

8th U.S. History

2010-2011 School Year

Enclosed is an outline of the class expectations for 8th grade U.S. History. A list of suggested projects for each quarter is also listed. A number of examples are given for each quarter. The idea behind these projects is to emphasize more of the skills students may possess. Other projects may be completed with prior approval of the teacher. Students will be discouraged from selecting the same option each quarter. Any project may be turned in prior to its due date. Students must complete two projects each quarter. The first project will be due on Date 2 and the second on Date 4 in each quarter.

Quarter 1

Due Date 1-09/03/10

Due Date 2-09/20/10

Due Date 3-10/01/10

Due Date 4-10/18/10

Debate topic-Post French-Indian War taxes (How should Britain deal with their post-war financial problems?)

States: First 13 States (Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island)

"Roots of the American People to The Road to Revolution"

- ✦ Make a glossary of the key terms from chapters 1-5
- ✦ Make a timeline of the main events from the discovery of the New World up to the American Revolution
- ✦ Recite the 2nd and 3rd paragraphs of the Declaration of Independence
- ✦ Write an essay supporting the British prior to and during the American Revolution
- ✦ Construct a map showing the paths taken by explorers of North America
- ✦ Create newspaper front page as it might have appeared in the colonies during the time leading up to Revolution
- ✦ Create a model of the Jamestown colony
- ✦ Create relevant PowerPoint presentation
- ✦ Work with one or two partners to create a video news of American history up to the Revolution

Quarter 2

Due Date 1-11/05/10

Due Date 2-11/22/10

Due Date 3-12/10/10

Due Date 4-01/04/11

Debate topic-Ratifying the Constitution (Should the new constitution be ratified?)

States: Second 12 States plus previous states (Vermont, Kentucky, Tennessee, Ohio, Louisiana, Indiana, Mississippi, Illinois, Alabama, Maine, Missouri, Arkansas)

"The American Revolution to Launching a New Nation"

- ✦ Complete Constitution Workbook (everyone)
- ✦ Make a glossary of the key terms from chapters 6-8
- ✦ Make a timeline of the main events from the American Independence to the completion of the U. S. Constitution
- ✦ Recite the Preamble to the U.S. Constitution
- ✦ Write an essay supporting or opposing the new Constitution
- ✦ Construct a map showing battles and troop movements of the American Revolution
- ✦ Create a newspaper front page as it might have appeared in the during the Revolution or during the time of the Constitutional Convention
- ✦ Make a project showing many of the early flags used by the United States
- ✦ Construct and compare three models of early sailing ships
- ✦ Create relevant PowerPoint presentation
- ✦ Work with one or two partners to create a video news of American history from the Revolution to the completion of the new Constitution

Quarter 3

Due Date 1-01/21/11 **Due Date 2-02/09/11** **Due Date 3-02/25/11** **Due Date 4-03/16/11**

Debate topic-Validity of the War of 1812 (Should the war be fought? / Should the war have been fought?)

States: Third 13 States plus previous states (Michigan, Florida, Texas, Iowa, Wisconsin, California, Minnesota, Oregon, Kansas, West Virginia, Nevada, Nebraska, Colorado)

"The Era of Thomas Jefferson to Westward Expansion"

- ↳ Create a PowerPoint presentation on a Washington DC attraction (everyone)

- ↳ Make a glossary of the key terms from chapters 9-13
- ↳ Make a timeline of the main events from the ratification of U. S. Constitution to election of Abraham Lincoln
- ↳ Recite all verses of the Star Spangled Banner
- ↳ Write an essay supporting or opposing the validity of the War of 1812
- ↳ Construct a map showing the battles and troop movements of the War of 1812
- ↳ Create a newspaper front page as it might have appeared in the South during the peak of slavery
- ↳ Construct a simple sluice box to show the process of the California gold rush miners
- ↳ Create relevant PowerPoint presentation
- ↳ Work with one or two partners to create a video news of American history from the ratification of U. S. Constitution to election of Abraham Lincoln

Quarter 4

Due Date 1-04/15/11 **Due Date 2-04/27/11** **Due Date 3-05/13/11** **Due Date 4-05/27/11**

Debate topic-States rights/power of federal government prior to the Civil War

States: Fourth 12 States plus previous states (North Dakota, South Dakota, Montana, Washington, Idaho, Wyoming, Utah, Oklahoma, New Mexico Arizona, Alaska, Hawaii)

