-type: none"> <li>• What actions?</li> <li>• What objects are used?</li> <li>• What is the focus of attention?</li> </ul>		
<b>WHERE</b> does the image take place?	<ul style="list-style-type: none"> <li>• In what region or country?</li> <li>• In what setting (rural or urban)?</li> <li>• What is the terrain (flat/mountainous)?</li> <li>• Are there landmarks (natural and human)?</li> </ul>		
<b>WHEN</b> did the action in the image take place?	<ul style="list-style-type: none"> <li>• What time of day?</li> <li>• What time of year?</li> <li>• What year or decade?</li> <li>• What historical period?</li> </ul>		
<b>WHY</b> is the action happening?	<ul style="list-style-type: none"> <li>• What reason might there be for the actions?</li> <li>• Does the broader context suggest a purpose?</li> <li>• What might happen next?</li> </ul>		

Summary explanation:

\_\_\_\_\_

### Criteria for an informative explanation

**Accurate and relevant observations:** the evidence accurately describes the relevant details in the image.

**Plausible and imaginative inferences:** the inferences go beyond the very obvious conclusions and are supported with several pieces of evidence found in the image or based on other known facts.

**Detailed and fully developed explanation:** the explanation includes suggestions with appropriate detail for each of the 5W questions.

Use with *Explain the image*



© The Critical Thinking Consortium 2009

\_\_\_\_\_



An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and text structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is intended to serve as a guide.

*Step One: Identify the Core Understandings and Key Ideas of the Text*

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text.

**What is the key understanding (s) you want students to get out of this particular text?**

*Step Two: Set A Purpose for Reading*

**What are you going to do to bring the students into the reading?**

*Step Three: Sourcing and Contextualizing the Text*

**What questions will you ask to help students think about the author of the text and how his/her perspective might influence the ideas presented? What questions will you ask about the purpose of the text—why was it written? For what audience? Etc....**

**What will you ask students about the timeframe of the document? What would you like them to bring up?**

#### Step Four: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings.

**Does the text employ a specific kind of structure?**

**What are the most powerful academic words in the text?**

#### Step Five: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

**List one question that you can open with:**

#### Step Six: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences).

#### Step Seven: Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

## The 11-Sentence Paragraph Format

There must be thorough "commentary" (explanation/ analysis) of your "concrete detail" (textual support/evidence) that relates back to the main points or topic sentence of the whole paragraph.[if you like your copy of this handout use it.]

1. Thesis: state the topic of your paragraph and the main point you want to make about the topic.
2. Introduce the first reason or example that supports your main point (concrete detail).
3. Provide a quote or specific example as evidence or support.
4. Explain how the quote or example supports your main point (commentary).
5. Transition to another reason or example that supports your main point (concrete detail).
6. Provide a quote or specific example as evidence or support.
7. Explain how the quote or example supports your main point (commentary).
8. Transition to a third reason or example to support your main point (concrete detail).
9. Provide a quote or specific example as evidence or support.
10. Explain how the quote or example supports your main point (commentary).
11. Write a concluding sentence that explains how all three of the examples above support your thesis.





Name (Optional) \_\_\_\_\_

Something important I learned...	Questions I still have...
Additional support I need...	Something to consider for next time...

## **The 11-sentence paragraph: WHEN it should be used and WHY it will help emerging writers.**

The 11-sentence paragraph is scaffolding tool that should be used by teachers who are introducing historical inquiry, document analysis and evidence-based argumentative writing. The 11-sentence structure condenses the typical 5 paragraph essay format used by many teachers. The introduction and conclusion are condensed to 1 sentence each, and the body paragraphs are condensed into 9 sentences. As a result, students will have produced a “no-frills” paragraph that emphasizes the essential elements of evidence-based argumentative writing- all claims must reflect the thesis and must be supported by evidence.

