

# United States History

September 2018-June 2019

1 Credit (.5 1st semester, .5 2nd Semester)

**Instructor:** Mrs. Sarah Warsaw

Summit High School

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Room B233



Welcome to U.S. History! My name is Mrs. Warsaw. I'm excited to get to know you and explore the history of the United States! I hope that you will leave this class as more educated citizens who can interpret the world with a critical eye and with tolerance and compassion for varying views of historical phenomena. My goal is that throughout this course, you will develop a greater appreciation for the actors and events of the past and understand that *"history doesn't repeat itself, but it often rhymes"*-Mark Twain.

This course is designed to inform you about who you are as citizens of the United States and how past events have shaped the world we live in today. We will be looking at history through different lenses and ask ourselves why history is remembered or written differently depending on who is telling the story. In addition to connecting many parts of history to today, we will also be reading and discussing current events almost every class period.

We will concentrate on the following historical periods:

Unit 1- Constitutional period (1776-1880)

This unit will be a very quick review of US history from the Revolutionary Era up to the Civil War.

Unit 2- Industrial America/Capital & Labor/Conquering the West (1880-1910)

Unit 3- Imperialism and Progressivism (1900-1914)

Unit 4- WWI Home and Abroad + Aftermath (1914-1928)

Unit 5- Great Depression/ The New Era (1928-1940)

Unit 6- World War II /Cold War (1940-1960)

Unit 7- Affluent Society/Post-War America/Civil Rights Movement (1945-1963)

\*Unit 8- 1960s and the Cultural Revolution (1960-1969)

\*Unit 9- 1970's and 1980s

\*Conclusion: Recent Past

\*Depending on our timing, sometimes I will combine some of these units.

During this course you will be working individually, taking notes, doing research projects, working in groups, participating in class discussions, writing papers, reflecting on and discussing both historic and current news and events, and listening to class lectures while taking notes. We will be discussing a variety of interesting and, sometimes, controversial subjects, so it is essential we all agree to the following guidelines:

**Be courteous!** You may find yourself in a discussion with a person who does not share the same views as you. By being respectful and courteous, we can learn from each other!

- ❖ You will treat your fellow students and teacher with respect, and they/I will do the same for you
- ❖ You will listen courteously and thoughtfully when others are speaking
- ❖ You will wait to be recognized before speaking
- ❖ You will be respectful of the property and personal space of students and the teacher
- ❖ Please do not leave the classroom unless it is an emergency. I will give you a quick bathroom break

in the middle of class so please plan accordingly.

**Be responsible!** The following tips will help you succeed in this course:

- ❖ You will be in your seat, ready to begin work when the tardy bell rings. **No phones out.**
- ❖ Come to class with all necessary notes and assignments. (Be ready to learn!)
- ❖ You will bring supplies to class every day
  - Pen or pencil
  - iPad
  - Notebook/binder (\*You should have a notebook/binder section JUST for this class!)
  - Daily calendar/organizer (this might be your phone or iPad!)

\*Texts and assignment materials will either be available on your iPad, on my website, or given to you in class

### **Textbook & Materials**

- The American Yawp (2015-16 Version). <http://www.americanyawp.com/>
- Primary and Secondary Materials from various sources
- Video and movie clips that help illustrate different aspects of history

### **Learning Outcomes:**

1. Interpret the relationship between the past and the present, which takes into account social, cultural, political, and religious perspectives of the 20th and early 21st century United States.
2. Analyze primary historical evidence from the modern era of U.S. history.
3. Identify historical arguments found in secondary sources regarding the United States in the 20th and early 21st century
4. Construct an historical argument in a written essay.
5. Challenge shared assumptions and cultural stereotypes through discussion, written and oral means.
6. Identify the chronology of events and construct a narrative about some aspect of 20th century or modern U.S. history.
7. Identify geographical context of 20th and early 21st century historical events.

### **Distraction Free Zone AKA: "The Cell Phone Policy":**

Summit's school-wide cell phone policy will be strictly upheld in my classroom.

**1st Strike:** If I see or hear a cell phone, I will ask you to turn it over to me and you will be able to pick it up in the office at the end of the school day.

**2nd Strike:** This time, you pick up the phone at the end of the day AND your parent/guardian will get a phone call.

**3rd Strike:** This time, your phone will need to be picked up by a parent or guardian.

### **iPad Policy:**

We will be using iPads for learning in the classroom **HOWEVER**, if we are currently NOT using an iPad and I see one out, you will be asked, kindly, to put that item away. The **second time** I see it out, I get to keep it for the rest of the class period. If this happens too often, more dire consequences (call home, detention, etc.) will follow.

### **Attendance and Grading Policy:**

All tests missed due to EXCUSED absences will be made up within one week, on your own time. It is your responsibility to arrange for a make-up time. Tests and assignments missed due to UNEXCUSED absences **cannot** be made up. Please talk to me about any questions about your grades and assignments in a timely fashion. For example, a question regarding your grade from a unit test early in the semester at the end of the semester is NOT appropriate. If you miss an assignment due to an EXCUSED absence, you have the amount of days you were gone to make-up that assignment.

**Attendance Counts!** The more you are in class the better your opportunity to learn. Tests will cover material from the textbooks, but also a lot of material from class work, group discussions, and lectures. It will *behoove* you to come to class!

→ If you MUST miss my class, it is your responsibility to find out what you missed on the day(s) you were absent by checking the website and talking to your classmates.

**Late work:**

I will not accept assignments after the due date\*. You must turn in your assignment how I instruct you, otherwise it is still late (Example: If I ask you to turn in a paper copy, an email or digital copy is NOT acceptable.)

**\*Warsaw Wild Cards**

At the beginning of the year, you will receive a sheet with 8 Warsaw Wild Cards. You will ONLY receive 8 for the whole year! These can be used for the following:

**Entitles bearer to one of the following:**

- Leave room for up to 5 minutes**  
(Cannot be used for first or last 10min of class)
- Turn in an assignment\* one day late**  
\*some restrictions apply
- Avoid an unexcused tardy**  
(for first 5 minutes of class ONLY)
- 1 Extra Credit point at end of school year**

However, these CANNOT be used for tests and there will be other certain assignments for which you cannot use these---this will be communicated as the need arises. These are to be used sparingly (for emergencies only!) and if you misuse this privilege, I can decide to take them away completely.

**Homework Policy:**

You will rarely have homework in this class but I expect hard work during class. If you don't finish something in class, it might become homework. Occasionally, I will assign you some work to be done outside of class.

**Assessment**

Your grade is based on unit tests, assignments, essays, quizzes, and participation.

The following Grading Scale will be used in this course:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59 (Not passing)

*As the instructor for this course, I hold the right to change and alter the scope, time span and coverage of all the major topics covered in US History. That being said, I will do my best to insure that the course is productive and engaging with the use of various teaching methods and continuous improvements in my teaching of the course.*