"The Nation Divided to the United States Since 1865"

- ↳ Create a Civil War short story
- ↳ Make a glossary of the key terms from chapters 14-Epilogue
- ↳ Make a timeline showing the events leading to and including the Civil War
- ↳ Recite the Gettysburg Address
- ↳ Write an essay explaining how and why various events could have altered the outcome of the Civil War had they occurred differently
- ↳ Construct a map showing battles and troop movements of the Civil War
- ↳ Create a newspaper front page as it might have appeared sometime during the Civil War
- ↳ Make a project showing the modernization of weapons begun in the Civil War
- ↳ Construct a simple telegraph sender and send a message in Morse code
- ↳ Create relevant PowerPoint presentation
- ↳ Work with one or two partners to create a video news of American history of the Civil War

There are many other possibilities for projects. Any student ideas are welcome and will be considered as alternatives if they meet two criteria. First the project must be relevant to the material covered that quarter, and second the project must be a challenge for that particular student. Ideas should be submitted early to be considered. Projects must be submitted to be considered for a passing grade. Each project will count for 15% of the grade for that quarter. One project will be due at mid-quarter (Date 2) and the other at the end of the quarter (Date 4).

President Reports

In an attempt to expose them to some of the Presidents of our country, students will also select two Presidents each quarter on which to do a short report. They may choose from the first eleven for the first quarter, the second eleven for the second quarter and so on. The report is simply to introduce the students to some of the aspects of our country's leaders. The report should highlight the President's early life, adult life prior to his Presidency, his Presidency and his post-presidency. Students are to work to condense the information they

have researched. One typed, double-spaced sheet is the goal. Students should include references in bibliographic form and be able to produce references upon teacher's request. Copied work will not be tolerated. These reports will each account for 10% of the student's grade. The first report will be due on Date 1 for each quarter and the second on Date 3.

Alternate Option-Students may choose to read one of the Presidential biographies available from the Accelerated Reader list. All titles are available in our school library. Students should make sure they read the biography that matches the Accelerated Reader program. Points earned from reading these biographies will count toward all award goals and Literature point requirements. Students must submit a passed "TOPS" report to signify completion of this requirement or a written acknowledgement of the test taken, date taken and score achieved. One biography may be read and substituted for a President report each quarter. While remaining in the chronological sequence of Presidents is stressed, allowances will be made to read other biographies to compensate for the limited supply of texts. Students should have "out of sequence" biographies approved before reading.

Constitution Workbook

During the second quarter, the students will be working on a Constitution workbook to supplement the creation of the U. S. Constitution. This workbook will account for one project requirement for that quarter and will be due on Date 4.

Washington DC PowerPoint

During the third quarter, the students will select an attraction from the Washington DC area to do an extensive PowerPoint presentation. Students will be expected to use the Internet, scanning, and other sources to obtain materials. The presentation should demonstrate creativity and knowledge of a variety of PowerPoint skills. This presentation will account for one project requirement for that quarter and will be due on Date 4.

States

Students will learn to spell and locate the states of our nation throughout the year. For the first quarter, students will work with the first 13 states. On the second due date of the quarter, students will be tested on spelling and location of the states for that quarter. On the fourth due date of the quarter, students will be tested on all states covered to that point (the second quarter test will cover the first 25 states, the third quarter test will cover the first 38, and the fourth quarter will cover all 50 states). The first test of the quarter will count for 5% of the student's grade for that quarter and the second test will be worth 10%

Debates

Students will participate in one debate during the school year. The debate topics for each quarter are listed. Students will be encouraged to "play" the role of debaters as if the debate were taking place at its appropriate time in history. Each student's grade will be a combination of their individual preparation and their group's work. The date for each debate will be assigned at a later date. Participation in the debate will count as one project for that quarter.

Other

Homework, quizzes and class participation will account 5% of the grade. Chapter tests will make up the final 30% of the class grade. Homework will include completion of chapter outlines based on text and class notes.

Please be reminded that failure to complete these projects places your child on suspension from sports until project completion. These projects are meant to be long term and not last minute. Please stress with your child to pace the completion of these projects so as not to overwhelm him or her at the due date.