**Mr. Espanta’s Syllabus**

[hespanta@erhs.la](mailto:hespanta@erhs.la)

Room B-28

Objective: The study of Humanities, the relationship among people, is a list of subjects that includes: history, geography, politics, economics, psychology, and sociology. Studying humanities provides us with a better understanding of how the world we live in came to be. This content allows us to identify who we are, why we look the way we do, why do we values what we value, and why the world is so diverse. When we give answer to these essential questions we will live a meaningful life with the object to leave the world a better place than we found it.

Guidelines/Rules:

1. Respect everyone, begin with yourself. Contribute to learning!
2. *Be in your seat before the bell rings otherwise you will be tardy, 3 tardies equal 1 hour detention*
3. *Absentees: if you are absent it is your responsibility to make-up the work you miss*

Expectations:

Every student will come to class ready to learn. Students are expected to behave based on their pledge to the Behavioral Contract. In this class, students’ voice is an essential part of education. Students’ opinions, values, and beliefs contribute to the learning of all. As such, students will be asked to express their feelings and reasoning about the content being studied. Students will be engaged in activities like projects, debates, research, and demonstrations.

Grades: No student should be satisfied with a “D,” 60-69% or an “F,” 59% and below, as a grade.

Tentative grading scale: 70-79% C 80-89% B 90-100% A

Reminders:

-*Make sure you read the school polices posted on the Eagle Rock website, students will be held accountable for violating the school policies*

Quote:

“Paradise is not the academy, but education will provide you with the knowledge to create Paradise”

*“He who opens a school door closes a prison.” Victor Hugo*

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit 1: Connecting with Past Learning: Foundations of American History**

***Chapter 1*: American Roots (Beginning in 1732)**

Standards:

**7.11**: Students analyze political and economic change in the 16th, 17th, and 18th centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

**8.1**: Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Themes:

Roots of Democratic Government, Exploration, Commerce, and 13 English Colonies

Key Terms:

Direct Democracy, Jury, Republic, Legislature, Bill of Rights, Habeas Corpus, Cartographer, Christopher Columbus, Colony, Plantation, Capitalism, Interest, Mercantilism, Northwest Passage, Charter, Representative Government, Religious Freedom, Subsistence Farming, Cash Crop, Debtor

Activities

* 1. Flow Chart on US Democracy
  2. Concept Map: Columbian Exchange
  3. Venn Diagram (Jamestown & Plymouth) & Native American Diary
  4. Colonies t-chart & advertising a colony in Europe

Assessment:

Quizzes

Ch. 1 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

Project: Colonial Poster- working in groups students would assume they landed on an uninhabited island, they must work together to create laws that will govern the island, penalties for violations, and ways to amend existing laws.

***Chapter 2*: From Colonies to Nation (1680-1783)**

Standards:

**7.11**: Students analyze political and economic change in the 16th, 17th, and 18th centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

**8.1**: Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

**8.3**: Students understand the foundation of the American political system, and the ways in which citizens participate in it.

Themes:

Tradition of Liberty, Impact of the Enlightenment, Declaring Independence, Declaration of Independence, New Nation

Key terms:

Town Meeting, Jonathan Edwards, Freedom of the Press, John Peter Zenger, Libel, Enlightened, Absolute Monarch, Divine Right, Natural Rights, Baron de Montesquiue, Separation of Powers, Benjamin Franklin, Minuteman, George Washington, Thomas Paine, Thomas Jefferson, Preamble, Grievance, Loyalist, Mercenary, Alliance.

Activities

2.1- Concept Map: Self-Government & The Great Awakening and flow chart: The Zenger Trial

2.2- T-chart: Divine Right & Natural Rights

2.3- Flow chart: Declaration of Independence or Causes & Effects of the Revolution

2.4- Battles Chart

Assessment:

Quizzes

Ch. 2 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Unit 2: Constitution of the United States**

***Chapter 3*: Creating the Constitution (1776-1790)**

Standards:

**8.2**: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied power of the federal government.

**8.3**: Students understand the foundation of the American political system, and the ways in which citizens participate in it.