The 11-sentence paragraph should be introduced to students before they write a Document Based Question-type (DBQ) essay. These paragraphs can be assigned in class or for homework after students have engaged in primary source or secondary source analysis. Teachers can also have their students peer edit for structure. A good strategy is to have students highlight the topic sentences (2,5,8), the evidence sentences (3,6,9) and the commentary sentences (4,7,10) different colors. By doing this students will understand that a good 11-sentence paragraph (and DBQ for that matter), follows a certain structure or “rhythm”.

The 11-sentence paragraph is especially good for students that struggle with writing and comprehension. It provides a basic structure that is easy to remember for future writing assignments. It’s an excellent scaffolding tool for larger writing assignments and reinforces the Common Core’s focus on argumentation and use of evidence.

# Making Inferences

In history/social science, we make inferences about charts, graphs, pictures, secondary sources, or primary sources. Drawing conclusions refers to the information that is implied or **inferred**. This means that the **information is never clearly stated but rather the details suggest or hint** without being explicitly stated. Using the evidence presented, we make judgments or conclusions from the facts on hand to form our explanation.

## Description of a Civil War Battlefield

Cruel, crazy, mad, hopeless panic possessed them, and communicated to everybody in front and rear. The heat was awful, although now about six; the men were exhausted-their mouths gaped, their lips cracked and blackened with the powder of the cartridges they had bitten off in the battle, their eyes staring in frenzy; no mortal ever saw such a mass of ghastly wretches.

**Given the facts above, what else is likely to be true?**

### Inferences

- It is unlikely that anyone participating in such a battle would not be forever changed.
- For many men, this must have been a battle scar, the most frightening experience of their lives.
- No amount of training could possibly have prepared soldiers for this experience.



## ADJECTIVES

Source: <http://www.enchantedlearning.com/wordlist/adjectivesforpeople.shtml>

able	abnormal	adventurous	afectionate	agile	agreeable	alert
amazing	ambitious	amiable	amusing	analytical	angelic	apathetic
apprehensive	ardent	artificial	artistic	assertive	attentive	average
awesome	awful	balanced	beautiful	beneficent	blue	blunt
boisterous	brave	bright	brilliant	callous	candid	cantankerous
capable	careful	careless	caustic	cautious	charming	childish
childlike	cheerful	chic	churlish	circumspect	civil	clean
clever	clumsy	coherent	cold	competent	composed	conceited
confident	confused	conscientious	considerate	content	cool	cool-headed
cooperative	critical	courageous	cowardly	cynical	dainty	decisive
deep	deft	delicate	demonic	dependent	delightful	depressed
devoted	diligent	direct	dirty	discerning	discreet	disruptive
distant	distraught	distrustful	dowdy	dramatic	dreary	drowsy
drugged	drunk	dull	dutiful	eager	earnest	easy-going
efficient	egotistical	elfin	emotional	energetic	enterprising	enthusiastic
evasive	exacting	excellent	excitable	experienced	fabulous	fastidious
ferocious	fervent	fiery	flabby	flat	flashy	frank
friendly	funny	fussy	generous	gentle	gloomy	glutinous
good	grave	great	groggy	grouchy	guarded	hateful
hearty	helpful	hesitant	hot-headed	hypercritical	hysterical	idiotic
idle	illogical	imaginative	immature	immodest	impatient	impetuous
impractical	impressive	impulsive	inactive	incisive	incompetent	inconsistent
independent	indiscreet	indolent	indefatigable	insensitive	inspiring	intelligent
interesting	intolerant	inventive	irascible	irritable	irritating	jovial
joyous	judgmental	keen	kind	lazy	lethargic	lively
local	logical	long-winded	lovable	loveless	lovely	maternal
mature	mean	meddlesome	mercurial	methodical	meticulous	mild
miserable	modest	moronic	morose	motivated	naive	nasty
natural	naughty	negative	nervous	noisy	normal	nosy
numb	obliging	obnoxious	old-fashioned	one-sided	orderly	ostentatious
outgoing	outspoken	passionate	passive	paternal	paternalistic	patient
peaceful	peevish	pensive	persevering	persnickety	petulant	picky
plain	playful	pleasant	plucky	polite	popular	positive
powerful	practical	prejudiced	pretty	proficient	proud	provocative
prudent	punctual	quarrelsome	quick	quiet	realistic	reassuring
reclusive	reliable	reluctant	resentful	resourceful	respectful	responsible
restless	revered	ridiculous	sad	sassy	saucy	sedate
self-assured	selfish	sensible	sensitive	sentimental	serene	serious
sharp	shrewd	shy	silly	sincere	sleepy	slight
sloppy	slothful	slovenly	slow	smart	snazzy	sneering
snobby	somber	sober	soulful	soulless	sour	spirited
spiteful	stable	staid	steady	stern	stoic	striking
strong	stupid	sturdy	subtle	sullen	sulky	superficial
surly	suspicious	sweet	tactful	tactless	talented	testy
thinking	thoughtful	thoughtless	timid	tired	tolerant	touchy
tranquil	ugly	uncertain	uncooperative	unemotional	unfriendly	unguarded
unhelpful	unimaginative	unmotivated	unpleasant	unpopular	unreliable	unstable
wary	watchful	weak	willing	wonderful	vulnerable	zealous

