

Honors United States History 9

Reconstruction through World War II

Ms. Hotz

jhotz@madison.k12.wi.us ~ www.mshotz.net

Welcome! Together we will be learning about the events and issues in the History of the United States from Reconstruction through World War II and how they relate to you and the events and issues of today.

*** An Important Note about Honors US History 9***

Expectations are high in Honors US History 9, and it is important that each student realize that this course is intended for students that are self-motivated, independent learners, willing and able to read assignments that are at a college reading level, willing to take intellectual risks, and will actively participate in classroom discussions. Expectations include an A or B average, the completion of all major projects, compelling interest in the course content and a desire to pursue history outside of the classroom. A compelling interest manifests itself in energetic and dynamic involvement in all class work. Students who do not achieve at expected levels will not be recommended for future honors courses.

Units of Study will include:

- ◆ Reconstruction (includes Civil War Review)
- ◆ Post Civil War Westward Expansion
- ◆ Late 19th century Immigration & Urbanization
- ◆ Industrialization & the Labor Movement
- ◆ The Gilded Age & the Populist Movement
- ◆ The Women's Suffrage Movement
- ◆ The Progressive Era
- ◆ American Imperialism
- ◆ World War I
- ◆ Boom & Bust (Roaring 20s & Great Depression)
- ◆ World War II

What to bring to class:

- A three ring binder (*at least* 1 inch thick) with loose leaf paper designated just for this class.
- Pens **Note:** All assignments must be completed in pen, preferably blue or black (no metallic or orange). Using pencil on assignments will reduce the grade you receive on the assignment.
- An open mind and respectful attitude

What not to bring to class:

- Phones and other electronic devices. If these are present and visible in class, they will be confiscated and handed over to your grade level principal per school policy.
- Hats. Same as above.
- Personal grooming supplies. Fixing hair, putting on cologne, perfume, make-up etc. is not appropriate in class.
- Food and/or soda (water is acceptable as long as it is not a distraction).

Classroom Expectations:

- **All of us are responsible for**
 - Listening to one another
 - Being respectful of everyone and everything in this room
 - Taking responsibility for our own learning and actions
 - Coming to class on time with materials prepared to learn and participate in class

Grading:

Homework / Classwork 45%

This is important and it may require a change in your habits from middle school. In this class, **it is not enough to do well on tests and quizzes**; in fact you will notice that your homework and classwork make up the biggest part of your grade. Homework is important in this class for several reasons. For one, by completing homework assignments you are practicing reading, writing and critical thinking skills at your own pace - obviously important. More importantly, by completing homework assignments you will also be working with critical information so we can focus more class time on your questions and on synthesizing deeper understandings of the content at hand rather than focusing class time on basics. Should you not complete your homework and come to class unprepared, and without the background information or forethought on the topic at hand, not only will you get little from the time in class, but you may prevent the rest of us from using class time effectively to help us understand more complex ideas or reach a deeper understanding of what we are studying.

Another reason I stress the more common homework and classwork over tests is because it shows me the level of critical thinking and thoughtful effort you are putting into learning and understanding the material at hand, and showing me what you know/understand/are capable of doing on a regular basis tells me more than how you do on a single test day. Please put effort into your work in order to learn the most from each assignment. Obviously your assignments must be entirely your own work and **should reflect proper spelling, capitalization and punctuation**. In order to get full credit, work will need to be completed precisely, thoroughly and according to all directions. Often, directions will be given verbally; failure to pay attention to such directions may mean a zero for the work.

Assignments not turned in on time will be worth no more than 80% of their original worth. **Late assignments will not be accepted for a grade more than one day late.** If you are absent, be sure to turn in any assignments due the day you were gone as soon as you get back. It is **not** my job to remind you of this.

Quizzes & Tests 30%

Many of you may not be used to needing to study for tests in middle school. You will need to get into a habit of studying for tests in high school. Success on tests and quizzes will require the application, interpretation, and synthesis of ideas discussed in the context of the course (this will often include maps and may include current events and issues we have discussed in class). Quizzes are shorter and likely to be less formal, but both tests and quizzes may consist of combinations of various question types such as identifications, multiple choice, matching, short answer and essays. Review sheets will be provided before tests to guide students in what to study, but these review sheets will not be entirely comprehensive. It is very important to be prepared for each test, as **retakes are not permitted**. Help is always available to students looking for additional assistance in studying.