Themes:

Governing a New Nation, The Constitutional Convention, Debating the Constitution

Key Terms:

Constitution, Execute, Economic Depression, Daniels Shays, James Madison, Judicial Branch, Roger Sherman, James Wilson, Compromise, Gouverneur Morris, Ratify, Alexander Hamilton, John Jay, George Mason

Activities

3.1- Pros & Cons of the Articles of Confederation and Flow Chart: Daniel Shays

3.2- Concept Map: The Constitutional Convention and T-Chart: The Great Compromise

3.3- Venn Diagram: Federalists vs. Anti-Federalists and Flow Chart: Ratification and Concept Map: The Bill of Rights

Assessment:

Quizzes

Ch. 3 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

Project: in groups, students propose an amendment to the Constitution using the same steps as Congress. Students must first pass the bill within their groups using a 2/3rd majority vote, they then present it to Congress, the class, the class debates the bill and then vote on it.

**Unit 3: The New Republic**

***Chapter 4*: First Steps (1789-1800)**

Standards:

**8.1**: Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

**8.3**: Students understand the foundation of the American political system, and the ways in which citizens participate in it.

**8.4**: Students analyze the aspirations and ideals of the people of the new nation.

**8.5**: Students analyze U.S. foreign policy in the early Republic.

Themes:

Launching a New Nation, The Birth of Political Parties, Troubles at Home and Abroad, The Presidency of John Adams

Key Terms:

Inauguration, Precedent, Bond, Speculator, Unconstitutional, Tariff, Faction, James Madison, Thomas Jefferson, Alexander Hamilton, John Adams, Anthony Wayne, Neutral, Impressment, John Jay, Alien, Sedition, Nullify, States’ Rights

Activities

4.1- T-Chart: Hamilton’s Financial Plan (pros & cons) and Causes & Effects Chart: The Whiskey Rebellion

4.2- T-Chart: Republicans vs. Federalists

4.3- Concept Maps: The Northwest Territory & The French Revolution

4.4- Outline: The Presidency of John Adam

Assessment:

Quizzes

Ch. 4 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

***Chapter 5*: The Era of Thomas Jefferson (1800-1815)**

Standards:

**8.4**: Students analyze the aspirations and ideals of the people of the new nation.

**8.5**: Students analyze U.S. foreign policy in the early Republic.

**8.8**: Students analyze the divergent paths of the American people in the West form 1800 to the mid-1800s and the challenges they faced.

Themes:

Thomas Jefferson, The Louisiana Purchase, Lewis and Clark, the War of 1812

Key terms:

Thomas Jefferson, Aaron Burr, Laissez Faire, John Marshall, Judicial Review, Expedition, Meriwether Lewis, William Clark, Continental Divide, Zebulon Pike, Tribute, Stephen Decatur, Embargo, Smuggling, Tecumseh, William Henry Harrison, Nationalism, War Hawk, Blockade, Oliver Hazard Perry, Andrew Jackson, Secede

Activities

5.1- T-Chart: John Adams vs. Thomas Jefferson and Concept Map: Thomas Jefferson

5.2- Flow Chart: The Louisiana Purchase AND Timeline: Lewis and Clark

5.3- Flow Chart: The Barbary States & Jefferson’s Response

5.4- Causes & Effects: The War of 1812

Assessment:

Quizzes

Ch. 5 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

Project: using the Missouri department of education website, students will trace the Lewis & Clark expedition. Students will summarize 10 different entries from the expedition and create a timeline on a poster using their summaries. Students will include drawing of visuals, such as animals, plant life, geographical landmarks, and Native tribes in their poster.

