Welcome to U.S. History:

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction eras (1754-1877).

Students will be able describe and analyze the major causes, key events, and important personalities of the American Revolution. The student will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued with focus upon the historic events and through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction Eras. Students will develop Citizenship skills and an understanding of constitutional government in the United States. The student will continue to develop and put to use a variety of Social Studies Process and Literacy Skills.

About the Teacher
Mr. Brian Gibson
Phone: 735-4580 (avail. during school hours)
Email: briangibson@mooreschools.com

I am a graduate of Oklahoma Baptist University, 1979. I hold a B.A. degree in History. This 2019-20 school year marks 40th year teaching. All of those years teaching at Highland East.

It has been my honor to have been voted Highland East “Teacher of the Year” four times in my career.

I serve as Social Studies department chair, eighth grade academic team coach, and yearbook/newspaper adviser.

It is my privilege to serve as your teacher!

Supplies
Each day you need to bring your textbook, a pencil, a pen and a three ring binder. Colored pencils will be needed on occasion.

Make divisions in your binder for the following:
1. Weekly Agenda
2. Practice and Review
3. Chapter Review Webs
4. Notes for the chapter we are studying.
5. Special instructions for projects, essays or other assignments.

1st Hour Only: printer/copier paper
All Hours: Tissue, pencils and hand sanitizer for classroom use, while not required, would be appreciated.
History is not just a collection of events that somehow just happened. History is all about ideas and how people with different ideas interacted on different levels. As a result new ideas emerged. Ideas that dominated American history until the Civil War included:

- Enlightenment ideals of liberty & self determination
- republicanism
- states rights vs. power of the national government
- sectionalism
- agrarian economy vs. industrialization
- slavery
- equality

### Content Standards

**Content Standard 1:** Students will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

**Content Standard 2:** Students will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

**Content Standard 3:** Students will examine the formation of the American system of government following the Revolutionary War that led to the creation of the United States Constitution.

**Content Standard 4:** Students will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

**Content Standard 5:** Students will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

**Content Standard 6:** Students will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.

### Learning Strategies Utilized

1. **Stump the Teacher / Stump the Student**
   - This is a reading comprehension strategy. During an allotted time students will read a segment of text. Students will try to stump the teacher concerning content of the reading. For each question the teacher is unable to answer, students will earn 3 percentage points added to their chapter exam score. Next the teacher will randomly select students and question them. For each question answered correctly, students will earn three percentage points added to the chapter test score. If the teacher stumps a student, 1 percentage point will be subtracted from those earned during the activity.

2. **GIST GUIDE**
   - This is a reading and summarizing strategy. An assigned reading will be

3. **Anticipation Guide**
   - This is a pre-reading prediction strategy in which students determine which statements are true and false. This is followed by reading the content and reviewing / revising previously made predictions.

4. **Document Based Questions and Primary Source Analysis**
   - This is a document based analysis and reading strategy in which students examine a variety of documents and write essays in which all documents are used as part of an overall analysis.

5. **Interactive Cloze**
   - This is a reading comprehension strategy. Students read a designated section and follow up by filling in the words that would best complete the summary description.

6. **Cornell Note Taking (AKA Two Column Notes)**
   - Notebook paper is divided by 1/3 and 2/3. Main points are listed on the left and supporting detail is listed on the right. When studying fold the page hiding the left column to test your comprehension. We will be using this method primarily.

7. **Historical Profiles**
   - We will examine the lives of many historical figures. You will be responsible to research basic information about a variety of historical characters and share that information as part of the discussion. Historical profiles are worth 100 points each. Additional profiles may be assigned as extra credit.

8. **Projects**
   - Projects will be worth 200-400 points.

