



Unit I Introduction to US History

Instructions for completing the Unit I Introduction to US History

Listen to the lecture in class, while doing so complete the underlined blanks in your listening guide. In the accompanying slideshow presentation the blanks with the correct words or concepts are completed and underlined for emphasis. There are a series of learning activities in the listening guide including: your disclosure document, homework assignments, an introduction to the website, journal writes, geography links, reflection questions, maps, and readings that accompany this listening guide. You should also take notes in the margins or in the note paper available at the end of the listening guide of additional information presented by the instructor during the lecture. **Make sure that you bring the listening guide with you to class daily. If you are absent from class it is your responsibility to get the information from the online calendar, PowerPoints and podcast, available from a link on the class website. Listening guides must be completed prior to taking a WalkAway.**

Enduring Understanding:

Students will investigate the relationship between events of different time periods in United States history and be able to explain how history affects them individually. They will interpret the role of geography in shaping United States history.

Essential Questions

1. Students will locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges, and continents.
2. Students will locate the major political features, including countries, regions, and states.
3. Students will apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.
4. Students will analyze the impact of geography on European colonization and settlement of North America.
5. Examine the changes of the landscape due to settlement patterns.
6. Students will apply knowledge of personal historical events to their present

Assessment: Students will take a WalkAway in which they will identify all 50 states, and the primary physical features in the US. They will need to know those countries which most impacted US history from 1492-1865.

How the past affects the present

We are all a consequence of those people and events that have gone before. For example, your physical traits, personality, passions, hobbies, likes & dislikes are all a result of those who have gone before. You live in the United States because someone, at sometime in the past left their native country and came to the United States. In preparation for you homework assignment, complete the following chart:

<u>Column 1</u> Three physical traits from Parents Or Grandparents	<u>Column 2</u> Five personality traits/ passions/ hobbies/ likes & dislikes from parents or grandparents	Explain/ Affect on you (either from column one or column 2)	<u>Column 3</u> 2 Events/ or choices from Grandparent's lives	Explain the affect of your grandparent's choices or events on you (from column 3)	<u>Column 4</u> 2 Events/ or choices in parent's lives	Explain the affect of your parent's choices and/ or events in their lives on you (from column 4)
1.	1.	1.	1.	1.	1.	1.
2.	2.	2.				
	3.	3.				
3.	4.	4.	2.	2.	2.	2.
	5.	5.				

Looking Forward: What are two events we will be studying this year in American history that you are interested in, or about which you want to know more? Explain your answer.

1. _____

2. _____

- Future Areas of Study:** During the 2013-2014 school year we will study the following history units*
- Unit I: Introduction to U.S history and geography; term I.
 - Unit II: Social & Religious History; term 2&3.
 - Unit III: Conflict in American History; term 3&4.
 - Unit IV: Government in American History; throughout the year with focus on term 4

**Units are thematically based on the Utah State U.S history core curriculum*

How the Past Affects the Present. Objective: Students will tie their past to their present through the study of history.

Due Date: B- _____ A- _____

Why History?

How the past affects the present

You have been chosen to apply for an extraordinary position working with the United States Foreign Service in the US State Department. If chosen for this position you will be placed in a special program where you will be trained to work effectively with others, learn numerous foreign languages and have the opportunity to travel throughout the world, meeting with foreign ambassadors, dignitaries and world leaders. Your training and position will give you the unique opportunity to be known throughout the world as one who made a positive contribution to the world and its historical evolution.

The FBI will complete a thorough background check; however the state department is interested in knowing how these events, i.e. your personal history, background or past has shaped and formed you. In this vein you have been asked to write a 2-3 page paper explaining and/or describing the events that have happened in your grandparent's life (and/or great grandparent's lives etc); your parent's lives; and your own life that have affected and shaped who you are, that is, your decisions and values.



The essays should be written in a 5 paragraph format:

- A. Paragraph 1 (introduction to your essay) describe what events you will cover in your essay.
- B. Paragraph 2-4 (body of the essay) here you should detail the three events (your grandparents, parents and you) that you will be explaining and their significance.
- C. Paragraph 5 (conclusion) conclude your essay by explaining why and how these events have changed who you are now.

The essay should be at least 2-3 page in length and no longer than 3 pages. All essays must be typed 12 point Times New Roman font, 1 inch margins, double spaced.

Example Introduction:

Bob and Sheila Williams left all that they had to start a life in a country that they did not know. They moved from their native land of Scotland with little but the clothes on their backs. Mary Williams, their grand-daughter learned early on that she would have to work hard in the farm that her parents owned in order for them to have enough money to live on the land that they loved in Wyoming. I started learning how to play the piano at an early age and have loved it ever since. All of these events, my great grandparents moving from Scotland to America, my mother's work ethic and my own piano playing have affected my present.

Example 1st paragraph:

My grandparents moving from Scotland started out my family's journey in America, which changed our lives forever. My grandfather, Bob, was a barber in Scotland but he always wanted a better life for his family. After saving money up for at least 10 years he had enough money to pay the way for his family to come to New York City by boat.

I would then finish this paragraph by telling stories that I remembered about my grandparent's journey and I would explain how and why their coming to America was important for both them and for me.

Example 2nd paragraph:

My mother Mary grew up on a farm in a small town called Alta, Wyoming. Each day she woke up early with her three older siblings to go and begin preparations for their day on the farm. My mother would get the eggs out of the chicken coop so that everyone could have eggs and bacon for breakfast. After getting the eggs for the morning she would help her mother make breakfast for the older boys.

To finish this paragraph I would detail my mother's life on the farm and how working on a farm shaped her life and subsequently my life.

Example 3rd paragraph:

The piano has always been a huge part of my life. When I was three years old my parents bought an older piano so that in a few years they could teach me how to play an instrument that they both loved. Right from the start I began pounding on the piano much to the dismay of my family because not too many people like to listen to a symphony, played by a three year old,.

I would then finish this paragraph by describing my journey in playing the piano and its affect on my life.

Example conclusion:

All three of these events have made drastic changes to my life. Without my grandparent's willingness to strive to provide a better life for their family I would not be here in America today, I would not enjoy the freedoms of living in a country with strong democratic principles and ideals. I cannot even imagine what life I would leave if they hadn't taken that first step in moving away from what was their home.