***Chapter 6*: A Changing Nation (1815-1840)**

Standards:

**8.4**: Students analyze the aspirations and ideals of the people of the new nation.

**8.5**: Students analyze U.S. foreign policy in the early Republic.

**8.6**: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.

**8.8**: Students analyze the divergent paths of the American people in the West form 1800 to the mid-1800s and the challenges they faced.

Themes:

Building a National Identity, Dealing With Other Nations, The Age of Jackson, Indian Removal, Finance and States’ Rights

Key Terms:

Henry Clay, John C. Calhoun, Daniel Webster, Charter, Dumping, Contract, Capitalism, Interstate Commerce, Cede, Miguel Hidalgo, Simon Bolivar, James Monroe, John Quincy Adams, Self-Government, Andrew Jackson, Suffrage, Caucus, Nominating Convention, Spoils System, Sequoyah, Nullification, Martin Van Buren, William Henry Harrison

Activities

6.1- T-Chart: Building the National Economy & 3 Major Supreme Court Cases and Concept Map: The US Economy

6.2- Flow Chart: The Acquisition of Florida and Concept Map: US-Canadian Relations

6.3- Character Analysis: Andrew Jackson

6.4- Concept Map: The Cherokee and Timeline: US-Native Relations

6.5- Concept Map: The US Bank and Flow Chart: The Nullification Crisis

Assessment:

Quizzes

Ch. 6 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Unit 4: The Nation Expands and Changes**

**Chapter 7: North and South Take Different Paths (1800-1845)**

Standards:

**8.6**: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.

8.7: Students analyze the divergent paths of the American people in the SOUth from 1800- mid-1800’s and the challenges they faced.

**8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

**8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Themes:

Industrial Revolution, The North Transformed, The Planation South, Americans move Westward

Key terms:

Industrial Revolution, Factory System, Capitalist, Francis Cabot Lowell, Mass Production, Interchangeable Parts, Urbanization, Telegraph, Samuel F.B. Morse Famine, Nativist, Discrimination, Cotton Gin, Slave Code, Spiritual, Nat Turner, Daniel Boone, Turnpike, Corduroy Road, Canal, Henry Clay

Activities

7.1- T-Chart: New Inventions & their uses

7.2- Concept Map: Immigration and T-Chart: African Americans North & South

7.3- Outline: The Plantation South

7.4- Concept Map: Transportation Revolution AND Missouri Compromise

Assessment:

Quizzes

Ch. 7 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Chapter 8 (An Age of Reform 1820-1860)**

Standards:

**8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

**8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

Themes:

Improving Society, The Fight Against Slavery, A Call’s for Women’s Rights, American Literature and Arts

Key Terms:

Social Reform, Predestination, Charles Finney, Revival, Temperance Movement, Prohibition, Dorothea Dix, Public School, Horace Mann, Abolitionists, William Lloyd Garrison, Fredrick Douglass, Harriet Tubman, Sojourner Truth, Lucrecia Mott, Elizabeth Cady Stanton, Women’s Suffrage, Women’s Rights Movement, Susan B. Anthony, Transcendentalism, Ralph Waldo Emerson, Individualism, Henry David Thoreau, Civil Disobedience, Herman Melville, Nathaniel Hawthorne, Louisa May Alcott

Activities

8.1- T-Chart: Reform Movements

8.2- Flow Chart: Abolitionist Movement & T-Chart: Abolitionists

8.3- T-Chart: Suffragettes

8.4- Outline: Literature & Arts

Assessment:

Quizzes

Ch. 8 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

Project: individually, students will write a three-column obituary on a reformer of their choice. The obituary will include pictures along with captions. Students will include a modern reform movement that they either are a part of or would like to join later in life.