9. **Document Analysis Strategies**
   - **OPTICS** (used for visuals)
     - Overview
     - Parts
     - Title
     - Interrelationships
     - Conclusion
     - Significance
b. **APPARTS** (multiple use)
   - Author
   - Place & Time
   - Prior knowledge
   - Audience
   - Reason
   - The Main Idea
   - Significance

c. **TACOS** (used for cartoons)
   - Time
   - Action
   - Caption
   - Objects
   - Summary

d. **LUCKAS** (used for charts/graphs)
   - Label
   - Units
   - Content
   - Key
   - Assumption / Attitudes
   - Summary / Significance

e. **TOKENS** (used to analyze maps)
   - Topic
   - Occasion
   - Key
   - Established purpose
   - Name water / land forms
   - Summary / Significance

f. **POCERS** (used to analyze photos)
   - People
   - Objects
   - Setting
   - Engagement / Action
   - Relationships
   - Summary / Significance

g. **SOAPSTone** (used for documents)
   - Speaker
   - Occasion
   - Audience
   - Purpose
   - Significance
   - Tone

h. **HIPP** (multiple use)
   - Historical Context
   - Intended Audience
   - Purpose
   - Point of View

i. **BAGPIPE**
   - Belief System
   - America in the World
   - Geography & Environment

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Peopling
Identity
Politics & Power
Economy

J. **PERSIA**
   - Political Influences
   - Economic Influences
   - Religious Influences
   - Social Influences
   - Intellectual Influences
   - Artistic Influences

**Grading Scale**

Grades will be calculated based on total point accumulation.

<table>
<thead>
<tr>
<th>Percentage Value Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A Exemplary</td>
</tr>
<tr>
<td>80-89</td>
<td>B Proficient</td>
</tr>
<tr>
<td>70-79</td>
<td>C Minimum Standard Met</td>
</tr>
<tr>
<td>60-69</td>
<td>D Needs Improvement</td>
</tr>
<tr>
<td>50-59</td>
<td>F Substandard</td>
</tr>
</tbody>
</table>

The lowest grade possible on a turned in fully attempted assignment is 50% F

**Classroom Expectations**

All students are expected to follow the Four “Bs”
   - Be Prompt
   - Be Prepared
   - Be Respectful
   - Be Ready to Learn

**U.S. History Smart Device Policy**

1. Smart devices are to be turned off and stored out of sight
2. When instructed, smart devices can be used for academic purposes.
3. Use of smart device camera is strictly prohibited.
4. When you leave the room on a hall pass, you must leave your smart device with the teacher.
5. Violation this policy will result in your device being taken away and sent to the principal.

**Guidelines and Penalties For Late Work**

Daily assignments and homework are due on the assigned day. Once assignments are called due a 24 hour clock begins and are considered one day late.

1. One day late assignments will have a value no higher than 70%
2. Two day and beyond late assignments will have a value no higher than F (50%)
3. Long range deadlines such as projects or research papers, will not be accepted beyond their due dates.

**Progress Reports**

While parents may access student grades any time by way of PIN number and logging on to Infinite Campus, progress reports will be calculated in three week benchmarks.

In addition I will issue weekly updated grade reports each Monday. If these grade reports are signed by parents or guardians and returned, you will receive bonus points. Ten points for each signed and returned grade reports (this will total 180 extra credit points per semester)

**Graded Assignments**

You will earn grades for:
1. unit projects= 400-600 points
2. in class assignments = 50-100 points per assignment.
3. homework = 50-200 points per assignment
4. reading quizzes = 50 points per quiz
5. unit/chapter exams= 300 points per exam
6. semester exam= 10% of the semester grade
7. spontaneous response= 10 points bonus per response
8. Practice and Review = 100 points per two week cycle

**Extra Credit**

You may earn up to 600 points extra credit each semester. To complete extra credit students must:
1. Decide what will be the subject of the extra credit.
2. Decide what form the extra credit will take.
3. Decide when the extra credit will be due (anytime except the last 10 days of the semester)
4. Write an extra credit proposal and get it signed by the teacher.

**Classroom Motto:**

Work Hard.
Be Nice.
Make A Difference.
Exams
Exams will assess your knowledge and understanding history concepts. Exams carry a value of 300-400 points. Exam study information is located at the end of each chapter.

If you are is absent on the day of the exam, it is your responsibility to makeup the exam before school or after school. You will have the number of days equal to the number of days that they were absent to make up their exam. Exam makeup time periods will not exceed 5 school days.

“Take Five” Reading Quizzes
A reading quiz will be given the day after an assigned reading has been completed. These quizzes will be worth 50 points. Use quizlet.com/briangibson1 to prepare for the quiz.

