

# 7<sup>th</sup> Grade US History 2019-2020

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## Instructor

Timothy Lhotka

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## Office Location

Nay-ah-Shing

Upper School

Room 311

## Office Hours

3:30 – 4

Monday, Wednesday,

Friday

## Course Overview

Nay-ah-Shing's 7<sup>th</sup> Grade Class will be covering the history of the United States from 1700 until the present day. In the course of this class students will learn about the first European settlements in North America & interactions with the Indigenous peoples who have always been here through to the modern global migration patterns and new waves of immigrants seeking citizenship in the United States.

## Sources

Discovering Our Past: A history of the United States

Against the Tide of American History, *Mille Lacs Band of Ojibwe*

## Course Materials

Students will be provided, but are expected to maintain, the following class materials every day in order to be prepared for class.

- Class Binder to keep notes & Assignments
- Pencils, Pens, & lined paper

## Classroom Expectations

Students are expected to act in accordance to our School and Classroom Behavior Matrixes. Our matrixes consist of four school values including Honesty, Optimism, Wisdom, and Leadership. Students can follow these values by acting in the following ways:

- Keeping Cell Phones and all other electronic devices stowed during instructional time.
- Speaking to peers and staff in a respectful way and avoiding the use of curse words or inappropriate language while on school time.
- Using instructional and classroom time wisely and not distracting themselves, the instructor, or their peers.
- Attending their classes on time, or if they are late, not intruding in a disruptive manner.
- Finally, emulating any and all of the 7 anishinaabe values of Wisdom, Respect, Love, Courage, Humility, Truth, and Honesty.

Students who act in a way that does not follow the classroom matrix may be referred to the office for disciplinary action and will need to meet with the classroom instructor prior to attending another session of class in order to build strategies for success in the classroom.

### Course Schedule

<b>Unit</b>	<b>Subject</b>	<b>Main Concepts</b>
Unit 1	Studying History	Why Study History? Primary & Secondary Sources, Bias & Eurocentrism in History.
Unit 2	Indigenous America	East Coast Native American Nations, Trade across all of North America
Unit 3	US Motivations for Expansion	Treaty of Paris, Louisiana Purchase, “Manifest Destiny” Mindset
Unit 4	Wars of the Northwest Territories	Little Turtle & Tecumseh, War of 1812, Adams-Onis Treaty of 1819
Unit 5	The Mexican-American War	Moving into Texas & Texan War for Independence, Annexation of Texas, The Alamo, Annexing California.
Unit 6	The First Industrial Revolution	Cotton Gin, Powered Loom, Railroads, Steam Engine
Unit 7	Wars of the Northwest Territories	Little Turtle & Tecumseh, War of 1812, Adams-Onis Treaty of 1819
Unit 8	The Mexican-American War	Moving into Texas & Texan War for Independence, Annexation of Texas, The Alamo, and Annexing California.
Unit 9	The First Industrial Revolution	Cotton Gin, Powered Loom, Railroads, Steam Engine
Unit 10	Differences Between the North & South	Abolition, Slave Trade, “Second Great Awakening”
Unit 11	The Underground Railroad	Conditions of Slavery in the South, Safe Havens, Means of Escape, Famous “Conductors”

<b>Unit</b>	<b>Subject</b>	<b>Main Concepts</b>
Unit 12	Prelude to War	Missouri Compromise, Nullification Crisis, Tariff of Abominations, Bleeding Kansas, Lincoln – Douglas Debates
Unit 13	The US Civil War	The Union –vs- the Confederates, What started the War?
Unit 14	The Dakota War	What started the Dakota War? When did it happen? What happened after the War ended?
Unit 15	Sodbusters & Railroads	Who were Railroad Barons? Impacts of the Dawes Act.
Unit 16	Urban Boom	Railroads bring massive growth to St. Paul, Hinckley, & Duluth. The Great Hinckley fire.
Unit 17	Progressive Era	Women’s Movement, Conservation, Unions, Triangle Shirtwaist Factory
Unit 18	World War I	How did the War Start? Why did the US get involved? How did it impact Minnesota? How did it impact the Mille Lacs Band?
Unit 19	The Roaring 20’s!	Prohibition & Duluth, Jazz Age, What’s a Bull Market?
Unit 20	The Great Depression	What caused the Depression? What was the Dust Bowl? How did Minnesotans Survive?
Unit 21	World War II	Why did the War Start? How did the United States get involved? Who served? How did it impact Minnesota & the Mille Lacs Band?
Unit 22	The Cold War	What is a “Cold War?” Motivations of the USSR –vs- US, Containment or Détente, Vietnam & Korea, Cuban Missile Crisis

<b>Unit</b>	<b>Subject</b>	<b>Main Concepts</b>
Unit 23	The Space Race	Get to the moon! Missile technology, first astronauts, Sputnik
Unit 24	United States in the '60's & '70's.	Social movements in Minnesota
Unit 25	United States 1980-2000	Politics and trends
Unit 26	United States 2000-today	9/11 & the War on Terror, Hmong, Mexican & Somalian American Populations

### **Homework Policy**

Work will be assigned in class, that work that is assigned in class is expected to be completed in class. There will be appropriate work time given to students to finish assigned work during work times. Work may be asked to be sent home if students do not complete work during school hours.

All classwork is due by the end of the grading period, this year we are using a quarter system. While all work is due at the end of the quarter, it is **STRONGLY SUGGESTED** that students keep up and complete their work as it is assigned as to reduce the stress at the end of the quarter.

### **Grading Scale**

Students will be assigned a letter grade based on the following weights:

Classwork & Assignments: 20%

Projects: 50%

Tests: 30%

It is highly recommended that students keep up on classwork and activities even though it is worth the smallest percentage of the overall grade. Classwork and Assessments **ARE DESIGNED** to help students **ORGANIZE THOUGHTS** for projects and tests in the class. Should assignments and classwork not be completed, it will not only result in a loss of up to 20% of the class grade, causing student's maximum grade to be a B, it will negatively impact student performance on heavier weighted categories such as projects and tests.

Overall class grade will be based on the school-wide grading scale as follows:

A: 90 – 100%

B: 80 – 89 %

C: 70 – 79% (any percentage below 59% will be considered a failing grade)

D: 60 – 69%