

# United States History 11

## The Cold War through the Fall of Communism

Ms. Hotz

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**Welcome to US History 11!** Together we will be learning about the events, people and issues in the History of the United States since World War II and how they relate to you and the events and issues of today.

### General Units of Study will include:

- The Cold War
- The Kennedy & Johnson Years
- Civil Rights Movement
- The Vietnam War & Counterculture
- The Nixon & Carter Years
- The 1980s: Conservatism & the End of the Cold War

### What to bring to class (everyday):

- A separate binder or a spiral notebook & pocket folder for class notes and handouts
- **Loose leaf** paper and **pens** for assignments. **Note:** Please complete assignments in pen, preferably blue or black. Using pencil on assignments will reduce the grade you receive on the assignment.

### What not to bring to class:

- Cell phones, MP3 players 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:

- **Everyone is 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 promptly, with materials, prepared to learn and participate in class

### Grading:

#### Homework / Classwork 45%:

If you thoughtfully complete your assignments regularly and on time, you will likely succeed in this class. In part this is because you will learn through completing the assignments and also because your homework and classwork make up the largest part of your total grade. I stress the more common homework and classwork because it shows me the level of critical thinking and effort you are putting into learning and understanding the material at hand, and showing me what you know/understand/are capable of 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 accurately, completely and according to all directions (which includes that it be completed in pen). Many directions will be given verbally, be sure to pay attention to directions or you will not earn credit for your work. Similarly if you are unprepared to work on classwork on a given day you may get a zero.

## Homework continued . . .

Assignments not turned in on time will be worth at most 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%

Success on tests and quizzes will require the application, interpretation, and synthesis of ideas discussed in the content of the course (this will at times include maps and may include current events and issues we have discussed in class). Quizzes are shorter and more 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 almost always be provided before tests to guide students in what to study, but these review sheets will not be entirely comprehensive. Ideally, you should be able to predict what will be on a test or quiz if you are following through with your assignments and are paying attention in class.

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 (times when you can find me for help are listed at the end of this packet).

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 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 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 Habits 25%

Participation: Participation is very important because it shows you are taking an active part in your learning, expressing your knowledge, taking intellectual risks, and learning how to form and support your opinions. 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 Habits: An excellent student tends to take ownership over her/his learning, complete assignments on time, push him/herself to exceed minimal standards, use effective note-taking, test-taking, and study skills, assert her/himself while cooperating with others, 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 habits grade of roughly 25 points based on promptness, preparedness, cooperation, effort and participation. *Students start off with the grade of C in this category.* Points will be deducted for tardiness, being unprepared for class, being off task or inattentive, speaking out of turn, and for uncooperative, antagonistic or disrespectful behavior. Students will earn points through thoughtful, active and appropriate participation in class discussions and activities.

## Semester Exams

Semester grades will be determined by combining your two quarter grades and a cumulative semester exam. Each quarter grade will be worth 40% and your exam will be worth 20%.

## 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 and directions. In the unfortunate event that you be absent, **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**. Unexcused absences will not be tolerated and will affect your grade. Any work collected or test/quiz given on a day you are unexcused will receive a zero. In addition, your weekly grade will be penalized. Being on time is also critical, unexcused tardies will also hurt your weekly grade, and you are responsible for anything you missed.

### Textbooks

*The American Anthem* (© 2007) by Holt, Rinehart, and Winston is our textbook for the semester. Conveniently, the entire book is available online. You will have the opportunity to check out a textbook, but may choose not to if you'd prefer to only use the online text. In order to access the online textbook, go to <http://my.hrw.com/>. You can log in with the username **student8570** and password **u7w5k**. You can then click on "Go to the Online Textbook", select the chapter number you'd like to read and click "go". More clarification will be given in class; if you are at all unclear, be sure to ask.

### Copying

You are expected to complete **your own original** work in this class **at all times** - nothing else is acceptable. Even the simplest copying of assignments or of portions of the text is unacceptable, as you are not completing your own work and hence not learning. Any such practice will amount to an irreversible zero. No exceptions.

### Cheating

Cheating on tests and/or quizzes will result in an immediate and irreversible zero, a referral to your grade level principal, and a letter and/or call to your parent or guardian per school policy.