Practice & Review:
Using the provided form, you will daily record 4 questions and answers from the chalkboard. These questions will focus on U.S. History and Geography items that all freshman students should know. These questions and answers will be collected each Monday and graded.

It is your responsibility to get all of the questions missed on the days you are absent.
All questions and answers must be spelled correctly.

Responsibilities & Procedures

A. Entering the classroom
When you enter the room within the first 4 minutes:
1) Sharpen pencils
2) Turn in assignments in the black box.
3) Sit in your assigned seat.
4) Write the Practice and Review questions from the top of the chalkboard
5) Refer to the assignment listed from in the agenda.

B. When you are tardy
When you are tardy be aware:
1. Tardies 1.2 verbal warning. Tardy 3 parent notification and detention. Each tardy over 3 referral to the office.
2. See B 1-5 above. (Remember, 2 tardies equal 1 absence)

C. End of the classroom dismissal
Please remain seated until you are orally dismissed by the teacher.

D. Listening & Responding To Questions
1. Listen silently and look at the speaker when others are making a presentation or answering questions.
2. Raise your hand if you wish to respond to a question and answer with a loud voice.

E. Coming to Attention
Listen for the key words “Open Discussion” and “Closed Discussion.”

a. Open Discussion-you may speak freely without raising your hand.
b. Closed Discussion- you must be silent, wait for the teacher’s instruction and raise your hand if you wish to speak. If you violate the closed discussion rule, you will be required to serve a 5 minute lunch detention in room 305.

F. When You Are Absent
Check with your academic partner to find which changes were made on the daily agenda. If assignments were clearly stated on the agenda, you are responsible for those upon your return.

G. Heading of Papers
Always write your name on the top right hand corner. Under your name write the date. Under the date, write the subject. Under the subject write the hour that you have history.
The title of the assignment should be two lines lower and on the left side of the paper.

H. Use formal register English
when addressing me, the class and on all written work.

I. Before, during & After a Test
1) When tests are distributed you must be silent.
2) While the tests are being taken you must be silent.
3) When you complete the test place the test and your answer sheet on the front table. Remain silent until all tests have been handed in and the teacher has said “open discussion.”

J. How Do You Study History?
1. For ten to fifteen minutes as soon after class as possible, do each of the following:
   a. Write down any questions you have about class
   b. Write down any vocabulary words that you do not understand.
2. If it is written on the smart board, it is important. Write it down. You can bet it will be on a future quiz or exam. Reread your assignment / notes.
3. Think about class:
   a. What was the topic today?
   b. What does this have to do with all of U.S. History?
   c. Why are we studying this?
   d. How does this relate to the United States today?
4. Each night you should spend thirty to sixty minutes alone in a quiet place (no radio, T. V., stereo) studying and doing homework. You should spend longer if your grades are not what you want them to be.
   a. Read your assignment:
   b. Note any vocabulary you do not know or are unable to figure out.
   c. Take notes or outline the reading.
5. Answer the questions from your assignment (if there are any) or the questions at the end of each part.
6. Ask for supplemental work if you feel uncertain about any topic
7. If your grade, as well as your understanding of history, does not improve after making a conscientious effort to carry out these suggestions, see your teacher.

Textbook
The Textbook for U.S. History is American History of Our Nation, 2014, Prentice Hall. Textbooks are school property. While the textbook is checked out to you, it must be maintained and not abused. Do not use your book as a file cabinet. This will damage the binding of your book. Instead, get a folder for this class in which to keep all of your papers. All damaged or lost books will be assessed as a debt for which you are responsible.

Your textbook is available online. To access your textbook online and download the e-book app: Go to portal.pearsonschool.com. User Name: Gibsonstudent, Password: abc123. The e-book app is available for laptop, home computer, android tablet & iPad (not available on smartphones).
How to Write a U.S. History Essay

A. Structure of the Essay
1. Address the topic.
2. Introduction. It should state what you will do in the essay.
3. Have a thesis statement that directly answers the question. The rest of the introduction should explain what to expect in the coming paragraphs. A strong introduction shows that you already know what you are doing before you start to write.
B. Body Here you offer historical evidence that supports what you were saying in the introduction. Each new paragraph should have a topic sentence which supports your thesis statement. The sentences in the paragraph should then support the paragraph's topic sentence.
C. Summary. This is where you quickly remind the reader of the points you have made and how they support your Thesis Statement which answers the Question. A good way to remember how to do a summary is to ask yourself, "So, what was the point I was trying to make?"