This paragraph would be finished by reviewing the events that you have talked about and the affect they have had on your present. Don't forget this part, it is essential to your paper, tell the State Department why these events have affected your present, your values, who you are and why are they significant

Grading Guidelines

How the Past Affects the Present

Guidelines	Pts possible/ Pts Received	Comments
<p>Conventions: Five paragraph format 1-2 page in length Typed, #12 Times NR Font Double spaced 1 in' margin Spelling/ Punctuation</p>	5 4 3 2 1 <hr/> 5 4 3 2 1 <hr/> 5 4 3 2 1 <hr/> (Points above reflect spacing, typing & margins) 5 4 3 2 1 <i>Total Convention Points: _____/20</i>	<p>The paper is exemplary in its use of the assigned conventions.</p> <p>The paper follows the majority of the assigned conventions.</p> <p>The paper did not follow many of the assigned conventions</p> <p>The paper did not follow the assigned conventions.</p>
<p><u>Content Paragraph One:</u> Introduction Introduction to the essay Describe what events will be covered in the essay.</p>	15 10 5	<p>The paper has an exemplary introduction. It indicated what would be covered in the paper.</p> <p>The paper introduced the topic but did not indicate what would be covered.</p> <p>The paper had no introduction.</p>
<p><u>Content Paragraph Two:</u> Grandparents Grandparents ,Great Grandparents etc... and their impact on the candidate</p>	15 10 5	<p>The paper has an exemplary 2nd paragraph. It explained the choices their grandparents made and how they impacted the candidate.</p> <p>The 2nd paragraph clearly explained the choices their grandparents made.</p> <p>This paragraph was unclear.</p>
<p><u>Cont. Paragraph Three</u> Parents Parents/ Foster Parents and or Guardians and their impact on the candidate.</p>	15 10 5	<p>The paper has an exemplary 3rd paragraph. It explained the choices their parents made and how they impacted the candidate.</p> <p>The 3rd paragraph clearly explained the choices their parents made.</p> <p>This paragraph was unclear.</p>
<p><u>Cont. Paragraph Four:</u> You Individual choices, and how they have impacted the candidate</p>	15 10 5	<p>The paper has an exemplary 4th paragraph. It explained the choices the candidate made and the consequences.</p> <p>The 4th paragraph clearly explained the choices the candidate made.</p> <p>This paragraph was unclear.</p>
<p><u>Cont. Paragraph Five:</u> Conclusion Conclude the essay by explaining why/how these events have changed the candidate's present.</p>	20 15 5	<p>The paper has a superb conclusion. It reviewed what had been covered in the paper and made clear the impact these choices had on the candidate's present.</p> <p>The paper included some of the required elements of a conclusion.</p> <p>The paper had a weak conclusion</p>
<u>Strengths</u>		<p>This paper was easy to read</p> <p>This paper was very interesting.</p>
<u>Weaknesses</u>		<p>This was paper was difficult to read.</p> <p>This paper did not follow the guidelines.</p> <p>Conventional errors were distracting.</p>
<u>Total Points Received</u>	_____// 100 pts. Possible	<p>It is evident the candidate has learned from their past. Their understanding of their choices, decisions and values make them an excellent candidate for the position.</p> <p>It is somewhat evident that the candidate has learned from their past. It is not always evident that they understand the historical impact of others on their choices, decisions and values. A clearer understanding of how their past impacts their present would make them a better candidate for the position.</p> <p>There is very little evidence the candidate understands the connection between their past and who they are.</p>

Why History?

David McCullough: “The best way to know where the country is going is to know where we’ve been.”

On a winter morning on the campus of one of our finest colleges, in a lovely Ivy League setting with snow falling outside, I sat with a seminar of 25 students, all seniors majoring in history, all honors students—supposedly the best of the best. “How many of you know who George Marshall was?” I asked. No one knew. Not one. At a large university in the Midwest, a young undergraduate told me how glad she was to have attended my lecture, because until then, she said, she never realized that the original 13 Colonies were all on the Eastern Seaboard. This was said, in all seriousness, by a university student.

Who are we, we Americans? How did we get where we are? What is our story and what can it teach us? Our story is our history, and if ever we should be taking steps to see that we have the best prepared, most aware citizens ever, that time is now.

Yet the truth is that we are raising a generation that is to an alarming degree historically illiterate. The problem has been coming on for a long time, like a disease, eating away at the national memory. While the popular culture races loudly on, the American past is slipping away. We are losing our story, forgetting who we are and what it’s taken to come this far.

Warnings of this development have been sounded again and again. In 1995, the Department of Education reported that more than half of all high school seniors hadn’t even the most basic understanding of American history. Two years ago, a study by the American Council of Trustees and Alumni showed that four out of five seniors from leading colleges and universities were unable to pass a basic high school history test. To the question “Who was the American general at Yorktown?” More of these students answered Ulysses S. Grant than George Washington.

And there’s been no improvement. This year the American Council of Trustees and Alumni reported that none of the nation’s top 50 colleges and universities now require American history as part of the curriculum. In fact, one can go forth into the world today as the proud product of all but a handful of our 50 top institutions of higher learning without ever having taken a single course in history of any kind.

But why bother about history anyway? “That’s history”—that’s done with, junk for the trash heap. Why history? Because it shows us how to behave. History teaches and reinforces what we believe in, what we stand for, and what we ought to be willing to stand up for. History is about life—human nature and the human condition and all its trials and failings and noblest achievements. History is about cause and effect, about the simplest of everyday things—and the mysteries of chance and genius.

History shows us what choices there are. History teaches with specific examples of evils of injustice, ignorance or demagoguery, just as it shows how potent is plain courage, or one simple

illuminating idea. History is – or should be – the bedrock of patriotism, not the chest-pounding kind of patriotism but the real thing, love of country.

At their core, the lessons of history are lessons of appreciation. Everything we have, all our great institutions, our laws, our music, art and poetry, our freedoms, everything is because some-body went before us and did the hard work, provided the creative energy, faced the storms, made the sacrifices, and kept the faith.

Indifference to history isn't just ignorant; it's a form of ingratitude. And the scale of our ignorance seems especially shameful in the face of our unprecedented good fortune. What's so worrisome about the college student who doesn't know that George Washington was the commanding American general at Yorktown is that he also, therefore, has no idea that it was Washington who commanded the Continental Army through eight long years in the struggle for independence. I'm convinced that history encourages, as nothing else does, a sense of proportion about life, gives us a sense of how brief is our time on earth and thus how valuable that time is.

We live in an era of momentous change, creating great pressures and tensions. But history shows that times of tumult are the times when we are most likely to learn. This nation was founded on change. We should embrace the possibilities inherent in such times and hold to a steady course, because we have a sense of navigation, a sense of what we've been through and who we are.

In the Aftermath of September 11, 2001, history can be a source of strength and of renewed commitment to the ideals upon which the nation was founded. As unsettling as events may be, others before us have known worse. Think of what our predecessors endured and accomplished. Think of the dangerous times they knew! *Churchill, in the darkest hours of World War II, reminded us that “we have not journeyed all this way because we are made of sugar candy.”

I passionately believe that history isn't just good for you in a civic way. History, really, is an extension of life. It enlarges and intensifies the experience of being alive, like poetry and art or music. And there's no great secret to making history come alive. Historian Barbara Tuchman said it perfectly in two words, “Tell stories,” Part of what that means is that history is ours to enjoy. If we deny our children that enjoyment, that adventure in the larger time among the greater part of the human experience, then we're cheating them out of a full life

Why Study History?

Watch the PowerPoint “Why Study History” and read the article “[Why History](#)” by David McCullough then answer the following questions.

Why Study History PowerPoint

1. Based on the PowerPoint what can we better understand through a study of history?

Why History?

2. Based on the readings, what are two of the signs or indications that we are losing who we are and what it has taken to come this far? Explain.

A. _____

B. _____

3. But why bother about history anyway? “That’s history”-that’s done with, junk for the trash heap. “Why history?” What did David Mccullough say to answer this question? What do you think?

4. “We have not journeyed all this way because we are made of sugar candy.” What historical figure said that and why?