In the event of an absence on the day of a test or quiz, you **must** arrange a time to take it. In order to do this, you will have to come and speak with me about this outside of class time. Only very rarely will students be allowed to take time from class to make up a test. **If this is not arranged within a day or two of the absence, you may lose the opportunity to take the quiz or test and will receive a zero.**

Points earned in assigned projects and papers throughout the year may be counted in the Quiz & Test average. The frequency, value and form of projects will vary per year; students will be given full information, description and expectations at the appropriate time.

Participation & Learning Skills 25%

Participation: It is critical that you be able to articulate your thoughts effectively verbally, therefore a significant part of your grade is based on your participation in class. Not only is the ability to articulate yourself effectively a 21st century skill that you are required to learn so that you may take part in our democracy, participation in class is very important because it shows you are taking an active part in your learning, expressing your knowledge, taking intellectual risks, collaborating with your classmates, and learning how to form and support your opinions as well as conducting yourself appropriately in a class discussion.

Your participation grade is based on your general daily participation. From time to time, there will be additional required graded discussions that may also count as assignments/classwork as well. You will be given full explanations about expectations and the grading of these discussions when the time arises.

Positive participation includes actively listening to all people speaking in class attentively, quietly and respectfully, and contributing regularly to class discussions and activities in a thoughtful, critical and cooperative fashion. I will do my very best to create a learning environment in which you feel comfortable in asking questions and expressing yourself when appropriate. If there is anything I can do to make you more comfortable in class, please let me know at any time throughout the year.

Learning Skills: An excellent student tends to take ownership over their learning, complete assignments on time, push themselves to exceed minimal standards, use effective note-taking, organization, test-taking, and study skills, assert themselves while cooperating with others, and come to class on time with materials prepared to learn. An excellent student also actively and positively participates in class activities and discussions.

Students will earn a weekly participation/learning skills grade of roughly 25 points based on preparedness, cooperation, collaboration and most importantly participation. *Students start off with the grade of C in this category.* Students will earn points through thoughtful, active and appropriate participation in class discussions and activities. Students who do not collaborate, cooperate and participate well may lose points. In addition, binder checks will occur randomly at least once a quarter to assess your organization, and will be also be included as a significant part of the Participation/Learning Skills grade, with each binder check worth 100 points.

Semester Grades

Ultimately your semester grades are the grades that show up on final transcripts and count toward your official GPA. This does not mean your quarter grades are not also important. Each quarter grade combined with your cumulative semester exam will determine your semester grade. Each quarter grade will be worth 40% of the semester grade and your exam will be worth 20% of the semester grade.

Binder / Journal Entries

It is required that you keep a separate binder for this class's work and bring it to class every day.

The organization and completeness of your binder will be checked and graded at least once a quarter, typically without notice. The grade given will be a **major** part of your Participation & Learning Skills grade. Your binder must contain this packet (which should be the first item in the binder's rings), all class notes, assignments, handouts, readings and so forth. **It must be organized with a separate labeled section for each unit of study. Units should be in chronological order. In other words, there should be a labeled section for each unit of study and all materials for that unit should be within that section; units should be arranged in the order we study them and this packet should be at the front of your binder. In addition, a separate and clearly marked section must be reserved solely for your journal entries. This section should be located as the very last section of your binder.**

Binder/Journal Entries continued...

Please note: AVID students, I know you have a required binder for AVID and our AVID teachers know that many teachers have requirements about class binders. Both of us can be a little flexible. However, my expectations for the organization of your class materials do not change. If you have any questions, please ask.

Journal entries are quasi-weekly writing assignments that will ask you to take a stance or express a personal opinion related to a quote, issue or current event related to what we are studying. The purpose of these assignments is not only for you to become engaged in and explore questions and issues related to what we are studying, but also for you to get into the habit of articulating and supporting your thoughts in writing. They are not formal writing assignments, I am not grading on grammar here, but rather the primary requirement is for you to thoughtfully and thoroughly consider the question or prompt, and articulate **and support** your thoughts in response. It is expected that your responses to the posed questions be creative, thorough, reasoned, and *your own* thoughts. Journals will be graded on how well they address the question or issue put forth, the thoughtfulness of your response, and how well you support your ideas. More than a few sentences are necessary for careful consideration –good responses will usually start around a page in length. Journals are assigned once every week or so, usually several days before their due date. When possible these prompts will also be posted on Google Classroom (more on this later).

