

United States History & Geography 8th Grade Growth and Conflict

New World through Industrial Revolution/WWI

1500 C.E.—1920 C.E.

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Social Sciences

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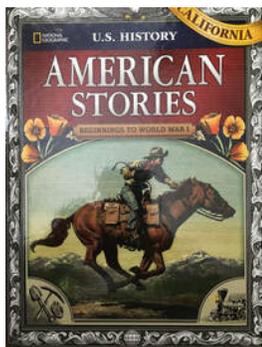
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humanitiesforwisdom.org

“History as a disciplined enquiry aims to sustain the widest possible definition of memory, and to make the process of recall as accurate as possible, so that our knowledge of the past is not confined to what is immediately relevant.”

[John Tosh. *The Pursuit of History*. Fifth Edition, p.2]



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 students to the past record of human experience. It reveals the accommodations,

conflicts, struggles that individuals and societies have made. Students need to study the accounts of when and how people confront problems, recording the consequences that have followed the various choices of individuals and society.

In order to understand the present day students must know the past. That past may show us where we need to go 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, while also recognizing the uniqueness of the historical time they are living in. The United States was founded on diametric ideas. Students need to know current issues that affect them, in order to react to new political events, participate appropriately, and then confidently make decisions for change. Only if we teach students how 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 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. 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. 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 that while we can disagree politically, we do so without violence, and that governments can 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 in historical context help students 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, Aristotle’s virtue of participation, the Greek concept of everyone paying their fair share for the safety and security of the state, 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.

Guided questions for inquiry:

These will be the questions that we will focus on during the course and they will not be the only questions we ask. When we work on the standards based content you will begin to see what we mean by becoming a Historian. Again always ask for help.

Class Grade Policy:

20%	50%	20%	10%
<p>20 Assessments: Tests, Quizzes, exit cards, Performance Assessments, surveys</p>	<p>50 Standards Based checklist: Interactive Personal Notebook [IPNB], Essays, Projects, Processing Assignments, notebook with <i>interactions</i>, socratic seminar, Adapting Sequencing Eyewitness Strategies, etc.</p>	<p>20 Foundation Work: Historiography, Guided Readings, Research, Documentaries, Geography, timelines, waybacks, Project drafts, Review Guides, Khan Academy, Brain pop, Nearpod, Prezi Station Rotations, etc.</p>	<p>10 Scholarship academic study or achievement; learning at a high level</p>

You must have a filled out and current list during the course that incorporates the Six Eyewitness Strategies

Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations,

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

Diaries: Writing from Opposing Viewpoints:

Writing from a different persona and will make diary entries about their American life. Students can create your own personas or research historical figure to emulate diary entries.. The letters have a political personal call troll an enclosure component.

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, digital citizenship

Travelogues: these are eyewitness perspectives on a growing nation. Information and students will need for the travel logs can be from their textbooks also supplemental materials and primary source documents.

Honesty as evidenced by: original assignments with credit given to sources and collaborators, whether in history or other subjects

Letters: Letter exchange is when students are put into pairs and write each other A Series of letters those letters are written from two different personas and there are least two rounds of letters written between the two personas. The letters have a political personal call troll an enclosure component.

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

Newspapers: students will be completing accounts of the same units and will become engaged in looking at newspapers to reflect what's going on in different time periods throughout the course. These will be more of a public voice as opposed to a private voice from the diaries and the travel logs and the persona is being used. Students will end up possibly creating their own newspaper.

Election Speeches: students will look at election speech is advocating for a candidate that is linked to their persona or political philosophy.

Scrapbook: the scrapbook assignment can basically be your **interactive personal notebook** which includes class notes, textbook notes, and all your research for the eyewitness to the past assignments. I work in the interactive personal notebook will be kept in a paper spiral or you can create a digital notebook on slides in Google Docs.

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

The Write Path: History/Social Science interactive Teaching and Learning IPNB¹

This is adapted from the AVID college readiness program. Students will create Interactive Personal Notebooks[IPNB] 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 course long.

This can be a digital notebook too.[**Google Docs/ Slides, or preferred method, scans**] Two spiral notebooks are best. You are to keep the notebooks as they will not always be graded. But they are important to keep up with your studies of history. The main assessment will be the *Eyewitness to the Past* and other culminating projects.

(2) For physical notebooks, 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. They should have a ruler. The digital choices have also been very helpful.

(3) Your school google account is necessary for all your work. You can use your school issued devices, PS4, X-Box and the like. But you need to use your school account.

(4) There must be drastic events that are reasonable to justify individual treatment for extended time. Communication is best when you need help. Long term projects will have due dates known well in advance, and are to be turned in on that date. Any late projects can result in a 5%-10% minimum taken off the grade.

(5) Please no late work.