5. Give two examples of what history can teach us?

A. _____

B. _____

US History: Survival 101

Complete individually the following assignment following the step by step instructions provided below. If you do not complete the assignment during the time allotted, make note of the steps you have *not yet completed* in your planner, and be sure to complete the assignment out of class before the next class period. If you do not have access to a computer at home, computers are available during advisory in the library and by appointment in the classroom before and after school.

Getting Started

1. Open the Willowcreek website @ <http://willowcreek.alpinedistrict.org>
2. Open the faculty list located in the left hand margin.
3. Click on your teacher's name. The teacher's name is a hyperlink and it will take you to the US History website @ <http://nesshistory.org>

Completing the Assignment

1. Familiarize yourself with the webpage. Scroll up and down view the various sites available.
 - A. Notice the U.S. History, Utah History, Projects & Pridetime Activities tabs at the top of the webpage. Open each of the tabs and practice negotiating through the webpage.
 - B. Practice using the search button, look up events in US History and see what comes up.
2. Using the website to find work: Read the "US History Unit Studies: Curriculum" on the U.S. History page, when finished open and read at least 7 of the Curriculum tabs, and review some of the materials available on the website. Open the Unit Folder. On the US History page, open the "Unit I Geography & Why History" webpage. Once the page has opened, open and read "Why History". Find the missing phrase in this statement you will use it at a later time: "The best way to know where the country is going is: _____."
3. Using Links: Open the "Projects & Pridetime Activities" folder, once you have arrived at that page, read the paragraph, entitled "WEBSITES", when finished open the websites link, from the links available to you, open the link to Geography Games, see how many states you can identify in five minutes.
6. Online assignments: Open the "US History" page, scroll down the page to the "Rules & Procedures: Classroom Management" page, read the instructions for the survey, when finished click on the hyperlink to the "Disclosure Document Survey", take 20-30 minutes to take the survey. You will receive a free late pass, once your answers have been recorded and submitted. You can receive a second late pass if your parents take the survey online as well. "On the Rule & Procedures: Classroom Management" page please notice the "Submit an assignment" online link. With this link you can submit assignments from home.
7. Links to Disclosure Document: Open the "US History" page, scroll down the page to the "Rules & Procedures: Classroom Management" page, open the "US Hist. Disclosure Document 2013-2014". Open the document, identify the six supplies necessary for US History. Write down the supplies in your planner on August 26th & 27th, the due dat

US HISTORY

Disclosure Document 2013/2014

Mrs. Ness, cness@alpinedistrict.org

A daily calendar, assignments, homework, objectives, PowerPoint presentations & class description are available @ nesshistory.org

Please sign and keep this copy of the disclosure document in your student workbook

Course Description/Objectives:

Welcome 8th graders!! United States History for 8th grade covers events and issues from the Age of Exploration through post Civil War Reconstruction and the western movement, emphasizing those periods through the 16th and 19th centuries. Units covered will include: physical and political geography of the United States; Cultural and Religious History with a focus on the First Amendment; and the Causes, the Courses, and Consequences of Conflict. History will be taught thematically in chronological order. Students will be tested and held accountable for knowing all 10 state core Standards. During the course students will read three specified historical novels, compile research and complete a history related project. Workbooks will be supplied by the instructor to help students better understand the curriculum. Additional content may be covered as time permits; particularly when relating to the present.

Attendance: Many projects are completed in class. As such, regular attendance and active participation are important. If a student misses class, it will be his or her responsibility to check objectives and assignments on the class website@ nesshistory.org and **complete and return their assignments to the teacher within one week of the absence.** Willowcreek Jr. High attendance policy will be applied.

Discipline policy: This course will support the school's R³ policy, i.e., respect yourself, respect others, respect the school. If disruptive or negative behavior occurs, the following steps will be followed:

1. Verbal warning and/or name on the board.
2. √ = Sent to a different seat in the classroom or staying after class.
3. √√ = Sent to another classroom for the period with assignment.
4. When a student has been sent to another classroom a second time, he/she will need to complete a behavior contract with the teacher, parents will be contacted
5. When a student has been sent out of the classroom three times, the student will be reassigned to a different class period.

Fighting, harassment, challenging teacher authority, or using profane language will result in immediate removal from class and will be dealt with according to district policy and may result in reassignment to a different class.

Electronic Devices: NO CELL PHONES!!!!

Electronic devices such as cell phones, i-pods, etc. are not generally permitted in class. Unless otherwise specified, if such items are out in class they will be taken away and subsequently dropped off at the front office. As per school policy only the parent of the student whose device was taken may pick it up at the front office. The item will not be released to the student.



Please Initial _____

Tardy Policy:

The school's tardy policy will be followed. Warm-ups, quizzes or self-starters cannot be made up due to tardies. Citizenship grades will be dropped after the third tardy.

A student is considered tardy if they are not in their seat when the bell rings, even if they are in the room.

WalkAways

Following the policy at Willowcreek Middle School, all students will be expected to pass WalkAways (tests used to assess student comprehension of State US History Standards). There will be approximately two/three WalkAways per quarter. Prior to all WalkAways, optional review sessions will be available during Advisory. All students are strongly advised to attend.

Students who fail WalkAways will be required to complete all remediation associated with the WalkAway *prior* to retaking the WalkAway (students will receive remediation guidelines on the first week of school). As per school and departmental policies when a student fails a WalkAway their grade will be temporarily be changed to an "I". After successfully passing the exam the "I" will be removed. Should a student not complete the remediation and retake prior to the end of the year the "I" grade will be changed to an "F", and the student will no longer be able to make up the exam. Please note the original score received on the exam will remain on the student's grade following a successful retake. To ensure parent's and students know the score received on the retake, the score and the date on which the student successfully completed the WalkAway will be posted in the side notes within Skyward.

Late Work Policy

Late work will not be accepted for a grade; however, if a student fails a WalkAway, **prior to re-taking the WalkAway**, they must complete and turn in all late work.

1. Work is considered late if the student is present in class and does not hand in the assignment on the due date, or as the teacher collects it.
2. Completion of all late work for students not in attendance on the due date is the responsibility of the student. Students should turn in late work on the next school day. Additional late work will require the use of late pass. Students will receive one late pass per semester, additional late passes can be earned.
3. Late work will not be accepted the last week of the term



Please Initial _____

Grading Policies: Grades* will be assigned using the following criteria:

1. 50% WalkAways, Assessments & Projects
2. 30% In Class Work
3. 10% Historical Novels
4. 10% Participation

* 2nd semester grading criteria will be adjusted to accommodate student research and projects

Grade Scale

100-93 = A 92-90 = A- 89-87 = B+ 86-82 = B 81-80 = B- 79-77 = C+
76-72 = C 71-70 = C- 69 and Below = I

Class Materials:

Students will need to bring the following materials to class **DAILY**

1. One inch 3-ring binder.
2. Ruled notebook paper
3. Colored pencils (no markers, or colored chalk)
4. Black or Blue ink pen
5. Red grading pen
6. Two #2 pencils
7. U.S. History workbook (supplied)
8. Specified Novels (see Semester 1, 3 & 4 Novels)



Please Initial _____



PARENTS: Please note that students will be required to use the internet for this class. Accommodations will be made for the students unable to use the internet. For those who do not have the internet at home, the following resources are available:

1. Public Library
2. School Library : 7:45 am – 8:15 am and 2:45 pm – 3:15 pm/ During Lunch
3. In the Classroom: During Advisory and afterschool by appointment.