### Extra Credit

If you keep up with your work, participate appropriately, 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 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 [mshotz.net/ec.htm](http://mshotz.net/ec.htm)) and must be turned in again with the final project. Any work is due by the Monday before the last Monday of the grading period.

### www.mshotz.net

Years ago, I created [www.mshotz.net](http://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 <http://mshotz.net/us11.htm> includes information about the unit we are studying, upcoming tests and so forth. The site will also provide access to the assignment blog (<http://hotzhistory11.blogspot.com>), additional copies of things like extra credit forms and this packet of procedures and expectations. Please note, the site is a constant work in progress – if you encounter any problems I should know about, please email me using the links provided on the site.

## 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 1. Save and back-up often. 2. ***If you choose to word process an assignment, be sure you have the means to print it. If you have printer problems, email the file to me as an attachment at <mailto:mshotz@mshotz.net> and [jhotz@madison.k12.wi.us](mailto:jhotz@madison.k12.wi.us).*** It is helpful if you do send me a file to verbally check with me at school to make sure I received it. If I can't open it I will ask you to print it ASAP. East High's computers use Microsoft Word (2003-7) and often have difficulty opening other formats like WordPerfect etc. – so **don't count on printing at school** the day an assignment is due; you may not be able to do so. In general, I am tolerant and understand that issues arise; however, **having a printer cartridge run out or failing to back up aren't excuses all by themselves.**

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 when you do so.

## General Tips for Success:

As you are juniors now, I expect the following to be obvious. However, I figure it can't hurt to remind you of some of the things that will help you to be successful in this (and any other) class.

- **Be organized** – keep an assignment notebook of some kind, and keep your notes and course materials in good order. *I highly recommend a binder with sections for each unit of study.*
- **Come to class ready to learn** – have your binder, writing utensils, and any assignments ready at the beginning of the hour.
- **Participate in class** – this includes asking questions, connecting ideas, making thoughtful observations, and answering questions in class.
- **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.
- 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 or homework you still don't know, you need to re-read, or make sure you ask about it.
- **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.
- **Study for tests.** This may not have been something you have done in the past, but you will need to do well in this class. Ultimately the best way to do this is to **study regularly** a little bit at a time. This may mean re-reading notes, re-copying notes, organizing ideas graphically, whatever works for you.
- **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.
- **Watch, read, listen to and talk about current events.** You should begin (if you haven't already) to read the newspaper, watch the news, listen to the news on the radio, and/or read the news online. This is so important for so many reasons I won't try to mention here, but I will say that it will help you form and support your own opinions and choices, draw parallels between the past and present, better understand the significance of past and present events, and 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 for our purposes, but must be accurate. The Treaty of Versailles was written at the end of WWI (the best response would be that it was signed on June 28<sup>th</sup>, 1919).
- **Where?** Tell me where it was/happened. Ellis Island is off the shore 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 Treaty of Versailles was a peace agreement written by the Allies and signed in June of 1919 at the Palace of Versailles in France. This treaty held Germany responsible for World War I and inflicted heavy financial reparations upon the country. These reparations are very significant because they caused Germany to have financial problems and resentments toward the Allies - things that helped to cause World War II.

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.

## And Finally . . .

I look forward to pursuing the study of U.S. History with you this semester; 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 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 1<sup>st</sup> or 3<sup>rd</sup> 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 these 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 your first assignment, due Tuesday, September 7<sup>th</sup>. You should hold on to the rest of this packet for the rest of the semester. **It is expected that you will refer to these policies and expectations as we continue through the term.****

Parents,

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](mailto:jhotz@madison.k12.wi.us)) with any questions or concerns. I look forward to meeting you at **Back to School Night (September 21<sup>st</sup>)** and/or at **Parent-Teacher Conferences (November 12<sup>th</sup> and 13<sup>th</sup>)!**

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, 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): \_\_\_\_\_

Home Phone(s): \_\_\_\_\_

Work &/or Mobile Phone(s): \_\_\_\_\_

Email: \_\_\_\_\_

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

Student Signature \_\_\_\_\_

Parent/Guardian Signature(s) \_\_\_\_\_