Tips
1. An essay with a strong conclusion, weak body, and strong summary is better than an essay with a weak introduction, enormous amount of information in the body, and weak summary.
2. Make sure your facts are relevant rather than related. An example: You are trying to explain how to write an essay and start using facts on the manufacture of paper. Now paper is related to an essay (you use it to write on) but it is not relevant to how to write an essay.

Avoid
1. Unnecessarily flowery language (use concise language and get to the point)
2. Irrelevant facts. All facts should all directly relate to the points you make.
3. Highly opinionated statements without adequate factual support.
4. Dumping huge amounts of information rather than reasoning historically.

Guide for Economic Reasoning - from the Council for Economic Education
1. People make choices.
2. All choices have costs and benefits.
3. People respond to incentives.
4. Economic systems influence choices and incentives.
5. Voluntary trade creates wealth.
6. The consequences of our choices are in the future

U.S. History Websites & Links

1. Your Textbook Online To access your textbook online and download the e-book app: Go toportal.pearsonschool.com, User Name:- ushistorygibson, Password-abc123. The e-book app is available for android tablet & iPad.
   • Download Pearson text for schools at the Apple Store or Google Play
2. Teacher Website http://www.mooreschools.com/page/13267
3. History Animated
   This site offers animated views of the major battles of the American Revolution and Civil War. http://www.historyanimated.com/
   revolutionawaranimated/
   http://www.civilwaranimated.com/
4. Animated Atlas This site shows a map of the United States and explains how it changed throughout American History http://www.animatedatlas.com/
5. Digital History
   A great site from the University of Houston http://www.digitalhistory.uh.edu/
6. National Constitution Center:
   National Constitution Center: http://constitutioncenter.org/
9. Constitution Games icivics.com
   http://games.sunnylandsclassroom.org/Preview/Default.aspx
13. Coercive Acts - Essay Background Information, part 2
http://www.historyhome.co.uk/c-eight/america/coercive.

14. Advantages and disadvantages of both side in the American Revolution - Essay Background Information
http://www.ushistory.org/us/11a.asp

15. John Adams, "Join or Die" episode 1, part 1: Boston Massacre & Trial. Watch this video clip "Join or Die," episode 1, part 1, from the miniseries John Adams
http://allthingsjohnadams.blogspot.com/2008/03/episode-1-join-or-die-part-1.html

16. Watch this video clip "Join or Die," episode 1, part 2, from the miniseries John Adams
http://allthingsjohnadams.blogspot.com/2008/03/episode-1-join-or-die-part-2.html


Watch this video about the debate over Independence.

21. Eyewitness To History
This website has eyewitness accounts in history. An eyewitness account is a primary source. Primary sources are some of the most reliable sources to historians.
http://www.eyewitnesstohistory.com/


23. Hippo-Campus - This is a great review site with text and videos.http://www.hippacampus.org/hippocampus/History%20%26%20Government?view=Courses


25. Digital History http://www.digitalhistory.uh.edu/

26. quizlet.com This APP / site should be used to study for the "Take Five" Reading Quizzes. You may have more than five terms and you should know all of these for the quiz.

27. socrative.com
Student Name __________________________________________ Hour ___
(please initial each of these)
_____ I have read and understand the syllabus contents. (It is located online
at www.mooreschools.com/page/13293 This can be downloaded or read online)
_____ I am committed to work to the best of my ability in order to succeed in
U.S. History.

Student Signature (sign below)                           Date

____________________________________________________   __________

Parent/ Guardian (please initial each of these)
_____ I have read and understand the syllabus contents.
_____ I understand that assignments are posted and can be downloaded from
Mr. Gibson’s website located at http://www.mooreschools.com//Domain/1426
_____ I understand that grades are updated weekly and that grade reports are
issued to students at the beginning of each week. I understand that these grade
reports may be signed and returned for bonus points (10 points each).

Parent/Guardian Signature (sign below)                  Date

____________________________________________________   __________

(Please return this signed sheet to school. Thanks)