Additional Policies and Procedures:

Attendance

Attendance in this class is mandatory; you will not receive credit for this course if you do not attend class regularly. What goes on in class is important to learning the content, so even if you are excused, expect to have missed important information. In the unfortunate event that you should miss this class, **it is your responsibility** to find out about and make up for any missed work *immediately*. **If you are in the building at all on a given day, yet are not in class (excused or unexcused), it is your responsibility to get any assignments given and to turn them in on time.** If they are not, they will be considered late. If you know you will be gone, see me and get any assignments **beforehand when possible – this especially applies to known sports activities and field trips.** Any work collected or test/quiz given on a day you are unexcused will receive a zero. Being on time is also critical, you are responsible for anything you missed - I will not stop class to get you caught up.

Textbooks

Our textbooks [*Pathways to the Present* (© 2003) by Clayton, Perry, Reed & Winkler] should be treated with care. Generally, we will not use the textbooks in class, so you do not need to bring your text with you to class unless specifically requested. I will tell you ahead of time if the book is needed for class. Make sure your book is located in a place where you can best make use of it when it is required.

Copying/Plagiarism/Cheating

These are issues I take **very** seriously. You are expected to complete **your own original work at all times**. Even the simplest copying of assignments or of portions of the text is completely unacceptable, as you are not completing **your own** work. Cheating on a test or quiz is even more dishonest. Both will result in zeroes, and cheating may also result in a referral per school policy.

It is important to realize that the consequences of cheating/copying/plagiarizing are far more severe and extensive than a zero or an F. These practices inevitably lead a teacher to lose trust in a student's honesty and integrity. I have seen students lose scholarships, college recommendations and other awards for making poor decisions along these lines. This is simply avoided. Don't copy, cheat or plagiarize.

Extra Credit

If you keep up with your work and have good learning habits, you will succeed in this class, **extra credit should not be necessary**. Extra credit is not a way to make up for other work you have chosen not to complete. If you would like to improve your grade a little with extra credit or are interested in pursuing a topic further for some credit, you must have already done the rest of the work for the class. Extra credit will not be awarded to students that have not turned in work or have skipped class, nor can it improve your participation/learning skills grade. If you are thinking about doing extra credit you must complete a proposal form that will tell me exactly what you plan to do; this must be approved in writing **before** you do the work. Forms are available from me at all times (or at www.mshotz.net/ec.htm) and must be turned in again with the final project. Any extra credit you do is due by the Monday before the last Monday of the grading period.

Computer Issues

It may be asked that some of the papers/essays assigned in this course be word processed if at all possible, and any assignment may be typed. Please, for your own sake, save and backup often, and if **you choose to word process an assignment, be sure you have the means to print it or get it to me electronically**. Do not count on printing at school. If you suddenly find yourself with printer problems, get the file to me at my school email address, jhotz@madison.k12.wi.us. If you are using Word, send the file as an attachment. If it is a GoogleDoc, then share it with me (do not attempt to attach a GoogleDoc). If you know you can't print, please handwrite your assignment.

A few more things, make sure you put your name on all typed assignments and if you send me a document, please title the document. And to be safe, if you send me a file it is best to verbally check with me at school to make sure I received it.

I often get questions about the formatting of word processed documents; when in doubt I request that you use a legible 12 point font (please, no comic sans), no more than 1 inch margins, and 1½ spacing. Specific assignments may have more particular requirements. One additional note, please do not try to make your text look like more text than it is – it's *painfully* obvious and kind of insulting when you do.

Email can be a great means of communication. It's important to use it well in your life, but it's not a replacement for all communication. Do not make it your sole way of communicating with me. It is generally best to talk to people – you'll probably get a quicker and clearer response in person anyway. If there is something simple you'd like to ask or you want to tell me, email is fine, but if you are truly confused about something or need help it's best to talk to me.

Appropriate emails:

Ms. Hotz,

I just realized that I will be unable to be in class Tuesday because of a dentist appointment. Could I take the test after school on Wednesday instead?

Jamel

-Or-

Ms. Hotz,

I'm confused about my grade. When will you be available to answer a few questions?

Julie

Inappropriate emails:

So whats the big deal about binder checks?

-Or-

why am i getting a b?

Infinite Campus

Infinite Campus can be a useful tool for students, parents and teachers. Unfortunately, it can occasionally lead to miscommunication as well. For the sake of clarity, please keep the following in mind. *First of all, don't immediately worry about a blank grade in the electronic gradebook, most likely it means the assignment is ungraded.* It does not necessarily mean it is missing or a zero. If an assignment is missing or a zero, I will mark it 'M' for missing or enter a zero for that assignment. A blank is just a blank. Along the same lines, you should know that I will do my absolute best to enter assignments and scores in a timely fashion, but please be patient. I will mark things "turned in" or "missing" as soon as I can, but as I teach five sections of History, which involves collecting a fair amount of written work on a regular basis, it can take me quite a while to grade the hundreds of tests or papers I collect on a regular basis. Finally, you should know that late work often gets graded last, so if there were extraordinary circumstances and you had to turn in work or take a test well after the due date, that work may not be graded until late as well.