# <sup>(x)</sup> *Interactions*

*igned to Bloom's Taxonomy, closely adapted from AVID The Write Path "Processing Notes Through Interactions"*

## **1. Graphic Representation**

Make a visual interpretation of an idea from your notes (or what you have read or watched) in an illustration, symbol, or cartoon, for example. (*interpretation*)

## **2. Dialectical Journal**

Create a dialogue with the information in a two-column journal. Select phrases you find important, interesting, or challenging; write them on the left side of the paper. Then write a reaction, opinion, or reflection on the right side. (*synthesize*)

## **3. Connection**

Using a new idea from what you have noted, read or watched, make a connection that relates to another idea or topic you have already learned. What you connect can be from a previous chapter, a previous year of history, an idea from another class subject altogether, like math or science, or even from a novel. (*synthesize*)

## **4. Flip Book**

Categorize or sequence ideas you have learned in a layered booklet. (*evaluation*)

## **5. Questions**

Create questions about terms, ideas, concepts, principles, or historical people. The question may be one you want to ask the teacher or author, or it may be about the material. (*analyze*)

## **6. Summarize**

Write a short summary of the main ideas or key points of a topic or concept. Be sure to use your own words. (*recall*)

## **7. Flow Chart**

Make a depiction of events or steps in order of occurrence. Consider using a storyboard to explain the sequence. (*interpretation*)

## **8. Comparison Chart**

Create a double bubble map or Venn diagram comparing and contrasting the similarities and differences of the topic(s). (*interpretation*)



## 9. What If statements

Create a "What If" statement by examining evidence and making generalizations or predictions. Your statement must pose a hypothesis and draw a conclusion. (*evaluate*)

## 10. Problem-Solution Journal

In a three-column chart, identify a problem (written in the left column), brainstorm solution alternatives (written in the middle) and choose a probable or proposed solution (written on the right). (*interpretation*)

## 11. Quote

Copy a quote from the text that struck you in some way as being important, and make your interpretation. (*analyze*)

## 12. Poetry

Write a creative expression of the ideas from the notes, reading, or video through poetry. Examine an idea, concept, term, person, or process. Your poem may be formal or inventive. Some ideas for poems are acrostic, definition, found, haiku, diamante, I Am, narrative, and Important poems. See our poetry handout for more specific instructions. (*interpretation*)

## 13. Synthesis Journal/WCIDWT (What Can I Do With That?)

To show how you might apply what you have learned, divide your paper into thirds. Label one column "What I Did," the second "What I Learned," the third column "How I Can Use It." (*evaluate*)

## 14. Concept Word

Depict and incorporate the ideas related to an important word from the reading in a visual way, and explain any connection to another concept, topic, period in history. (*synthesize*)

## 15. Interpret Picture/Graphic

Examine any picture/graphic/map from your text or reading. Explain the meaning or significance of the picture/graphic and write a question you would like to ask about the picture/graphic. Within the context of a reading you can also consider asking the question of an author or historical figure. (*interpretation*)

**16. Reaction**

Write your opinion or reaction to a reading or primary source. (*evaluate*)

