

Reforming America/8th grade Syllabus

INSTRUCTOR INFORMATION/CONTACT INFORMATION AND OFFICE HOURS

All this information can be accessed in Bright Spaces under course home

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS

COURSE GOALS

My goal for this class is to bring the beginnings of our nation to life through innovative projects, and putting learners in the shoes of the Colonists. Often history becomes about timelines and events, when it is really about the stories of the people before us.

COURSE DESCRIPTION

This course explores the nation's regional development in the Northeast, South, and West. Each region encompassed a distinct geography, economic focus, and demographic composition. Students will compare the regions in terms of commercial development, sources of wealth, natural resources, political agendas, religious and ethnic diversity, infrastructure, population density, and eventually slavery, including the debate over the Free Soil movement. However, the growth of the market economy and the faster movement of people, commerce, and information increasingly connected each region of the nation to the others. Thus, although the regions appeared to be developing separate characteristics, in fact the nation was becoming increasingly interdependent and connected in the first half of the nineteenth century.

How did individual regions of the United States become both more similar and more different?

[8th grade history standards](#)

Specifically within the Reforming America course, you will learn about:

- The Industrial Revolution in America
- Westward Expansion
- Life in the South
- Reform Movements and the Abolitions

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Block One: The Industrial Revolution Transforms the North

- Read the Block One Summary
- Watch The Industrial Revolution comes to Live
- Watch Child Labor During the Industrial Revolution
- Block One Discussion: The Industrial Revolution
- Block One Assignment: Industrial Revolution One Pager

Block Two: The 1800s An Inventive Time

- Read about Innovations of the Industrial Revolution
- Watch 27 Inventions of the Industrial Revolution
- Watch Industrial Revolution Inventions for Middle School
- Participate in this block's discussion on Inventions

Block Three: Texas and the Mexican American War/ Trail of Tears

- Watch The Cherokee Nation and the Trail of Tears

- Watch The Trail of Tears
- Read the Article: A short history of the US Government's relationship with Native Americans (there is a Spanish version if you prefer)
- Participate in this week's discussion Trail of Tears
- Watch The Mexican American war video
- Watch the Battle of the Alamo
- Read "Why Mexico Won the Alamo, but Lost the Mexican American War"
- Go through and learn the Mexican American War slides
- Read the notes on Texas Independence
- Complete the Block Three Assignment on Growth and Conflict

Block Four: The West

- Go through slideshow and learn about Manifest Destiny
- Watch the video "Manifest Destiny Explained"
- Participate in this block's discussion on Manifest Destiny
- Go through the "Life in the West" slideshow
- Read through the many resources on Western Settlement
- Go through the Traveling West slideshow
- Complete your Block 4 Assignment, The West

Block Five: The American West

- Read "Henry Clay's American System of Economics"
- Watch the video on Henry Clay's American System
- Watch the video on the Building of the Transcontinental RR
- Watch the video 200 Years on the Erie Canal
- Read the article "Destination America"
- Participate in the Block 5 Discussion "Immigration in the 1800s"
- Complete the Block 5 Assignment

Block Six: The South

- Go Through the History of Slavery Slideshow
- Read Facts about the Slave Trade and Slavery in America
- Watch the video Ex Slaves Talk About Slavery in the USA

- Watch the video on Life in the 19th Century
- Watch the very interesting Ted Talk "Why We Must Confront the Painful Parts of US History"
- Participate in this block's discussion "Slavery in America"
- Complete the Block 6 Assignment, Ted Talk Analysis

Block Seven: Reform Movements and The Abolitionists

- Go through the slideshow and learn about Abolitionists
- Read the notes on Abolitionism
- Watch the video on The Abolition Movement
- Participate in the Block Seven Discussion on Abolition
- Complete the Block 7 Assignment "Abolitionist Pamphlet"

Block Eight: Final Project

- Complete Block 8 Project
- Complete Course Evaluation/ Feedback form

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade is based on the following scale:

MIDDLE AND ELEMENTARY SCHOOL

90%-100%	EG
70%-89%	MG
50%-69%	AG
Less than 50%	NS

SUBMITTING ASSIGNMENTS

All assignments for the block are due Friday unless otherwise stated. The block schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a "hostile environment" or "harassment" will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source

- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. FERPA Info