Semester Novels

Students who learn historical empathy are more likely to exhibit empathy and understanding of themselves and others in the present. As such, all students will have the opportunity to read and complete a project associated with the historical novel during terms 1, 3 & 4. Term 1 students will read one of four historical novel “Blood on the River” “Weetamoo”, “The Journal of Jonathan Jasper Pierce”, or “The Journal of Remember Patience Whipple”. Term 2 students will choose a novel from a list related to their chosen research area (these lists will be supplied well in advance of the due date and are currently available online in the “Conflict” link on the class website), the novel will be graded term 3. Term 4 students will chose one of the following four novels, “Dragons Gate”, “So Far From Home”, “Slave Dancer”, or “Across Five Aprils”. *There are class room copies of each novels as well as copies available within the school library. In addition, many of the novels have been podcast on the class website to assist readers with the text. Due dates for all novels will be given in class, late novels will not be accepted.

* Please note: there are not sufficient copies available in the library for all students; as such, if your son/daughter needs additional time to read the novel both in and out of class, parents are encouraged to purchase a copy of the novel for their students to read. This is particularly important if your son/daughter is a slow reader. Used books can be purchased from many online retailers for less than \$5.00.

It would be greatly appreciated if you are able or willing to donate to the classroom:

- Treats (rewards)
- Tissue paper (Kleenex)—the school does not provide Kleenex.
- Colored Pencils/ Pencils and Red Pens

***Please feel free to email your student’s teacher at the address listed above or arrange a meeting before or after school.

** Teachers are not available on early out Mondays, or Wednesday mornings due to pre-scheduled House and Department meetings.

Please sign and initial the disclosure document and/or take the online survey related to the disclosure document. It will be available online via the nesshistory.org website if you would like to download a copy for your records.

I have read this disclosure document with my student and will help him/her to meet these requirements. I initialed the “Discipline Policy”, the “Late work policy” and “Materials.”



Parent Signature _____

US History Walkaways Semester 1 2013-2014

Instructions: Stamps in the “Score on Walkaway” box indicate the student passed the Walkaway the first time. Prior to re-taking the Walkaway, students must get the signature of their teacher showing all remediation is completed (See remediation box for each walkaway). If you are “Near Mastery” (60-79%) on a walkaway, **ONLY** complete the remediation with “NM” above it. If you received lower than 60%, you must complete **ALL** tasks in the remediation box for that walkaway. Students must answer using complete sentences for each Remediation task. All remediation using a textbook will be in the “Call To Freedom” text.

Unit Dates & Walkaway	Score on Walkaway (First attempt)	Remediation Remediation must be completed before the teacher will sign off	Remediation Completed (Teacher Signature)	Re-take completed
1. Political & Physical Geography Date of Unit Aug 20th-Sept 6th WA: 9/5-6		1. Label states on 5 (2 for NM) Political maps 2. Receive 90% on SeTerra. online.seterra.net/en/ex/8 3. Label 10 (5 for NM) physical maps		
2. Native Americans Date of Unit Sept 9th-Sept 26th WA: 9/23-26		1. Read pages 1-16 2. Pg. 9 #'s 1-5 3. Pg. 16 #'s 1-5 <u>NM</u> 4. Complete 2 maps showing: locations and three facts for each cultural group.		
3. Exploratio Date of Unit Sept 27th-Oct 23th WA: 10/18-23		1. Read pages 32-46 2. Pg. 36 #'s 1,2,4 <u>NM</u> 3. Pg. 41 #'s 2-4 4. Pg. 46 #'s 1,2,4		
4. Colonial America Date of Unit Oct 24th-Nov 14th WA: 11/13-14		1. Read pages 64-87 2. Pg. 69 #'s 1,2,4 3. Pg. 74 #'s 1,2,4 <u>NM</u> 4. Pg. 80 #'s 2,4 5. Pg. 87 #'s 1,2,4		
5. Causes of Rebellion Date of Unit Nov 15th-Dec 5th WA: 12/4-5		1. Pg. 144: Complete all learning activites on this page using info. from pages 124-143 <u>NM</u> Do “Understanding Main Ideas” (pg. 144)		
6. Rev. War Date of Unit Dec 6th- Jan 10th WA: 1/7-10		1. Read pages 150-181 2. Pg. 156 #'s 1,2,4 3. Pg. 161 #'s 1,2,4 4. Pg. 169 #'s 1,2,4 <u>NM</u> 5. Pg. 176 #'s 1,3 6. Pg. 181 #'s 1,2,4		

US History Walkaways Semester 2 2013-2014

Instructions: Stamps in the “Score on Walkaway” box indicate the student passed the Walkaway the first time. Prior to re-taking the Walkaway, students must get the signature of their teacher showing all remediation is completed (See remediation box for each walkaway). If you are “Near Mastery” (60-79%) on a walkaway, **ONLY** complete the remediation with “NM” above it. If you received lower than 60%, you must complete **ALL** tasks in the remediation box for that walkaway. Students must answer using complete sentences for each Remediation task. All remediation using a textbook will be in the “Call To Freedom” text.

Walkaway	Score on Walkaway (First attempt)	Remediation Remediation must be completed before the teacher will sign off	Remediation Completed (Teacher Signature)	Re-take completed
<p>1. Gov</p> <p>Date of Unit Jan 24th-Feb 5th WA: 2/4th-5th</p>		<p>1. Read pages 218-227; 248-259</p> <p>2. Pg. 260 Complete all learning activities on this page using info. from pages 218-259</p> <p style="text-align: center;"><u>NM</u></p> <p>3. Complete only “Understanding Main Ideas” pg. 260</p>		
<p>2. Manifest Destiny and The West</p> <p>Date of Unit Feb 6th -March 17th WA: 3/12th-17th</p>		<p>1. Read pages 302-319</p> <p>2. Pg. 307 #'s 1,3,</p> <p>3. Pg. 313 #'s 1,2,4</p> <p>4. Pg. 319 #'s 2,3</p> <p>5. Read pages 344-348</p> <p>6. Pg. 348 #'s 1,3</p> <p style="text-align: center;"><u>NM</u></p> <p>7. Read pages 420-441</p> <p>8. Pg. 442 Complete “Understanding Main Ideas” pg. 442</p>		
<p>3. Causes of Civil War</p> <p>Date of Unit March 18th-April 21st WA: 4/16th-21st</p>		<p>1. Read pages 360-381</p> <p>2. Pg. 382 Complete “Understanding Main Ideas”</p> <p style="text-align: center;"><u>NM</u></p> <p>3. Read pages 448-473</p> <p>4. Pg. 474 Complete “Understanding Main Ideas”</p>		
<p>4. Civil War</p> <p>Date of Unit April 22nd-May 19th WA: 5/14th-19th</p>		<p>1. Read pages 476-505</p> <p>2. Pg. 482 #'s 1,2,4</p> <p>3. Pg. 487 #'s 1,2,4</p> <p>4. Pg. 491 #'s 1,3</p> <p>5. Pg. 497 #'s 1,2,4</p> <p style="text-align: center;"><u>NM</u></p> <p>6. Pg. 503 #'s 1,2,4</p> <p>7. Pg. 505 Complete both Analyzing Primary Sources 1-2</p>		

The Blind Men & The Elephant

Listen to the short parable of the blind men and the elephant then answer the following question.