**17. Editorial Cartoon**

An editorial cartoon uses humor to highlight important concerns on the various sides of a historical event or of an important historical figure and that person's attributes or decisions. Create an editorial or political cartoon about the topic or historical figure. Under the cartoon, write your message or explain your interpretation of the issue/concept. (*analyze*)

**18. Cause and Effect**

Design a cause and effect chart about an idea, event, concept, or issue. (*analyze*)

**19. Practical Application**

Create a four-column chart of how, why, and when you would use this information in real life. (*interpretation*)

**20. Word Cloud/Tagxedo**

Curate a list of words that help show the overarching ideas of the reading or video, either because the words appear frequently in the section, or because they are important for understanding the meaning. Arrange them in a word cloud, using size to show their relative importance or how frequently they were used. A Tagxedo does the same thing, using the word cloud to create a picture of something related to the topic. (*synthesis*)

**21. Six-Word Synthesis**

Characterize the idea, concept, issue or historical figure in a sentence that uses only six words. (*interpretation*)

---

---

---

---

---

---

---

---

---

---

---

## 2 Journal/Quickwrite Responses

Journal responses and quickwrites can be used as part of an anticipatory set, a lesson, or assessment.

### **Instructions:**

Have students respond to any of the suggestions below.

1. Summarize what you learned about (reading, event, person, geographic place).
2. Examine the homework reading and develop questions for a class discussion.
3. Create an illustration, symbol, or drawing about the primary or secondary source.
4. Write a dialectical journal entry, listing a fact/quote on the left side and responding on the right side of the paper with a reaction, comments or questions.
5. Examine the graph, picture, or timeline in the textbook and write a summary statement.
6. Develop "What if?" statements from the reading, pictures, or data.
7. What questions would you ask the character in the text reading?
8. Take a position on this issue. Defend it.
9. Write a dialogue between you and a character from history that you are studying.
10. Create a political or editorial cartoon about the reading.
11. Develop "What if" statements from the reading, pictures, or data.
12. Write 3 things you found out, 2 interesting ideas, and 1 question you still have.
13. Create a thesis statement from the reading or film.
14. If this were to happen today, what would result?
15. How do you feel about (a controversial social issue)... why?
16. Write your reaction or opinion to the reading or the primary source.
17. What one historical event would you like to witness? Why?
18. What person from the unit of study would like to invite to dinner? Why?
19. In your opinion, what is the most important discovery in world history?
20. Examine a picture in the textbook and explain the perspective of one of the characters.
21. Argue for or against.
22. Describe (a given event) from a particular point of view.
23. Describe an event from the reading using your sensory details-sight, smell, taste, touch, hear.
24. Take a position on this issue...defend it.



### 1. Acrostic

Use the first letter of a word or phrase to be the beginning word of a line you compose. Each line must begin with the letters in the word you select and describe an important idea relating to it. Each line should be historically accurate according to what you have read.

Happenings and events, experienced by  
Individuals in the past  
Seeing with their own eyes,  
Telling their stories, their  
Own accounts,  
Related in letters, documents, and artifacts, connecting the past to  
You across time.

### 2. Definition

Descriptive poetry invites students to creatively summarize the most important aspects of an idea, theme, topic, or concept creatively in three lines. The first line of a descriptive poem defines the topic, the second line starts with which and the third line starts with when.

**EX: War**

Two rivals  
Which fight for a cause  
When mired in a disagreement

### 3. Found

Choose 20 phrases from your text, a primary source, or a video. Write each phrase on a separate strip of paper, a post it, or a note card. Rearrange the phrases to create your new poem. Be thoughtful about where you place each phrase. It should make good sense.

### 4. Haiku

From Japan, haiku poetry invites students to describe different places or geographic regions. This writing activity promotes students to think creatively by following a specific structure:

Line 1: 5 syllables  
Line 2: 7 syllables  
Line 3: 5 syllables

**Haiku- Ivory Coast**

Whites destroying all there is  
The flowers dying  
It rains and darkens

## 5. Diamante

A seven line poem, shaped like a diamond. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom.

