

United States History – TAG

Reconstruction to 1950

Ms. Hotz

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Welcome! It's a pleasure to have you in class this year. Together we will be learning about the events and issues in the History of the United States from Reconstruction to approximately 1950 and how they relate to you and the events and issues of today.

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

Expectations are high in TAG US History 9, and it is important that each student realize that admission into TAG US History is conditional. Students who do not achieve at expected levels should assume that their placement in TAG History end at the semester. Expectations include an A or B average, 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. Failure to complete all major projects (if applicable) may result in removal from TAG History.

General Units of Study will include:

- ◆ The Reconstruction of the US after the Civil War
- ◆ Post Civil War Westward Expansion
- ◆ Immigration – Urbanization – Industrialization & the Gilded Age of the late 19th century
- ◆ The Populist Movement
- ◆ Women's Suffrage Movement
- ◆ The Progressive Era
- ◆ American Imperialism & the Spanish American War
- ◆ World War I
- ◆ Boom & Bust - The Roaring Twenties, Great Depression & the New Deal
- ◆ 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:

- 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 with materials prepared to learn and participate in class

Grading:

Homework / Classwork 45%

In this class, **it is not enough to do well on tests and quizzes**; in fact you will notice that your homework has more impact on your grade. I stress the more common homework and classwork 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. In order to get full credit, work will need to be completed precisely, thoroughly and according to all directions. Most often directions will be given verbally; failure to pay attention to such directions may mean a zero for the work. Similarly if you are unprepared to work on classwork on a given day you may get a zero. In other words, not being ready to work with materials required may result in a zero. Your assignments must be entirely your own work and should reflect proper spelling, capitalization and punctuation. 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%

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 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.

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 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 will 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 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 create and support your opinions. In other words, in addition to tests and homework I need to see you contribute to class discussions and activities. For one, this helps me to better understand the level of your understanding, how you are comprehending and processing ideas. Secondly, a part of the TAG experience is in the make-up of this class, that students of more similar ability may work together to challenge themselves and each other through discourse, if you are unwilling to contribute in class, perhaps TAG History is not the place for you, and you may not be recommended to proceed in TAG History next year. 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 most importantly 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. In addition, binder checks will occur randomly at least once a quarter, and will be also be included as a significant part of the Participation/Learning Habits grade, with each binder check worth 100 points.

Semester Grades

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%.

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 randomly checked and graded at least once a quarter. The grade given will be a major part of your Participation & Learning Habits grade. Your binder must contain this packet (which should be the first item in the binder), all class notes, assignments, handouts, readings and so forth. **It must be well organized, in chronological order and grouped by the units of study. 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.** Make sure to pay attention for more detailed expectations in class.

Journal entries are weekly assignments that ask you to become engaged in and explore questions and issues related to our study of American History. They may relate to a given reading, a current event, or ask you to express a personal opinion. The primary requirement is for you to thoughtfully and thoroughly consider the question or prompt, and articulate and support your thoughts about it. The purpose of these assignments is to make you think and to encourage you to delve into history thoughtfully and personally. It is expected that your responses to the posed questions be creative, thorough, and *your own* thoughts. They 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. Typically more than a few sentences is necessary for careful consideration –good responses will usually start around a page in length. Journal questions will be due *every Thursday* at the beginning of the hour unless informed otherwise, and will be given roughly a week ahead of time in class. When possible these prompts may also be posted on my website at mshotz.net/tagjrnlenries.htm.

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.** 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

Our textbooks [*Pathways to the Present* (© 2003) by Clayton, Perry, Reed & Winkler] should be covered and treated with care. This year, we will have enough books so that you do **not** need to bring your text with you to class. That said, make sure they are located in a place where you can best make use of them when they are required for homework.

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.

Copying

This is an issue that will be taken **very** seriously in all my classes. You are expected to complete **your own original work at all times** - nothing else is acceptable. Even the simplest copying of assignments or of portions of the text is completely unacceptable, as you are not completing **your own** work. Any such practice will amount to an irreversible zero.

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 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 on mshotz.net) 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 – no exceptions.

www.mshotz.net

It has been a goal of mine for some time to put together links, resources and information that students may find of use in their pursuit of History, the Social Studies and the Internet as a portal to the world around them. I have created www.mshotz.net as a step toward that goal. I try to keep it updated with at least basic information like the unit we are working on, upcoming tests and so forth. My hope is that parents will have at least a basic sense of where we are in class and the topics their student will be studying at a given time. No grades will be posted on this site, but the site will provide access to additional copies of things like extra credit forms, this packet of procedures and expectations, and journal assignments. It is also packed with a multitude of other online resources and links – some of which we will address later in class. Hopefully these will be of use to both students and parents. Please note, this 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. A few pieces of advice may prevent disaster. 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 Ms. Hotz (as an attachment) at mshotz@mshotz.net and jhotz@madison.k12.wi.us. It is helpful if you do send me a file to verbally check with us 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 12 point font, 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.

Extras:

General Tips for Success:

You're a freshman 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, you will have to work harder. That said, here are some basic tips that might help get you to where you want to be.

1. **Be organized** – keep an assignment notebook of some kind, and keep your binder in good order.
2. 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.
3. **Follow directions.**
4. **Participate in class** – this includes asking questions, connecting ideas, making thoughtful observations, and answering questions in class.
5. **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.
6. 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 ...
7. **Ask questions** if you are unclear about anything, like why something is important or what the expectations are for an activity or assignment.
8. **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.
9. **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.
10. **Study regularly** a little bit at a time. This may mean re-reading notes, re-copying notes, organizing ideas graphically, whatever works for you. This 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.
11. **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.
12. **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, better understand the significance of past and present events (thereby helping you to better remember both) but 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 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 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 we 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 4th hours (which includes freshman lunch); 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 and 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 Friday, September 4th. 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,

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 21st)** and/or at **Parent-Teacher Conferences (November 12th and 13th)!**

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 TAG US History 9 outlined on the first page*, then fill out the following information and sign it 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

Name(s):	
Address:	
Home Phone:	
Work Phone:	
Email: (If available)	

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

Student Signature _____

Parent/Guardian Signature(s) _____