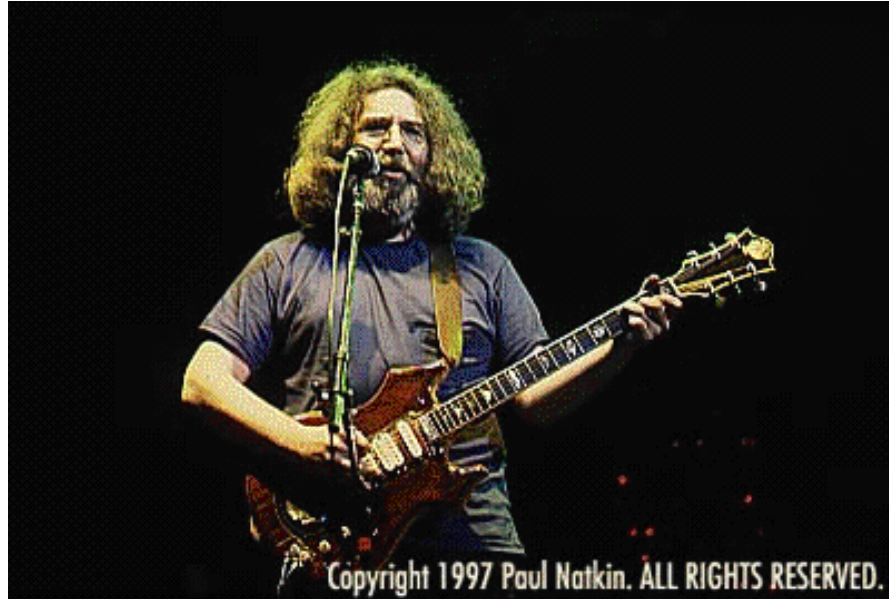


"What A Long Strange Trip It's Been..."



WELCOME TO U.S. HISTORY

"Knowledge will forever govern ignorance, and a people who mean to be their own governors, must arm themselves with the power which knowledge gives."

James Madison

"History is above all the study of complexity. The capacity to live and come to terms with complexity may be the hardest and most important thing we have to learn, and we have to learn it over and over."

**Hannah Gray
President-University of Chicago**

"American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it."

James Baldwin

INTRODUCTORY REMARKS:

I love US History. I always have. And a major reason is that unlike those unlucky students about whom Loewen speaks I had great history teachers who taught me that the study of history can be an **empowering** enterprise. Perhaps the only thing that historians of all political persuasions actually agree on is the idea that the study of our nation's past can be a formative experience for students. The type of citizen you become will invariably be influenced by the understanding you construct of our nation's story.

I hope to be able to convey that same sense of empowerment to you over the course of the next 36 weeks. My goal is not to shape how you understand history, but only to give you the skills and sense of perspective to construct **YOUR OWN** meaning from the events and ideas which we study. Active, engaged and skeptical students grow up to be the kind of people that James Madison and Hannah Gray are talking about in the two quotes you've just read.

To that end we will pursue the following set of content objectives....

Course Objectives (content targets):

- ❖ To examine the evolution of freedom as the driving concept of American society.
- ❖ To develop the critical thinking skills necessary to analyze multiple perspectives on both the past and present in all of their complexity.
- ❖ To understand that our sense of history is influenced by the way in which "historical memory" is presented to us.
- ❖ To recognize that the degree to which we accept or critique a particular historical memory will impact our view of both the past and the present.
- ❖ To understand the connections between various historical memories and contemporary attitudes and policies.
- ❖ To learn that it is often more important to ask the right questions than provide the right answers.

HOW TO SUCCEED IN US HISTORY!!!

I realize that it is important to you all that you clearly understand the expectations and criteria for success in this course. With that in mind, and understanding that this discussion will be on-going and specific “descriptors” for specific assignments will be forthcoming (in the “How-To Guide”), here is a brief list & description of the CHARACTERISTICS/BEHAVIORS/SKILLS that you will need to demonstrate in order to succeed in this course.

1. Be ENGAGED and take RESPONSIBILITY for you own learning

- i. Come to class regularly.
- ii. Listen to and follow directions.
- iii. Complete your assignments on time, thoroughly and thoughtfully.
- iv. Be prepared to participate in our classroom discussions and activities.