**Chapter 9 (Westward Expansion 1820-1860)**

Standards:

**8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

Themes:

The West, Trails to the West, Conflict with Mexico, A Rush to the West

Key Terms:

Frontier, Land Grant, Ranchero, Expansion, William Becknell, John Jacob Astor, Mountain Man, Rendezvous, Marcus and Narcissa Whitman, Stephen Austin, Dictatorship, Siege, Sam Houston, Annex, James K. Polk, Cede, John C. Fremont, Joseph Smith, Polygamy, Brigham Young, Forty-Niner, Water Rights, Vigilante

Activities

9.1- Q & A: The West

9.2- KWL: The Oregon Trail

9.3- Timeline: Texan Independence and Flow Chart: The Mexican-American War

9.4- Flow Chart: Mormons and Concept Map: The California Gold Rush and T-Chart: CA Population

Assessment:

Quizzes

Ch. 9 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Unit 5: Civil War and Reunion**

**Chapter 10 (The Nation Divided 1846-1861)**

Standards:

**8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

**8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War.

Themes:

Growing Tensions Over Slavery, Compromises Fail, The Crisis Deepens, The Coming of the Civil War

Key Terms:

Popular Sovereignty, Secede, Fugitive, Henry Clay, John C. Calhoun, Daniel Webster, Harriet Beecher Stowe, Propaganda, Stephen Douglas, John Brown, Dred Scott, Roger B. Taney, Abraham Lincoln, Civil War

Activities

10.1-T-Chart: Pro-Slavery vs. Anti-Slavery

10.2- T-Chart: Slave Acts & Uncle Tom’s Cabin

10.3- Flow Chart: The Dred Scott Decision and John Brown AND T-Chart: Lincoln & Douglass Debate

10.4- Timeline: The Coming of the Civil War

Assessments:

Quizzes

Ch. 10 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Chapter 11 (The Civil War 1861-1865)**

Standards:

**8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War

Themes:

The Call to Arms, Early Years of the War, The Emancipation Proclamation, The Civil War and American Life, Decisive Battles

Key Terms:

Border State, Neutral, Martial Law, Blockade, Ironclad, George McClellan, Casualty, Ulysses S. Grant, Emancipate, Horace Greeley, Habeas Corpus, Draft, Income Tax, Inflation, Siege, William Tecumseh Sherman, Total War

Activities

11.1- T-Chart: North & South Advantages and Concept Map: Civil War Soldiers

11.2- Battles Chart

11.3- Flow Chart: Emancipation Proclamation and Concept Map: African-Americans

11.4- Concept Map: Women in the Civil War

11.5- Battles Chart

Assessments:

Quizzes

Ch. 11 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

Project: in groups, students will create a newscast video of the Civil War. The video will include interviews with major leaders, minorities, and civilians. The interviews must include how the war, laws and new technology have impacted society.

**Chapter 12 (Reconstruction and the New South 1863-1896)**

Standards:

**8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War.

**8.11** Students analyze the character and lasting consequences of Reconstruction.

Themes:

Rebuilding the Nation, The Battle Over Reconstruction, The End of Reconstruction

Key Terms:

Abraham Lincoln, Amnesty, Freedman, John Wilkes Booth, Andrew Johnson, Black Codes, Hiram Revels, Blanche Bruce, Scalawag, Carpetbagger, Impeachment, Poll Tax, Literacy Test, Grandfather Clause, Segregation, Homer Plessy, Sharecropper

Activities

12.1- Concept Map: The Freedmen’s Bureau

12.2- T-Chart: Civil War Amendments

12.3- T-Chart: Jim Crow Laws and Concept Map: The “New South”

Assessments:

Quizzes

Ch. 12 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Unit 6: An Age of Industry**

**Chapter 13 (The West Transformed 1860-1896)**

Standards:

**8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Themes:

Mining and the Railroads, Native Americans Struggle to Survive, Cattle Kingdoms, Farming in the West

Key Terms:

Vigilante, Subsidy, Transcontinental Railroad, Travois, Tepee, Reservation, Sitting Bull, Open Ranger, Cattle Drive, Vaquero, Cow Town, Cattle Kingdom, Homesteader, Sod, Sodbuster, Sooner, Grange, Farm Cooperative, Inflation, William Jennings Bryan

