

Eighth Grade American History

Mr. McCroskery Room 201

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313-310-9046

Students are expected to:

- Come to class on time, prepared, with all necessary material, *ready to learn*.
- Be respectful of everyone: peers, teachers, him/herself.
- Participate with a positive attitude.
- Take responsibility for his/her learning* and actions, and give the best effort at all times.

Supplies:

- Notebook or binder with loose-leaf paper (*to be used only for Social Studies*)
- Folder with pockets or portfolio
- Writing utensils and a box of colored pencils
- **Textbook:** AMERICA: HISTORY OF OUR NATION (Prentice Hall) ISBN: 978-0-13-323004-8

Procedures for disruptions or behavior issues:

1. Verbal Warning
2. Stay after-class and discuss the problem and possible solutions
3. "Reflection" writing assignment and parental contact
4. Before School/After School/Lunch Detention and parental signature, reduction of Conduct grade
5. Second detention and signed student/parent/teacher contract, further reduction of Conduct grade
6. Parent Conference with Principle Marion, further reduction of Conduct grade

Assignments

All assignments will be done neatly in cursive (unless otherwise specified); assignments submitted without a name will posted on the chalkboard and, when re-submitted, will be marked late according to the rules below.

Writing assignment

Each quarter, the students will be given a research assignment. They will be given a rubric to follow.

Late submissions will not be accepted unless there are extraordinary** circumstances.

* This includes regularly checking PowerSchool. Please contact the school office to gain access to your PowerSchool account.

** e.g. illness, injury, death in the family, etc.

Extra credit

There will be multiple opportunities for earning extra credit throughout the course of the school year. Extra credit points will *only* be applied for students who have *no missing assignments*.

Late work

Ten percent of the total points for an assignment will be deducted for each school day that the assignment is late. That is, if an assignment worth 20 points is submitted 5 school days after the due date, 50% will be deducted (10% per day) and the best grade the assignment can earn is 10 points. *Exception: For each day that a student is absent, an extra day will be given to submit the assignment.*

Absences

An absence folder is available for each day of the week. In this folder will be an absence slip listing the lessons, activities, etc. for the day missed. When the student returns from an absence, he or she is responsible for getting the absence slip and completing the work that was missed.

Restroom policy

Each student is given twenty Toilet Tickets for the year. They are only valid in my class unless another teacher decides to honor them as well. Students will give one ticket in exchange for a visit to the restroom. The students may use them at their discretion, but once they've used them up, they will not receive more. At the end of any card marking period, students may turn in unused tickets for one point each of extra credit.

Tests and Quizzes

Students will be given a study guide for all tests, which they will receive one week before the test. Tests will consist mostly of essay questions and will occasionally include short answer as well. Review sessions will be held before school on the day of every test. Students are encouraged—but not required—to attend these sessions. Missing school the day before a test does not excuse a student from taking the test. Students will not retake tests.

At the end of each semester, students will be given a cumulative essay test in which they will be asked to demonstrate their understanding of various aspects of American History. The following is an example of the sort of question the students can expect:

Explain how the physical size, economic prosperity, and cultural maturity of the American colonies, had, by the mid-18th century, made them the envy of Britain. Include in your answer a discussion of immigration and population growth, the evolution of slavery, religion and the Great Awakening. Also give attention to the rivalries and wars of Native American groups in the Northeast and the Southeast.

The question will be given to the students the day prior to the test. They will then spend the entire class period on the day of the test answering the question in essay form.

Unannounced quizzes will be given regularly, so students need to be prepared at all times.

Extra help is available and encouraged. I am able to help students during class, as well as outside of class by appointment or during scheduled test review days.

Year-end awards

Students whose grade point average for core subjects is 3.5 or above may be eligible for First Honors. A student may earn Second honors with a 3.0 to 3.49 grade point average for core subjects. Any D in conduct for any class (including specials) throughout the year will make a student ineligible for honors of any kind.

Distractions

Toys and other distractions are strictly forbidden. They will be taken away and will not be returned. Exceptions are electronics, which will be held in the school office and given only to the parents. Cell phones may be brought to school, but will be kept in the locker and may not be used during the school day except for emergencies. "Smart watches" will not be allowed in class.

Foundations in United States History and Geography ERAs 5-7¹

ERA 5 – Civil War and Reconstruction (1850-1877)²

- 1. The Coming of the Civil War:** Analyzing and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.
 - *Key Concepts: Northwest Ordinance, sectionalism, nationalism, federalism, state rights*
 - *Key Events: Missouri Compromise (1820), Wilmot Proviso (1846), Compromise of 1850 including the Fugitive Slave Act, Kansas-Nebraska Act (1854), "Bleeding Kansas" (1854-61), Dred Scott v. Sandford decision (1857), Homestead Act (1862), Transcontinental Railroad*
 - *Key People: John Calhoun, Daniel Webster, Henry Clay*
 - *Primary Sources Used: Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union; Lincoln's "House Divided" Speech*
- 2. The Civil War:** Evaluate the multiple causes, key events, and complex consequences of the Civil War.
 - *Key People: Abraham Lincoln*

¹ Source: Eighth Grade Social Studies Standards for the Archdiocese of Detroit

² Note- Era 5.1 will be reviewed again in the eighth-grade content standards.

3. **Reconstruction:** Using evidence, develop an argument regarding the character and consequences of Reconstruction.
 - *Key Concepts: Freedmen’s Bureau, Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution*
 - *Key People: Andrew Johnson*

ERA 6 – The Development of an Industrial, Urban, and Global United States (1870-1930)

1. **America in the Last Half of the 19th Century:** Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.
 - *Key Events: Plessy v. Ferguson, Dawes Act of 1887*
2. **Growth of an Industrial and Urban America:** Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.
 - *Key People: Andrew Carnegie, John D. Rockefeller*
 - *Key Concepts: Populism and the Populist Movement*
3. **Becoming a World Power:** Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.
 - *Key Events: Spanish American War, Panama Canal, Open Door Policy, World War I, League of Nations, Versailles Treaty, Munich Agreement*
 - *Key People: Woodrow Wilson*
 - *Primary Sources Used: Woodrow Wilson’s Fourteen Points*
4. **Progressivism and Reform:** Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, and Women’s Suffrage.
 - *Key Concepts: 16th, 17th, 18th, and 19th Amendments to the Constitution, Women’s Christian Temperance Union, National Association for the Advancement of Colored People*
 - *Key Events: Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts, Prohibition*
 - *Key People: Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell, Susan B. Anthony, Elizabeth Cady Stanton*

ERA 7 – The Great Depression and World War II

1. **Growing Crisis of Industrial Capitalism and Responses:** Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

- *Key Concepts: immigration restrictions, Reconstruction Finance Corporation, The New Deal, Tennessee Valley Authority, Social Security*
 - *Key People: Herbert Hoover, Franklin D. Roosevelt*
 - *Key Events: Scopes Trial, Prohibition, Stock Market Crash of 1929*
2. **World War II:** Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.
- *Key Events: Pearl Harbor Attack*
 - *Key Concepts: Germany First strategy, Big Three Alliance, Atomic weaponry, Germany's Final Solution*
 - *Key People: Harry S Truman*
3. **Investigation Topics and Issue Analysis:** Use the historical perspective to investigate a significant historical topic from United States History Eras 5-7 that also has significance as an issue or topic in the United States today.

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