Google Classroom

I will be using Google Classroom this year as a way to communicate with students. Google Classroom is fairly new, still changing/improving, and is entirely new to me this year, so we will grow to understand it together. It will allow me to post some handouts, readings and journal prompts, and make some announcements and reminders electronically. This is to be supplementary to what is done in class, and is not required, but I hope that it will be of particular help to students who miss class, lose things etc. (not that I'm encouraging that behavior). To access Google Classroom, students will need to log into their district gmail account, go to <https://classroom.google.com>, and enter an access code (I will supply this code in class). Unfortunately, parents do not have full access to Classroom. There are some recent changes that have been made to make aspects of Classroom visible to parents. I'm still waiting to see whether MMSD has allowed this capability. I hope to provide more information soon.

www.mshotz.net

Many years ago now, I created www.mshotz.net as a place for links, resources and information that students may find of use in their pursuit of History. At any given time, it includes links to many useful sites and online resources, but more specifically www.mshotz.net/us9honors.htm may include information about the unit we are studying, and sometimes upcoming events. To be honest, I'm not sure where the line between Google Classroom and this particular page will or won't overlap, but I can say that it will provide access to things like extra credit forms, a .pdf version of this packet of procedures and expectations, and other resources. It has recently undergone a major design overhaul and I am still working on updating content. If you encounter any problems I should know about, please let me know.

Extras:

General Tips for Success:

You're a freshman in high school now; don't be surprised if the habits that got you through middle school don't get you the same results here – expectations are high, grading is different and you will have to work harder. But don't let that get you overwhelmed. It is totally normal to take a little while to adjust to high school. The best thing to do is to get started into some good habits now so they will be easier to keep throughout high school. Here are some basic tips that might help get you to where you want to be. My advice is to take as much of this advice as you can – it will go farther than you may realize.

1. **Develop a work ethic** – hard work and putting forth a sincere effort will pay off now and the rest of your life. Coasting by and barely trying does not pay and will leave a bad impression behind you.
2. **Be organized** – keep an assignment notebook of some kind, and keep your binder in good order.
3. Come to class **ready to learn** – have your binder, writing utensils, and any assignments ready at the beginning of the hour, and once class has started **stay focused** on learning and listening, not socializing.
4. **Follow directions** – they are there for a reason.
5. **Participate in class** – this includes asking questions, connecting ideas, making thoughtful observations, and answering questions in class.
6. **Do your homework regularly, thoughtfully and thoroughly.** Think it through – don't just do it to get it done. In the long run it's more important that you understand the work, not just do it.
7. When doing homework, **read for understanding**, not just to answer a question or two – constantly ask yourself 'how does this connect to what we've been studying?' and 'why is this important?' If by the end of the reading/homework you still don't know, you need to re-read or make sure you ask about it.
8. **Ask questions** if you are unclear about anything, like why something is important or what the expectations are for an activity or assignment. If you're timid about doing this in class, talk to me after.
9. **Take notes** – yes this means writing down what is on the overhead or blackboard, but also what is said in class about those things – when doing so it often helps to put it into your own words, it will be more meaningful later. It is also important to remember that notes are notes, not transcripts. Record and notate what is important, not absolutely everything.
10. **Study for tests.** This may not have been something you did in middle school, but this is not middle school. The sooner you get into the habit of this the easier it will be to keep it up – and it will help you in all your classes.
11. **Study regularly** a little bit at a time. This may mean re-copying notes, organizing ideas graphically, whatever works for you. Just re-reading notes is usually not enough. Studying is easier if you are organized, but do-able even if you're not. Actually, getting yourself organized can be a great way to start studying. Even talking through material with another person can be very helpful – just make sure you stay on topic.
12. **If you are gone, get notes from a classmate right away**, also be sure to get handouts and assignments from me before or immediately after your absence.
13. **Watch, read, listen to and talk about current events.** You're in high school now; it's time to figure out what's going on around you and this will help you a lot in a social studies class. Much of studying history has to do with piecing together causes and effects, and how events and policies affect people and places. This is happening around you whether you realize it or not – and following current events will not only allow you to draw parallels between the past and present, and better understand the significance of past and present events (thereby helping you to better remember both); it will also help you to see how important you are to society as a whole, past, present, and future.

