

8SS Newsletter – 11.6.18

Hello 8th Grade Families,

I am excited to be returning to Saint James this week and continuing the rest of the school year with the students! Mrs. McCarthy has done a fantastic job subbing and I am so very grateful for her dedication. Please be patient with me as I transition back to work and get into the swing of things. With a little focus and hard work, I am confident we will be back on track in Social Studies by the time we return from Thanksgiving Break. I apologize ahead of time for the long email, but I want to catch you up on where we are at in class at this point in time.

Students are currently studying [Chapter 20, Urban America](#). By 1914, as many Americans lived in cities as in rural areas. Between 1860 and 1910, the urban population of the nation grew from a little over 6 million people to more than 40 million. During these years of urban growth, many aspects of modern city life emerged. Problems arose, such as poverty, crime, and inadequate housing, but benefits such as daily newspapers, libraries, and public parks appeared as well.

Students will begin by comparing the "old" immigration of the mid-1800s to the "new" immigration of the late 1800s and early 1900s. They will then explore life as an immigrant and try to understand the experiences of immigrants as they traveled to America and landed at either Ellis Island or Angel Island. Students will then examine the growth of cities and the immersion of American culture.

From there, we will move onto [Chapter 21, Progressive Reforms](#). The spirit of reform gained strength in the late 1800s and thrived during the early 1900s. The reformers, called progressives, were confident in their ability to improve government and the quality of life. Progressive reforms affected many areas of American life. Among these are government, consumers' rights, and education.

The students will do a review of some of the reform movements of the time period, including politics, business and labor, the women's movement, and temperance. Students will also discuss the groups who were discriminated against and left out of the reforms, such as religious groups like Catholics and Jews, and ethnic groups such as African-Americans, Asians, and Hispanics. Students will focus on the changes supported by three reform-based presidents - Teddy Roosevelt, Woodrow Wilson, and William Howard Taft.

On Fridays, we will continue our unit on [Political Science](#). Students will analyze the affects of propaganda and advertising on politics. They will also have the opportunity to create their own political candidate commercials. Students will also be participating once again in the National Geographic Geography Bee.

Please let me know if you have any questions along the way. Enjoy the rest of the week!

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Mrs. Esquivel