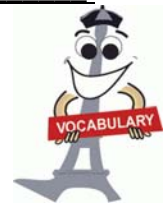
What relationship is there between the study of Geography & History and the parable of the “Blind Men & The Elephant”. Explain your answer, and be prepared to defend your answer.

Define U.S. Geography. Write the definition of Geography below

_____ is the study of _____ on _____ from rocks and rainfall to _____ and _____.

U.S. Geography Basics

- _____ largest county in the _____
- _____ the size of _____
- One third the size of _____
- _____ the size of _____
- 2 ½ times the size of Western Europe



Quotable Quotes:

"A map says to you read me carefully, follow me closely, doubt me not... I am the earth in the palm of your hand"

-Beryl Markham in *West with the Night*



What are various ways we (you and others) use maps? How might you use them locally, nationally, internationally? How different would our lives be if we did not have access to accurate maps? Explain your answer. Be prepared to share your answer with others

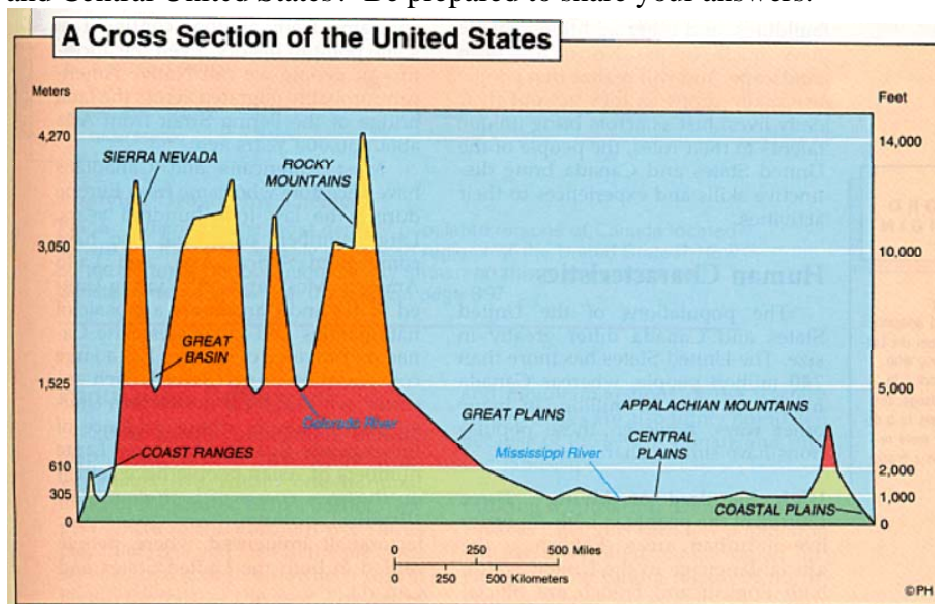
Geography & History:



What can linguistic groups, population density, ethnic dispersion (where different ethnic groups and peoples choose to live) and railroads and roads tell us about the impact of geography on the development of American History? Explain your answer. Be prepared to share your answer with others

Cross Section of the United States

Study the cross section of the United States below. What are some assumptions (conclusions) you could make about the similarities & differences between the geography and resulting cultures in the East, West and Central United States? Be prepared to share your answers.



Rivers & the History of the United States

Utilize the information presented by your instructor, the PowerPoint and primary documents to identify a variety of ways rivers have shaped and impacted the culture and history of the United States.

1. Columbia River:
2. Colorado River:
3. Rio Grande River:
4. Red River:
5. Arkansas River:
6. Missouri River:
7. Mississippi River:
8. Ohio River
9. Hudson River:

Geography & Mnemonic Tools:

Geography & Mnemonic Tools for memorizing Physical and Political features within the United States

On the chart below list the mnemonic tool on the right for memorizing the physical feature listed on the left. For example opposite of the Cascade Mountains, you would write “Crazy Sam”. After each section, be sure to label the physical feature with the clue on page 27 labeled “Map 4 Practice Physical Map”.

Physical & Political Maps of the United States Mnemonic Tools

Mnemonic Tool 1: Physical Land Forms Mountains & Plains

Cascade Mountains
Sierra Nevada
Rocky Mountains

Great Plains
Appalachians

Physical Land Forms: Bodies of Water. The No Brainers

Pacific Ocean
Bering Sea
Great Salt Lake

Gulf of Mexico
Caribbean Sea
Atlantic Ocean

Mnemonic Tool 2: Physical Land Forms: Bodies of Water. The Great Lakes

Lake Superior
Lake Michigan
Lake Huron

Lake Erie
Lake Ontario

Mnemonic Tool 3: Physical Land Forms: Bodies of Water. Primary Rivers

Colombia River
Colorado River
Rio Grande River
Missouri River
Arkansans River

Red River
Mississippi River
Ohio River
Hudson River

On the chart below list the mnemonic tool on the right for memorizing the political feature listed on the left. For example opposite of the State of California, you would write “Cow”. After each section, be sure to label State with the clue on page 28 labeled “Map 5 Practice Physical Map”.

Mnemonic Tool 4: Political Map. The United States of America: West Coast

California

Oregon

Washington

Mnemonic Tool 5: Political Map. The United States of America: Intermountain West

Idaho
Nevada
Arizona

Utah

Mnemonic Tool 6: Political Map. The United States of America: Intermountain West

Montana	Colorado
Wyoming	New Mexico

Mnemonic Tool 7: Political Map. The United States of America: Midwest

North Dakota	Kansas
South Dakota	Oklahoma
Nebraska	Texas

Mnemonic Tool 8: Political Map. The United States of America: Midwest

Minnesota	Arkansas
Iowa	Louisiana
Missouri	

Mnemonic Tool 9: Political Map. The United States of America: Midwest

Michigan	Indiana
Wisconsin	Ohio
Illinois	Kentucky

Mnemonic Tool 10: Political Map. The United States of America: Southeast

Tennessee	Georgia
Mississippi	Florida
Alabama	

Mnemonic Tool 11: Political Map. The United States of America: East Coast

Maine	Connecticut
New Hampshire	New York
Vermont	New Jersey
Massachusetts	Pennsylvania
Rhode Island	Delaware

Mnemonic Tool 12: Political Map. The United States of America: Midwest

Maryland	North Carolina
West Virginia	South Carolina
Virginia	

US History Maps

MAP 1 (Physical Geography-United States) Directions: Use your text or a reference map to locate and label the following Physical features in the United States. Please write as neatly as possible. Label all bodies of water and color them in using a BLUE pencil; Label all mountain chains and color them in with a BROWN pencil; and Label the Great Plains and color it in with a GREEN pencil. **Create a key in the blank box.**

Physical Land Forms (Page A-2 CTF)	Bodies of Water/rivers (Page A-2 CTF)
Cascades	The Great Salt Lake
Sierra Nevada	Lake Erie
Rocky Mountains	Lake Michigan
Great Plains	Lake Ontario
Appalachian Mountains	Lake Superior
Gulf Plains	Lake Huron
Coastal Plains	Pacific Ocean
	Atlantic Ocean
	Caribbean Sea
	Gulf of Mexico
	Bering Sea
	Chesapeake Bay
	Mississippi River
	Rio Grande River
	Colorado River
	Arkansas River
	Red River
	Missouri River
	Ohio River
	Hudson River
	Colombia River

MAP 2 (Political Geography-North America) Directions: (Page A-1/A-4 CTF) On the political map provided label all 50 of the States (You may need to write the name on the side and use arrows to point to the State with those states on the Eastern seaboard). You should also label Canada, Mexico, The Bahamas and Cuba. Please write as neatly as possible.