Identifications (a.k.a. IDs):

In this class you will be asked to write Identifications on a regular basis on assignments and tests. When done well, an identification (or ID) is simply a few sentences that show that you have a good solid understanding of a term and how it fits into a larger picture of history. All IDs should include the following information about the term you are identifying:

- **Who?** Who was involved? Hull House was a settlement house founded by Ellen Bates Starr and Jane Addams.
- **What?** What is the term? Don't forget the obvious, if the USS Maine was a battleship - say so.
- **When?** This can be rough, but must be accurate. The Treaty of Versailles was written at the end of WWI.
- **Where?** Tell me where it was/happened. Ellis Island is off the coast of New York City.
- **Significance?** (or 'Why is it Important?') This is the most important part of an ID. You must somehow either explain that the term given is an excellent example of something or that the term is of lasting significance or importance to something larger. In other words, why should we bother knowing about it? There can be many good ways to explain why something might be important historically. For example, Emmett Till's murder was an example of Jim Crow violence in the South - you'd also then have to explain Jim Crow a bit. Or you could explain that Emmett Till's lynching, because it was so widely publicized, led to public outrage and increased awareness of the injustices toward African-Americans in the South in many ways contributing to the birth of the American Civil Rights Movement of the 50s & 60s.

Again, your identification as a whole should be a few sentences that together answer all of the above questions cohesively. For example,

The Cotton Gin was patented in the United States by Eli Whitney in 1793. This machine, by quickly picking the seeds out of raw cotton fiber, made cotton a much more profitable and widely planted crop in the American south. Not only did this make the south a major player in the world economy, but it made southern plantation owners want to hold onto the institution of slavery that had become less desirable economically and socially in other parts of the United States. The profits and way of life the Cotton Gin provided in the south not only perpetuated and increased the practice of slavery, but led southern plantation owners to feel more threatened by abolitionists and moderates in the U.S. government, ultimately so threatened that they felt secession and Civil War were necessary to protect their interests.

Notice, a number of components of your ID may easily be answered within one sentence, but you will likely need to take a sentence or two to explain your significance. It's important to realize that you do not need to write a lot for yours to be a good ID; what is important is your accuracy and that you explain your significance effectively. Ideally, an ID has the information that is necessary and not a lot more. I need to know you understand what the term is and why it is important, I do not need you to tell me every detail you remember about the term.

Finally . . .

I look forward to pursuing the study of American History with you this year; you will get out this class what you put into it, so please strive to do your very best. I want to help you to be successful in this class in any way I can, so please let me know if there is something I can do to help you. **If you are unclear about anything at any time, please make sure to ask.** I am always willing to take time to answer your questions in and/or outside of class time. The best times to find me include before or after school and 1st or 5th hours; for best results speak to me ahead of time to make sure I'm not going to be in a meeting or at the photocopier.

****Please have your parent(s)/guardian(s) read all of the above policies, procedures and guidelines. Then, to indicate that you and your parents/guardians have totally and thoroughly read and understand the above, complete and sign the last page (please note: your signature and your parent(s)/guardian(s) are required). Detach the last page from this packet and turn it in to me in class—this will be one of your first assignments, due Wednesday, September 7th. You should hold on to the rest of this packet and put it in the very front of your binder, where it should remain for the rest of the year. **It is expected that you will refer to these policies and expectations as we continue through the year.****

Parents & Guardians,

Should any concerns arise over the course of the school year, please do not hesitate to call me at school (204-1803) and/or contact me via email (jhotz@madison.k12.wi.us) with any questions or concerns. I look forward to meeting you at **Back to School Night (September 28th)** and/or at **Parent-Teacher Conferences in November!**

Thanks in advance for your cooperation!

Student and Parent or Guardian Information

Dear Student and Parent(s) or Guardian(s),

I believe that the best education occurs when parents, teachers, and students work together to enrich the learning process. Please read carefully through the preceding guidelines of this course, *noting especially the expectations for Honors US History 9 outlined on the first page*, then fill out the following information and sign below in recognition that you have read it. Feel free to write down any questions or comments you may have at this time.

Sincerely,

Ms. Jessica Hotz

Student Name: _____

Parent/Guardian Name(s): _____

What is the best way to reach you? _____

Are there any particular concerns for this upcoming year that you want me to know about?

Please sign below in recognition that you have read through the course expectations. Should you have questions at any time during the semester, please feel free to contact me.

Student Signature _____

Parent/Guardian Signature(s) _____