

Honors US History 2 – 2017-2018

Mrs. Ross

Welcome to Honors U.S. History 2! For many of you, this will be your first experience with an Honors course. You have probably heard from teachers and your guidance counselor already, but let me stress the point again: honors classes require **work ethic, organizational skills, the desire to question, and commitment**. These summer assignments are meant to prepare you for the first day of class (and beyond), as well as inform you of the expectations I have for you. Though this class will certainly be challenging, I also hope that it will be informative and fun!

Logistics and details

- Please closely read through the Honors US2 Course Syllabus. Knowing the expectations of the course will help guide you through the summer assignment as well as the year we are going to spend together.
- I recommend that you purchase a five-subject spiral notebook and **heavy duty** and a sturdy folder for numerous handouts
- Your summer work will be due in hard copy form on the first day of school; however, you may email your completed assignment to me at any time during the summer.
- You may email us anytime over the summer at cross@hvrsd.org with any questions or concerns you may have.

See next page for summer assignments

Honors US2
Summer Reading Assignment
2017-2018

Directions:

1. Purchase a copy of the book “Unbroken” by Laura Hillenbrand
 - a. DO NOT JUST WATCH THE FILM! Although the film is of great quality, it does not encompass all of the book and you will miss information to help complete this assignment.
2. Read the book in it’s entirety and annotate as you read
 - a. Marginalia
 - b. Do not just underline or highlight
3. Answer the questions below (5 Points each = 45 Points)
 - a. Minimum 4 sentences per answer. Be sure to provide detail
 - b. Typed, Times New Roman, 12 point, double spaced
 - c. You should use examples from the text and cite all sources (Chicago format)
4. Be prepared to have a Graded Discussion during the 1st week of school (20 Points)
 - a. Have at least 3 questions prepared to discuss
 - i. These will be collected and graded
 - b. Your participation in the seminar will be graded on:
 - i. reference to text
 - ii. ability to ask and answer questions
 - iii. ability to carry on a civil discussion
 - iv. ability to respect other’s opinions
 - c. If you do not speak, you will receive a ZERO

Due Date: Thursday September 7, 2015

★ **WILL NOT BE ACCEPTED LATE!**

★ **If you are absent on the first day of school please email your paper to coleenross@hvrsd.org**

If you have any questions during the summer, please feel free to email me at the above address. I will be periodically checking email throughout the summer. DO NOT email me after August 31st and expect a response in time for the 1st day of school.

Questions to be answered:

1. Readers and critics alike have described *Unbroken* as gripping, almost impossible to put down. Was that your experience as well? How do you account for the page-turning quality given the grim subject material? Also, would your reading experience have been different if you didn't know that Zamperini survived? (Or didn't you know the outcome?)
2. Laura Hillenbrand gives us a moving story, one that brings to life the suffering and courage of not just one man but thousands, whose stories are untold. What is it about Hillenbrand's writing that saves her book from becoming mired in bathos and melodrama?
3. What do you admire most about Zamperini? What enables him to survive the plane crash and POW ordeal? Does he possess special strengths—personal or physical? Did his training in track, for instance, make a difference in his resilience?
4. How do the POW captives help one another survive? How are they able to communicate with one another? What devices do Zamperini and others use not only to survive but to maintain sanity?
5. What do you find most horrifying about Zamperini's captivity?
6. Does this book make you wonder at mankind's capacity for cruelty? What accounts for it—especially on the part of the Japanese, a highly cultured and civilized society? (The same question, of course, has been applied to the Nazis.)
7. Hillenbrand devotes time to the difficulty of veterans' re-entering life after the war. She says, "there was no one right way to peace; each man had to find his own path." What is Zamperini's path? How does his conversion under Billy Graham help him? What role does his wife, Cynthia, play?
8. Follow-up to Question 7: Why, after World War II, did the medical profession fail to acknowledge Post Traumatic Stress Disorder? After all, this was the mid-20th century, and psychiatry was a fairly established discipline. Plus, the horrors of World War I were only one generation behind. What took so long?
9. *Unbroken* is a classic inspirational story, but it lies somewhat on the surface, offering little in the way of psychological depth. Do you wish there were more introspection in Zamperini's account? Or do you feel this story is rich enough as it is?

HONORS UNITED STATES HISTORY 2 SYLLABUS

Statement of Philosophy:

The examination of major turning points in American history in a global context during the 20th Century as they reflect the continuity and change from the nation's beginnings. Several themes are emphasized: the expanding role of the federal government and federal courts; the issues of civil liberties across the globe; the effect of the global economy throughout the century; the impact of technology on world society and culture; change in ethnic and cultural composition of America and the world; movements towards equal rights for racial minorities and women; and the role of the United States as a major world power

Course Rationale:

History is basically a study of the people who have come before us. A course of this nature attempts to analyze and to interpret those people and the events that shaped their lives. An understanding of history can give a long-range perspective to your life without which it might be impossible to be truly human. Also, history partially reveals the nature of individual persons and of human societies—their strengths and weaknesses, humanity and inhumanity, rationality and irrationality, progress and regression, etc. It may even suggest something about the ultimate meaning of life itself. A study of history also gives us information about how people who experienced life before our time tried to solve problems that confronted their societies. Some of these problems continue to plague humankind today. Examining the problems of the past and the attempts to solve them offers possible suggestions for solving the problems of the present.