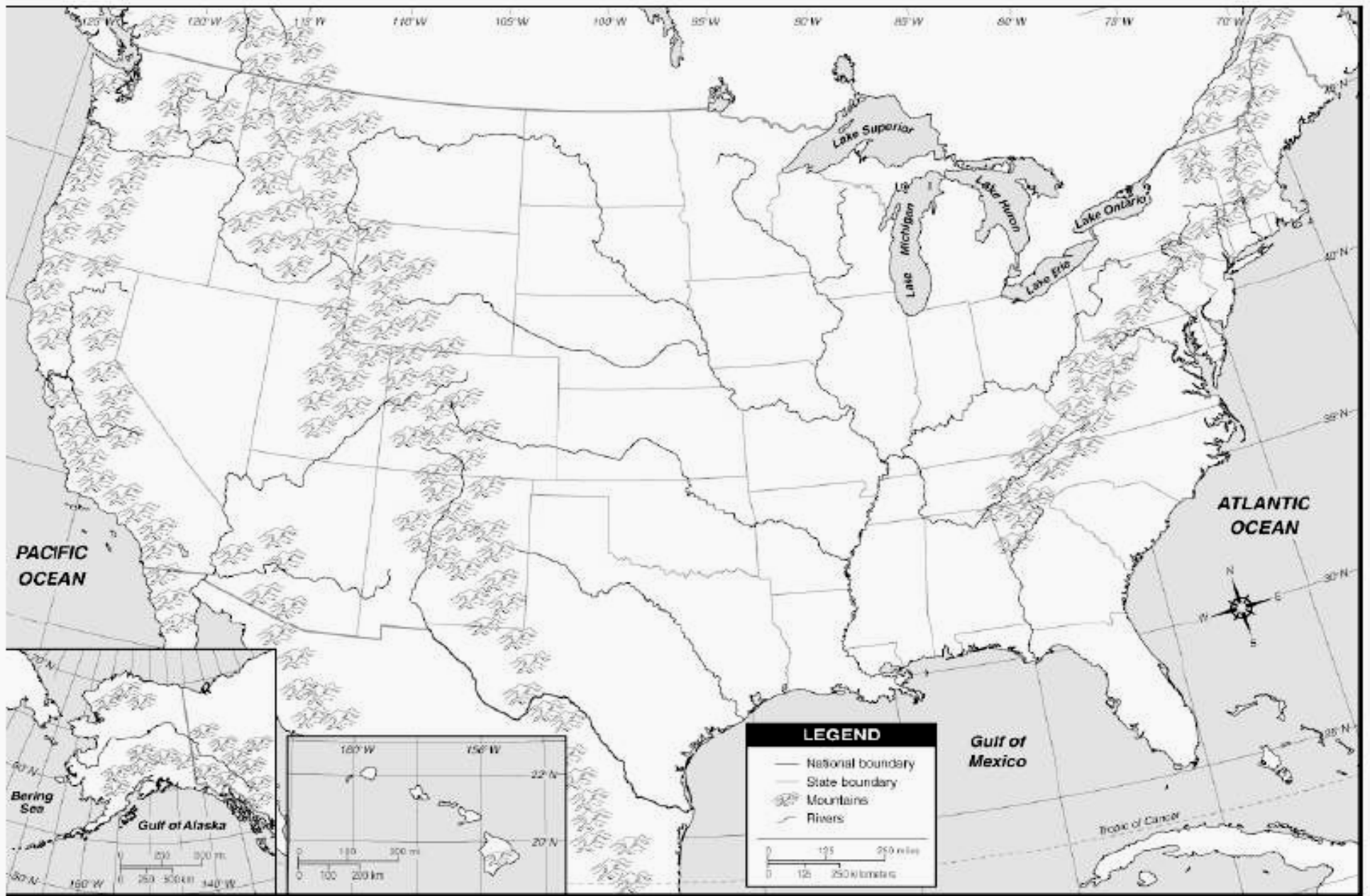
Color each state or country a different color alternating colors as you go. i.e. Use 5 or 6 colors and alternate so that two states of the same color do not touch each other.

MAP 3 (Global skills/World Continents/Oceans) Directions: Use your text or a reference map to locate and label the following Physical and Political features on the World Map provided. Label all Continents and outline them in BROWN pencil and label all Oceans and other bodies of water and color them in BLUE. Label the Equator, Prime Meridian, Tropic of Cancer, and the Tropic of Capricorn and draw them in RED. Label the following countries (political features) posted below:

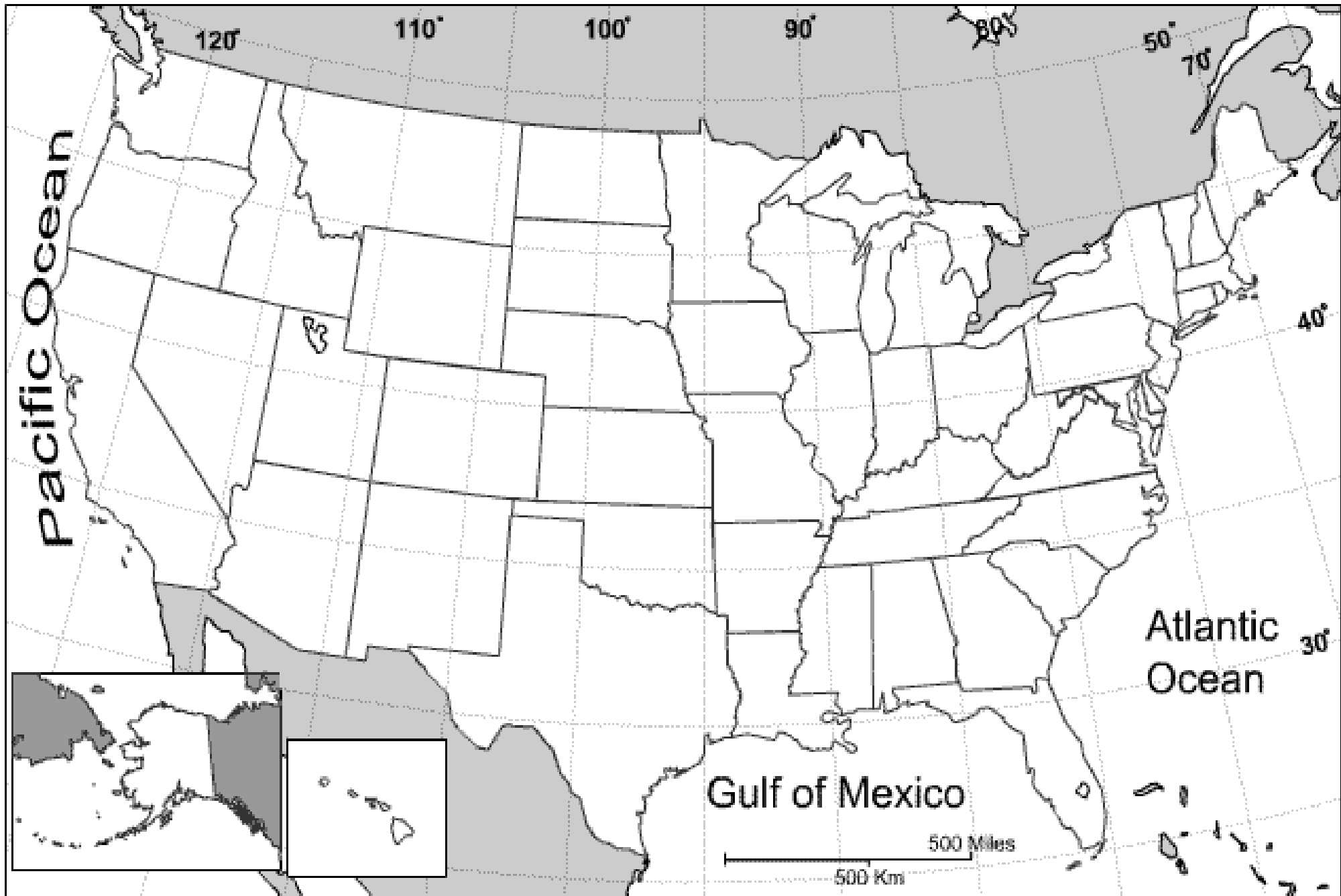
Physical Features (Page A-4/A-5 and A8/A-9 CTF)	Political Features
North American Continent South American Continent European Continent Asian Continent Australian Continent Antartican Continent African Continent Atlantic Ocean Pacific Ocean Indian Ocean Mediterranean Sea English Channel Equator Prime Meridian Tropic of Cancer Tropic of Capricorn Compass Rose (North, East, South, West) West Coast of Africa (Known as both the Gold coast & Slave States)	England Ireland Scotland France Germany The Netherlands Spain Portugal Italy Saudi Arabia Israel China Japan