(6) Late coupons only 2 a semester

Pacing guide:

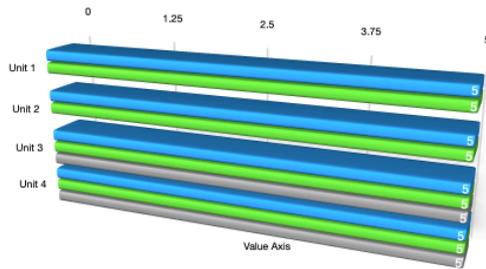
¹ AVID Social-Science Strategies

**Baldwin Park Unified School District
Grade 8
U. S. History - Social Science
Example Pacing Guide 2019-2020**

	1st Semester				2nd Semester			
Grading Period	1	2	3	End Sem 1	4	5	6	End Sem 2
Dates	Aug-Sept	Sep-Oct	Nov - Dec		Jan - Feb	Mar - April	May	
Topics	Introduction to History, Geography, Early American Colonies, American Revolution	Forming a government, Constitution, How the Government Works, Bill of Rights	Washington, Adams, Jefferson, Madison, Monroe, Quincy Adams, Jackson		Manifest Destiny, Reform Movements (Abolition, Women's Suffrage)	Causes of the War and Civil War	Reconstruction, Immigration, Native Americans and Industrial Revolution	
Unit & Chapter	Unit 2: Chapters 3- 6	Unit 2: Chapter 7	Units 3 & 4: Chapters 8-11		Unit 5 Chapters 12-13	Unit 6 Chapters 14-16	Units 6-7 Chapters 17-19	
Notes	Review exploration/ colonization if needed	Extended learning for Constitution /Government	Optional Coverage of 1 st Industrial Revolution		Optional Coverage of Immigration			

06/2019

Fall Semester Grade 1

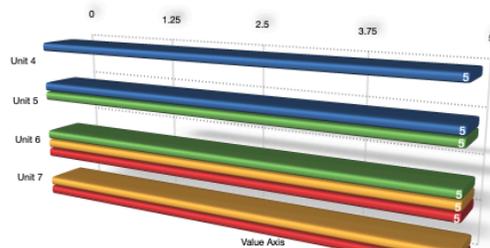


- Development of American Constitutional Democracy (8.1-8.3)
- Aspirations of a New Nation (8.4-8.5)
- The Divergent Paths of the American People (8.6-8.8)

Standards Based Fall Grade Semester 1

	Unit 1	Unit 2	Unit 3	Unit 4	
Development of American Constitutional Democracy (8.1-8.3)	★★★★★	★★★★★	★★★★★	★★★★★	
Aspirations of a New Nation (8.4-8.5)	★★★★★	★★★★★	★★★★★	★★★★★	
The Divergent Paths of the American People (8.6-8.8)	NA	NA	★★★★★	★★★★★	
		5	5	5	5

Spring Semester Grade 2



- Abolitionism (8.9)
- The Causes, Key Events, and Consequences of the Civil War (8.10)
- Reconstruction (8.11)
- Economic Development and the Industrial Revolution (8.12)

Standards Based Grade Spring Semester 2

	Unit 4	Unit 5	Unit 6	Unit 7	
Abolitionism (8.9)	★★★★★	★★★★★	NA	NA	
The Causes, Key Events, and Consequences of the Civil War (8.10)	NA	★★★★★	★★★★★	NA	
Reconstruction (8.11)	NA	NA	★★★★★	★★★★★	
Economic Development and the Industrial Revolution (8.12)	NA	NA	★★★★★	★★★★★	
Averages		5	5	5	5



When you have seen this comment please make sure you check the grading comments for feedback. Also ask questions when you are not sure what they mean. We may also use different rubrics. If it is a specific rubric you will see it before we begin the assignment or we will decide as a class what to we will all agree to.

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. You may/will be required to wear masks in class.
4. Students will have all necessary material ready at the beginning of class.
5. Students will follow school rules.
6. Students will have handouts marked with this symbol at all times: 
7. Students will try their best, and be curious about new things and ideas.
8. **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. This will include wearing masks for safety.**

Face Coverings & PPE





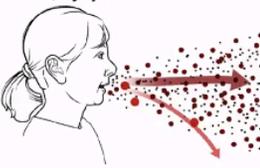
Masks reduce airborne transmission

Infectious aerosol particles can be released during breathing and speaking by asymptomatic infected individuals. No masking maximizes exposure, whereas universal masking results in the least exposure.

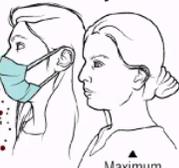
Particle size (μm)

100 10 1 0.1

Infected, asymptomatic



Healthy



▲ Maximum exposure





▲ Minimum exposure

GRAPHIC: V. ALTOUNIAN/SCIENCE

Resource: Kimberly Prather, University of California-San Diego
K. A. Prather et al., Science 10.1126/science.abc6197 (2020) <https://science.sciencemag.org/content/368/6498/1422>

Classroom Rules [Social Contract]

1. At *all* times people will respect each other. [Social Contract]
2. Tardies are marked when you are not in your chosen seat, or talking, and 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.[Academic Dishonesty which includes plagiarism]
6. When class is missed it is the student's responsibility to request for work.[no more than 3 absences]

Discipline Policy

Any infringement upon the rights of another students [breaking social contract] may result in **the following and not always in this order based on California law and Board policies. Even though we are distancing we still have rules to follow:**

1. Warning, student-teacher conference—discipline cards, the student writes an apology; behavior journals, Saturday School, etc.
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 2020-2021

I have read these guidelines and understand that my child must follow these rules/social contract/health policies/California Laws in class & 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 §48900*.

Parent/Guardian's

Signature _____

Print First & Last name _____

Date _____

E-mail _____ *please, have student setup email or give the address you gave the school.*

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 enrolled in Sierra JHS. 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 the California Education code §48900*.

Student's Signature _____

Print First & Last name _____

Student ID# _____ **Period** _____ **Date** _____

E-mail _____

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