Line 1:	1 NOUN-A	Slave
Line 2:	2 ADJECTIVES-A	Weary, burdened
Line 3:	3 GERUNDS-A (verb + -ing)	Toiling, nursing, suffering
Line 4:	2 NOUNS-A + 2 NOUNS-B	House, field, towns, cities
Line 5:	3 GERUNDS-B (verb + -ing)	Working, marrying, living
Line 6:	2 ADJECTIVES-B	Self-made, liberated
Line 7:	1 NOUN-B	Freeman

## 6. I Am

This is a poem that allows you to see history through the eyes of someone who experienced it, and to consider the historical events the subject is experiencing.

title

I am  
I wonder  
I hear  
I see  
I want  
I am ...repeat 1<sup>st</sup> line

I pretend  
I feel  
I touch  
I worry  
I cry  
I am...repeat 1<sup>st</sup> line

I understand  
I say  
I dream  
I taste the (choose one...salty, sweet, sour, bitter)  
I hope  
I am... (repeat 1<sup>st</sup> line)

## 7. Narrative

A narrative poem or free verse is about a character or an important event. Narrative poems can be created by arranging the events in sequence. This poem tells a story in an arrangement of actions or a sequence of events. It celebrates ideas and images in rhythms and rhymes.

## Ode to Bill

A bill  
 That hopes to be law  
 Brought up in the House  
 Committee it goes  
 Struggling for life  
 In a harsh process  
 Gets a vote  
 Hopefully  
 Senate here he comes  
 Amended  
 Argued over  
 Amended even more  
 Voted fatefully  
 Comes to the President  
 Oh the possibilities  
 Agonizing over signature, veto, or  
 The dreaded pocket  
 Once signed—triumph!  
 A Law

### 8. Important

Follow the pattern of *The Important Book* by Margaret W. Brown:

The important thing about \_\_\_\_\_ is \_\_\_\_\_.

(Followed by 5-8 lines about \_\_\_\_\_.)

But the important thing about \_\_\_\_\_ is \_\_\_\_\_. (repeating first line)

### 9. Abecedarian

Type of acrostic where each line or verse begins with a successive letter of the alphabet until the end of the alphabet is reached.

### 10. Cinquain

Cinquain poetry invites students to analyze a character, topic, theme, concept, or controversial issue. This writing strategy may be used after an investigation of primary or secondary sources. After reading the textbook about Marco Polo's adventures

Line 1 has one word (the title).	Marco Polo
Line 2 has two words that describe the title.	Curious, adventurous
Line 3 has three words that tell the action.	Respected, well-traveled, learned
Line 4 has four words that express the feeling.	As knowledgeable as a sage
Line 5 has one word which recalls the title.	Traveler

**Memorandum of Understanding 2016-2017**

I have read these guidelines and understand that my child must follow these rules/social contract in class and on the Sierra Vista Junior High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possible consequences from the California Education Code and other legal mandates.*

**Parent/Guardian's Signature** \_\_\_\_\_

**Print First & Last name** \_\_\_\_\_

**Date** \_\_\_\_\_

**E-mail** \_\_\_\_\_

please make gmail account if you do not have an email  
por favor haga cuenta de gmail si usted no tiene un correo electrónico  
請Gmail帳戶，如果你沒有一個電子郵件  
Qing Gmail zhànghù, rúguǒ nǐ méiyǒu yīgè diànzǐ yóujiàn  
請Gmail帳戶，如果你沒有一個電子郵件  
Qing Gmail zhànghù, rúguǒ nǐ méiyǒu yīgè diànzǐ yóujiàn

**Home Phone**( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

**Work Phone**( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the Sierra Vista Junior HS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possible consequences under laws and codes.*

**Student's Signature** \_\_\_\_\_

**Print First & Last name** \_\_\_\_\_

**Student ID#** \_\_\_\_\_ **Period** \_\_\_\_\_

**Date** \_\_\_\_\_

**E-mail** \_\_\_\_\_

**Any comments or feedback please write below and on the back:**