MAP 4-5: These maps are available for you to practice your mnemonic memorization tools

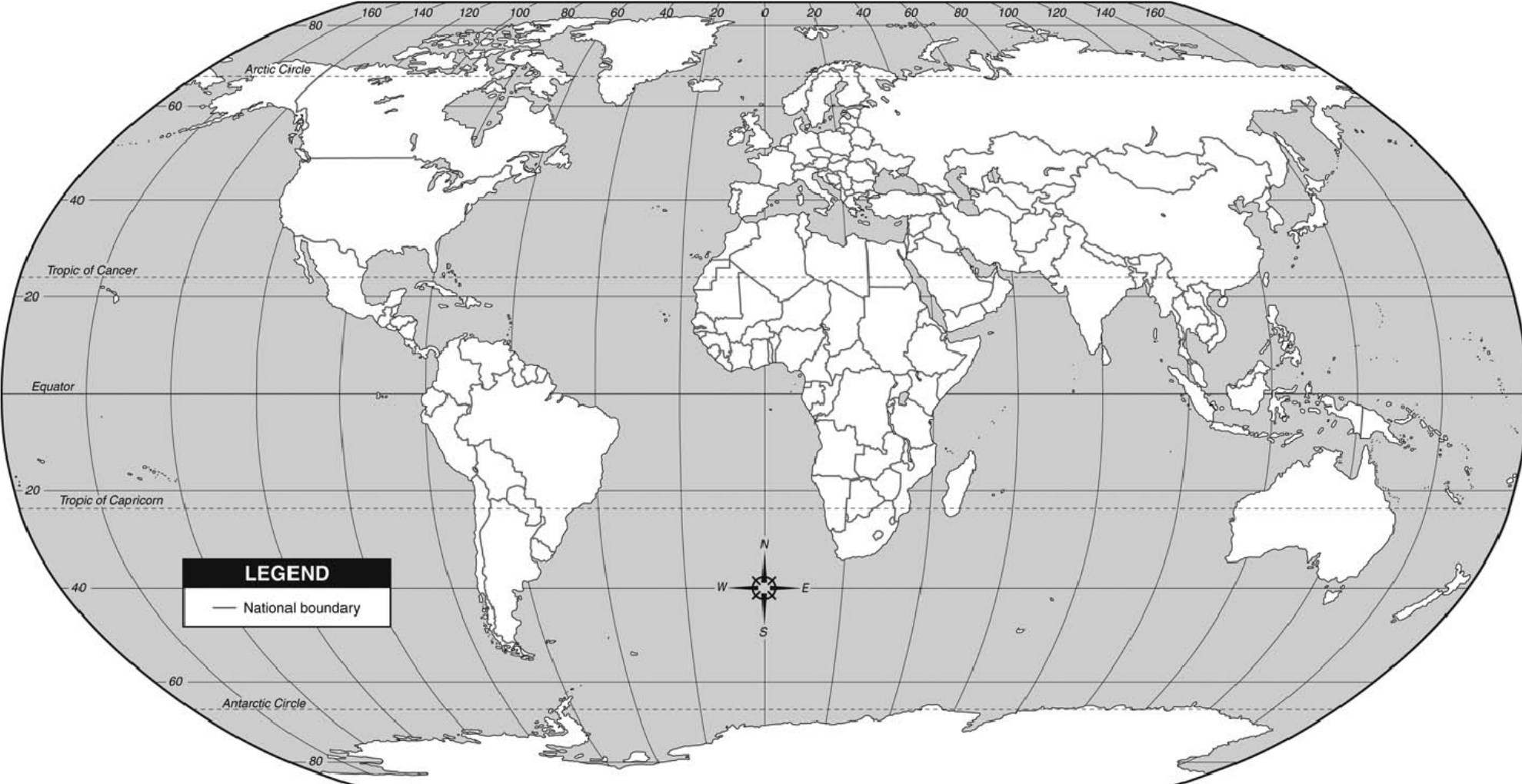
MAP 1 (Physical Geography-United States)