2. Come to class PREPARED to succeed.

- i. **Class starts when the bell rings.**
That means come in, sit down and get ready to begin.
- ii. Have the proper equipment (**see attached Equipment list for details.**)
- iii. Have the necessary materials (readings/written assignments)

3. Take Responsibility for YOUR OWN SUCCESS!!!

- i. Take the initiative. **Become an independent learner.**
- ii. Think for yourself
- iii. Problem Solve
- iv. Follow Through
- v. Take risks
- vi. Have faith in yourself

4. Learn to Think Critically!!!

- i. What you THINK is more important than what you KNOW!
- ii. Be skeptical and thoughtful when you read.
- iii. The complex answer is almost always preferable to the simplistic one.

EQUIPMENT LIST

While we will be engaged in an on-going discussion of the criteria for success in this class, here is a short list of school supplies, which will go a long way toward facilitating this success. The following is a list of **REQUIRED** materials and procedures.

1. **A three-ringed binder** (2-3 inches)---There is an enormous amount of material and information to master in this class. Therefore organization and accessibility will be the cornerstone of your success in this course. It all begins with the binder. Buy one asap. If for any reason you cannot buy one, please let me know and we will make other arrangements.
2. **Section dividers**—I have no idea what these things are really called, but you know what they are. Those pages with the little plastic thingees at the edge.
 - a. The section dividers should be labeled as follows...
 - i. **Instructions/Directions**—here you will keep the general instructional and procedural handouts that you will receive. (Like this one.) (green)
 - ii. **Class Notes**—Fill this section with loose leaf paper or a separate spiral and keep your daily class notes here. **DO NOT** take video or reading notes in this spiral/section. So that your notes are more accessible and functional make sure you **title and date each days notes**. This will make it easier to find the information you will need later.
 - iii. **Readings/Reading notes**—Put some loose leaf paper or a spiral in this section for you text and video notes. It is expected that you will annotate any readings that are passed out. Those readings and annotations should go in this section as well. This will increase your ability to participate and help you understand things more fully.
 - iv. **Completed work**—Think of this as your history “portfolio.” The purpose here is to keep track of the work you have done so that when given in/out of class feedback you can use it to continue to improve your performance.
2. **Chrome Book**—You will be expected to have your chrome book **CHARGED** and in your backpack every day. **NO EXCUSES!!!** If you are having tech problems then go to the tech department before class.
3. **Textbook**—While you will not be expected to bring you textbook to class every day, I would suggest that you keep it in your lockers when you are not reading it at home.
4. **4 x 6 Note Cards**—Not 5x7 or 3x5....Get a package of 4x6 note cards and bring them to class **EVERY** day because we will be using them often.

“R.E.S.P.E.C.T”

Respect and regard for yourself and for each other will be the cornerstone upon which we base both **our** intellectual and personal growth this year. While I hope to maintain a fairly loose and familiar atmosphere **we will all** need to monitor our own behavior so as not to cross the dividing line between friendly banter and negative sarcasm. Here are a few other ways in which we can promote a productive, harmonious and enjoyable environment in B-306.

1. **Attendance**—You cannot succeed in this course if you are not in class. Since so much of what we do in this course is contingent upon our interacting with one another and using our cumulative intelligence to confront the complex issues under discussion, you **WILL** be expected to be in class. Your classmates, group mates and partners are relying on you to fulfill your responsibilities.
 - a. **Tardiness**—Just a word about being late to class. I understand that this is a large and often crowded building. However, it is still your responsibility to make your best effort to get to class on time. **Consistent tardiness is not acceptable.** After the second warning your behavior will be reported to the Deans and they will take appropriate action. If you need some suggestions as to the best route to take to class be let me know. I have been wandering through these hallways for more years than you can imagine.

2. **Student Attire**—Before you can respect others you must respect yourself. The guidelines issued by HPHS should be seen as an opportunity to make more self-affirming choices, and thereby challenge a trend in fashion which seeks to objectify both men and womyn. **I BEG YOU** not to put me in the position of having to issue “Fashion Citations” for inappropriate dress.