Course Description:

This course will cover the political, social, and economic development of the United States from 1909 through present day. We will study many turning points, wars, economic policies, social injustices, that will lead us to where the US is standing currently in a globalized society.

Overarching Course Essential Questions:

1. What role should government play in the lives of its citizens politically, socially, and economically?
2. What are the economic, political, and social ramifications of expansion?

3. Who has greater influence on the sovereignty of a nation, the citizenry of the nation or the global community?

Scope and Sequence:

Content Sequence and Recommended Timeline

Unit 1: **STRUGGLING FOR JUSTICE AT HOME AND ABROAD- PART 1** (Quarter 1)

Unit 2: **STRUGGLING FOR JUSTICE AT HOME AND ABROAD- PART 2** (Quarter 2)

Unit 3: **MAKING MODERN AMERICA- PART 1** (Quarter 3)

Unit 4: **MAKING MODERN AMERICA- PART 2** (Quarter 4)

Course Texts:

Textbook:

Kennedy, David M. and Lizabeth Cohen. *The American Pageant, AP Edition*. 16th ed. Cengage, 2016.

Course Materials:

Students will need the following items for class:

- A separate 1 inch three-ringed binder, including binder version of the three-hole punch for many articles, documents, and readings
- Chromebook
- Binder folders for handouts and graded work
- A 5 subject spiral notebook for notes and homework
- Pen/ pencil

Grading Policy:

All assignments will be recorded in weighted categories. The following are the categories and weights for each marking period:

| | |
|-----------------------------------|-----|
| <u>Quarterly Exam:</u> | 15% |
| ● Comprehensive Unit Exam | |
| <u>Critical Writing:</u> | 30% |
| ● Document- Based Questions | |
| ● Research Essays | |
| ● Critical Analysis | |
| ● Concepts | |
| <u>Critical Discussions:</u> | 25% |
| ● Conference- style Discussions | |
| ● Student-facilitated Discussions | |
| <u>Critical Reading:</u> | 30% |
| ● Close Reading Annotations | |

Late Work/ Absences:

- **Regular Homework:**

- Personal/ family illness (note needed for family illness) is excused. Regular homework is due upon your return to school and make-up work is due the next day.
- ***All work that is submitted late (unexcused) will be subject to a 10% per day deduction.***
- NOTE: Field trips are not an acceptable excuse. Please submit regular homework to your teacher prior to your departure from school.

- **Tests**

- You are required to take an announced test within 5 school days upon your return, failure to do so will result in a ZERO.
- It is YOUR RESPONSIBILITY to make arrangements with your teacher to make up the missed test.

- **Major Assessments:**

- Major assessments (essays, projects) are due upon the day you return to class. ***Major assessments that are handed in late will result in a 10% per day deduction from the total grade of the assessment.*** Each student will have an opportunity to revise formal essays with five (5) school days of receiving a graded original copy. Revisions may earn up to half the distance to a perfect score.
- NOTE: Field trips are not an acceptable excuse. Please submit major assessments to your teacher prior to your departure from school.

- **Graded Discussions:**

- Discussion performance will be tracked over the course of a marking period. Students will receive two discussion grades per marking period. It is not necessary to “make up” a discussion.

- **Responsibility for Missed Work:**

- It is your responsibility to inquire about assignments while you were absent from class; this includes regular homework, tests, quizzes, and projects. Accessing teacher web pages from the high school home page is recommended.
- You are responsible for speaking with your teacher about make-up work either during class or via email. You are encouraged to make these arrangements for yourself.

Attendance:

- Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class.

- Please arrive to class BEFORE the bell and NOT AFTER the bell. Three tardies will result in a teacher detention. A fourth tardy will be referred to the administration.

Assignments:

- Objective tests
- Research Essays
- Document- Based Questions
- Conference-style Discussions
- Analytical Readings/ Annotated Readings
- Individual/ Small Group Presentations

Films/Videos:

There will be times during the school year that we will be showing a documentary or other films that will enhance our learning. Due to the nature of the subject, these films may be Rated “R” due to violence or language. Please discuss with your parents to ensure you have permission to view these videos and have them sign the bottom portion of this sheet and bring it back to me ASAP.

Anticipated Workload:

- As per the district homework policy, students enrolled in an honors course can expect between 25-35 minutes of homework per night.
- It is strongly recommended that honors students manage their time wisely.
- If a student is spending MORE THAN 25-35 minutes per night at USI Honors homework, it is strongly recommended that the student conference with his/ her teacher.

It is understood that remaining in this course (not dropping or withdrawing from this course) constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document. By signing below I have read and understand the classroom procedures for Honors US 2 History under the teaching of Mrs. Coleen Ross, and intend to follow all that is outlined. I also give permission for my child to view all films related to this course and understand that some may contain a rating of R due to violence or language.

Student Signature

Date

Parent/ Guardian Signature

Date