Activities

13.1- Concept Map: The Railroads

13.2- Concept Map: The Great Plains Indians & Timeline: US-Native Relations

13.3- Concept Map: The Cattle Drive and T-Chart: The “Wild West” and The Real West

13.4- Chart: New Agricultural Tools

Assessments:

Quizzes

Ch. 13 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Chapter 14 (Industry and Urban Growth 1865-1915)**

Standards:

**8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Themes:

A New Industrial Revolution, Big Business and Organized Labor, Cities Grow and Change, The New Immigrants, Education and Culture

Key Terms:

Consolidate, Rebate, Patent, Thomas Edison, Alexander Graham Bell, Henry Ford, Assembly Line, Wilbur and Orville Wright, Entrepreneur Corporation, Monopoly, Andrew Carnegie, John D. Rockefeller, Trust, Free Enterprise, Sweatshop, Samuel Gompers, Collective Bargaining, Urbanization, Suburb, Tenement, Jane Addams, Settlement House, Pogrom, Steerage, Assimilation, Anarchist, Compulsory Education, Realist, Mark Twain, Joseph Pulitzer, Yellow Journalism

Activities

14.1- T-Chart: New Inventions

14.2- Concept Map: Workplace & Laborers and T-Chart: Labor Unions

14.3- KWL: Urbanization

14.4- T-Chart: Push & Pull Factors and “The New Immigrants” and “The Old Immigrants”

14.5- 3 Column Chart: Education, Writers, & Newspapers

Assessments:

Quizzes

Ch. 14 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

Project: students will choose to either interview a person who entered the US as undocumented or to write a research report on a topic of their choice during the Second Industrial Revolution. Common topics include: sports, crime in the city, fashion, music, education, city life, child labor, gender roles, race-relations, immigrants, new businesses and labor disputes among others

**Chapter 15 (Political Reform and the Progressive Era 1870-1920)**

Standards:

**8.6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

**8.11** Students analyze the character and lasting consequences of Reconstruction.

**8.12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Themes:

The Gilded Age and Progressive Reform, The Progressive Presidents, The Rights of Women, Struggles for Justice

Key Terms:

Civil Service, Primary, Recall, Initiative, Referendum, Graduated Income Tax, Muckraker, Theodore Roosevelt, Trustbuster, Conservation, National Park, William Howard Taft, Woodrow Wilson, Carrie Chapman Catt, Suffragist, Alice Paul, Frances Willard, Prohibition, Booker T. Washington, W.E.B. Du Bois, Lynching, Parochial School, Anti-Semitism

Activities

15.1- T-Chart: Before & After Progressive

15.2- T-Chart: Progressives Presidents

15.3- Flow Chart: Women Movement

15.4- T-Chart: Minorities

Assessments:

Quizzes

Ch. 15 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions

**Chapter 16 (The United States Looks Overseas 1853-1915)**

Standards:

**Framework** Students can trace the major trends in our foreign policy, from George Washington’s Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I.

Themes:

Eyes on the Pacific, The Spanish-American War, The United States and Latin America, World War I

Key Terms:

Matthew C. Perry, Isolationism, Imperialism, Liliuokalani, Sphere of Influence, Reconstruction, Jose Marti, William Randolph Hearst, Emilio Aguinaldo, Protectorate, Isthmus, William C. Gorgas, Corollary, Dollar Diplomacy, Francisco Villa, Nationalism, Militarism, Trench Warfare, Propaganda, Reparations

Activities

16.1- T-Chart: US & Foreign Relations and Cause & Effects: Open Door Policy

16.2- Causes & Effects of the Spanish-American War

16.3- T-Chart: Latin American Policies

16.4- Outline: M.A.I.N. Causes of World War I

Assessments:

Quizzes

Ch. 16 Test: Multiple Choice, Analyzing Primary Documents (maps, quotes, graphs) & 2 Short Free-Response Questions