3. **Academic Honesty**—Cheating and plagiarism will not be tolerated. For those of you who are not sure what constitutes academic dishonesty here is a list. **Please read this so that we have no confusion about what is acceptable and what is NOT.**
 - a. **Academic dishonesty includes:**
 - i. Sharing homework responses including annotations.
 - ii. Cheating on tests or quizzes either in the classroom or in the Test Center or at home (should the experience be a take-home test).
 - iii. Using Sparks Notes or **other sources** to decipher literature when specifically asked not to—including the internet.
 - iv. Turning in other students’ papers or essays as your own.
 - v. Plagiarizing in any form. This means taking credit for the written work of others. The forms of plagiarism range from not citing properly (or at all) to turning in Internet written papers.
 - v. Sharing test or quiz information with students in other classes. (Whether for this class or another.)

“TAKING CARE OF BUSINESS”

1. Homework Completion

- a. As discussed in the assessment handout, completing and turning in your daily assignments is the foundation of all learning and development in this class.
- b. First and foremost it is YOUR responsibility to keep track of the work that is assigned, complete it and turn it in on time. (For those of you who need concrete definitions: ON TIME=before the class period begins.)
- c. We will be using the on line “classroom” this year and ALL written assignments are to be submitted to the classroom before you get to class.
- d. On occasion students will be instructed to print assignments to bring to class. It is expected that those assignments will be printed out before class and turned in at the end of the period.
- e. Individual missing work will not be penalized (no points remember) but a consistent pattern of not turning in assignments will have a negative impact on the student’s overall assessment

2. Unfinished Work

- a. There will be no such thing as **LATE WORK** in this class.
- b. If you miss class for any reason other than illness, the expectation is that your work will be completed on time. (i.e. You have field trip on Tuesday and you have a RRQ assignment due that day as well. I will expect your work to be turned into the classroom before class on Tuesday.)
- c. If you are ill it will be your responsibility to see me as soon as you return to class to make arrangements for finishing your missing work.

3. “Exceptions to the Rule”

- a. Life is full of unexpected realities. With that in mind all “rules” have a certain flexible reality....
 - i. If the assignment requires a reading that the student does not have, the student will have an extra day to complete the work.
 - ii. If the student has had a prolonged absence due to sudden family or health issues (not vacation/college visit/extracurricular activity) the student needs to contact me so we can work out a viable plan.
 - iii. If the student knows there is going to be a prolonged absence due to family/health issues then they need to see me **AS SOON AS** possible to make a plan.

4. Test/Essay Make Up

- a. If students are absent on the day of an exam, they have 5 school days to make up the test in the testing center.
- b. If students are absent the day an essay is due, theyI will expected to turn that essay in as soon as you return to class.

FINALLY!!!

COME AND SEE ME!!!

Your success in this course is important to me. It is the beginning of a new year, a fresh start. You are not in this alone. If you read and follow directions I promise to provide the assistance and consideration you need to handle the challenges which await us.

I may not always be able to recognize your need for assistance, therefore the final responsibility which I bestow upon you is that if you need help, **please** tell me, **I PROMISE** we will address your concerns in a positive, nurturing atmosphere and arrive at some specific strategies aimed at solving the problem together.

I am rarely available before school but if you need so see me **I am available by appointment:**

Email is the most efficient and preferred form of communication.
mrosenzweig@dist113.org

My non-teaching periods are:

3rd

4th

7th

8th



PLEASE RETURN BY FRIDAY

It is important to me that we are all (teacher, students, and parents) on the same page as we begin the school year. With that in mind the students have been asked to share this course description and the standard based assessment hand out with you. When you are finished going over the information included in those documents, I would appreciate it if you sign on the line below out and have your student return this page to me, by Friday.

For Students:

I _____
(Print and sign your name)
have read the course descriptions and assessment sheet and understand the expectations and conducts of behavior that will determine my success in this course.

For Parent:

I _____
(Print and sign your name)
have read the course descriptions and understand the expectations and conducts of behavior that will determine my student's success in this course.

More than anything else, I want each student to have a positive and successful experience in this class. There is a lot to learn and many important skills to develop. Working together I am sure we can enhance each student's chances to gain the personal and academic confidence that will prepare them for the future. PLEASE feel free to contact me. For a variety of reasons, EMAIL is the most expeditious means of communication, but if you want to use the phone, please understand that my response while prompt, will be less "immediate." In interest of facilitating the most effective and direct communications possible, I would also appreciate it if you could provide the following information.

Parent's home email _____

Best phone number to use to contact you _____