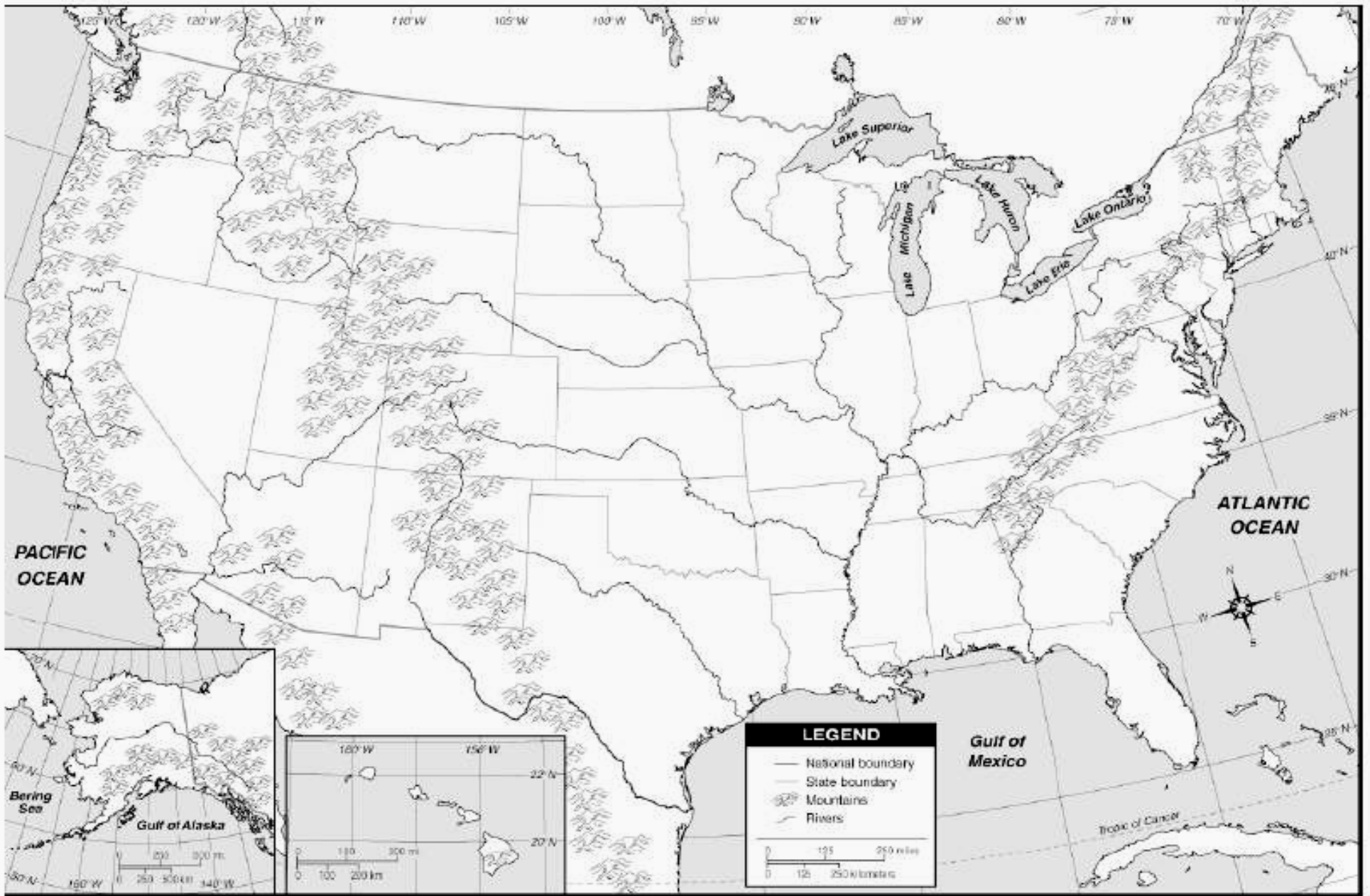
MAP 2 (Political Geography-North America)



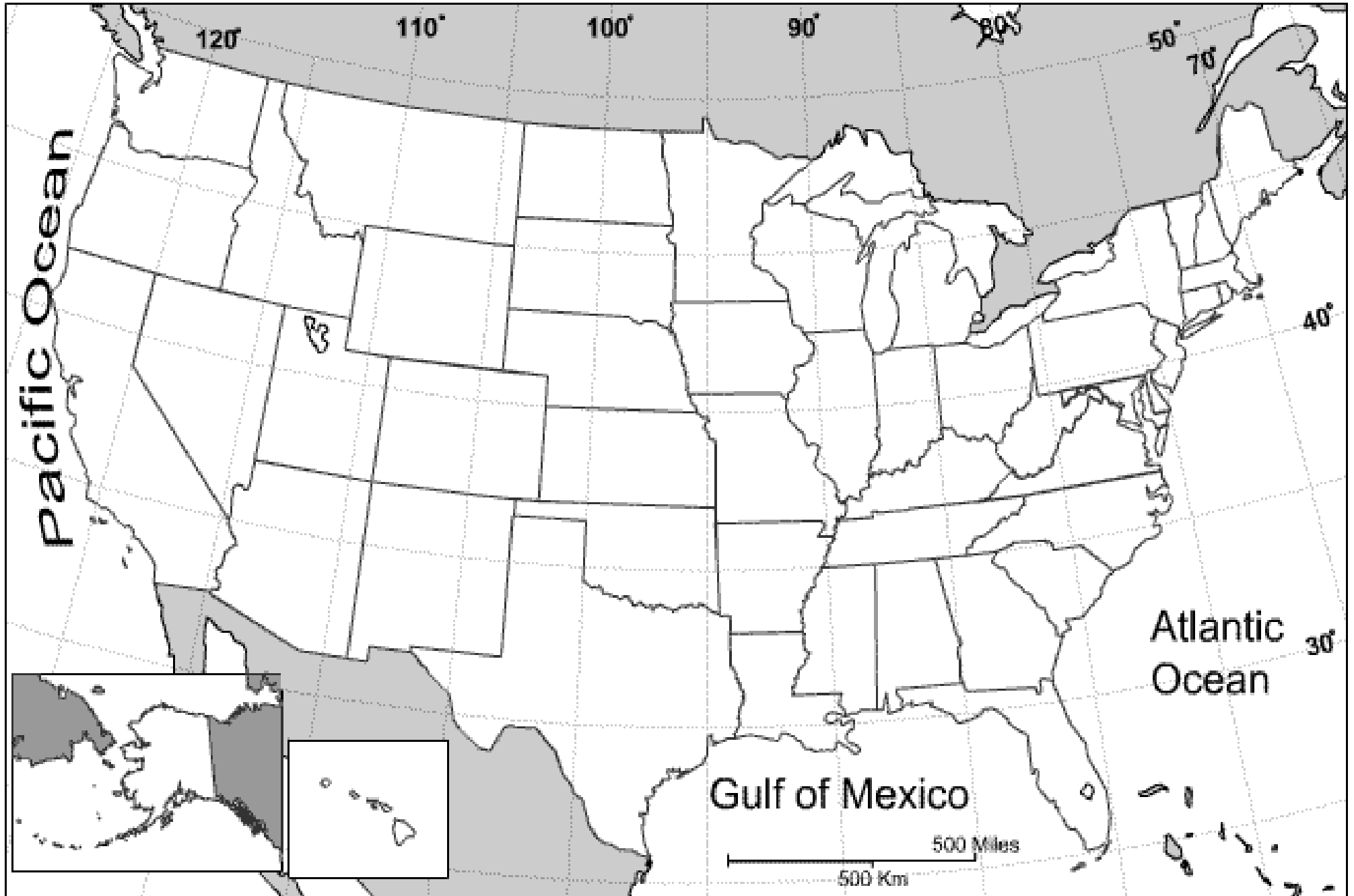
MAP 3 (Global skills/World Continents/Oceans)



MAP 4 Practice Physical Map



MAP 5 Practice Political Map



Mound for Mound, Those Are Heavy Hills

Directions: Read the excerpt titled “Mound for Mound, Those Are Heavy Hills,” and answer the following questions. Be sure to read the captions as well!

1. What do archeologists’ believe are some of the purposes of the mounds? Explain
2. What have archaeologists found in the mounds?
3. Describe the mound of Cahokia. What is around the mound?
4. Speculate (guess) about why you think Cahokia’s civilization died out.
5. Describe the mounds built by the Adenas.
6. What role did *geography play in shaping the mound builder culture, please provide at least four distinct answers and explain each.
 - A.
 - B.
 - C.
 - D.

*Geography: Everything on earth from rocks and rainfall to people and places.