

Honors World History A

Ms. Maki

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Introduction

Honors World History A will be a study of the development of Eastern and Western cultures beginning with ancient civilizations and ending in the sixteenth century. The course is designed to provide you with a context for understanding the changing events of a world in which people, their cultures, and nations have become increasingly interrelated.

You can expect to be responsible for a significant amount of material. The course will require advanced reading skills with an emphasis on written assignments and written assessments. Because of the rigor of this course and the amount of work involved, you are urged to weigh your overall commitments and prioritize your choices so you can meet the obligations of this course.

Textbook:

Traditions and Encounters: A Global Perspective on the Past, Jerry H. Bentley and Herbert F. Ziegler. Please access the website that accompanies our textbook. You will find a variety of useful materials such as outlines, maps, practice quizzes, etc. www.mhhe.com/bentley3, click on Student Edition in the lower left.

Website:

In addition to the text website, I will be piloting a personal website this trimester. It is my intent to post weekly schedules and printable documents such as homework assignments. I will do my best to keep the calendar updated with due dates and assessment dates. Please understand that this is a trial run so it might not run as smoothly as we all would like. <http://web.me.com/vamakiwills>

Requirements and Expectations

While World History is a required course for sophomores, Honors World History is not. You choose to be in this class. With that in mind I want to make very clear what I expect from you and what you can expect from this class.

Homework:

You can expect between 10-20 pages of reading most every night. This will include reading from our text, articles handed out in class and primary sources. You will have an assignment to go along with each reading. In the beginning of the trimester the readings and corresponding assignments might take you a couple of hours. This time should decrease throughout the trimester as you become more comfortable with the text. I won't lie; it's a lot of work and it will seem very daunting at first.

Grading: Your grades will be weighted as follows.

Formative Assessments: 40%

This category is for the daily homework assignments that you will be completing each night. These assignments are selectively graded but are mostly a check to ensure that you've read the assigned pages and are prepared to work with the content in class on the day that it is due. Getting 10/10 on each of your assignments does not translate to thorough comprehension and high quiz/test scores. You get out of these assignments what you put in. If you turn in all of your assignments on time you should receive 90-100% of these points. However, if you are thorough in your completion of these assignments you will be better prepared for the summative assessments described below.

Summative Assessments: 50%

These assessments formally evaluate a student's understanding of the content and skills in this course. Objective quizzes will evaluate both a student's ability to identify content information and a student's ability to critically analyze the information. Formal writing assignments and writing exams evaluate a student's depth of understanding of the content, organization, analysis and writing skills covered in this course. These points are more challenging than the formative assessment points.

Participation and Citizenship: 10%

As honors students you are expected to be responsible for yourself and demonstrate use of higher-order thinking skills. This grade is based upon my observations and includes, but is not limited to:

- *Active participation in full classroom and small group discussions:* consistently speaking in class by asking questions, sharing information and sharing your opinion. This also includes thoughtful and respectful listening.
- *Working effectively in groups:* staying on task, taking a lead in facilitating thoughtful discussions.
- *Being prepared each day:* homework completed prior to class (not finishing in class), bringing classroom materials, etc.

Policies and Procedures:

Homework

- For each unit I will hand out an **assignment sheet** that will contain the textbook reading assignments.
- Your assignment is due **on the day listed** on the in-class calendar. Turning in work any time after your class period will be considered late. Late work is only worth **partial credit**.
- If I receive an email or voicemail the night before and assignment is due I will consider an extension. Do NOT show up on the day an assignment is due and give me an excuse about why you haven't finished.
- If there are times that you foresee difficulties completing your homework please confer with me as soon as possible to discuss your options. However, I will not tolerate patterns developing for late homework.

Absences

Absences are your responsibility. On the day you return you should:

1. Attach an **absence form** to any assignments due while you were gone and **turn them in**.
2. **Check with a classmate** for the missed day's activities and **get class notes**.
3. If handouts were provided, **check for them in the folders** marked World History.
4. Check the **homework calendar** for work assigned while you were gone.
5. If further explanation of the missed day's activities is needed, **please see me**.

You may also email me for any information covered in class that I can send electronically, however this is not a requirement.

Missing a quiz or test

If you are gone on the day of a quiz or test you have **one week** from the day you return to make it up. You may come in before or after school. Make sure you sign-up in class so I know to expect you. If you are having trouble getting in to make up the assessment, please see me **BEFORE** your week expires.

Electronic Devices:

Cell phones are not allowed and will be confiscated for the remainder of the school day. Parents, please help us control the use of cell phones in class! During quiet work time you may listen to music as long as no one around you can hear it.

Proof of Reading Directions

The following proof of reading methods are intended to help you learn the skill of comprehension for primary and secondary sources.

For Textbook Assignments:

Choose one of the following methods for each assignment. If one isn't working well for you, switch it up and try the others. It will take a couple of assignments to figure out which one best serves your purpose.

1. Take traditional reading notes: These must be HANDWRITTEN and no more than two notebook pages (using back and front).

A. Get the Big Picture

- Pay close attention to unit, chapter and section introductions.
- For each, choose a sentence (or paraphrase more than one) that most broadly explains what that particular chapter, section, etc. will be about.
- Using the appropriate headings, write down that sentence at the beginning of your notes.

B. Use the headings and subheadings to stay on topic. For each paragraph, look for the main ideas and paraphrase. You should only be writing approximately 1-3 items for each paragraph.

Example: The following is an example of a possible outline for the first part of your first assignment.

I. The Neolithic Era and the Transition to Agriculture (*SECTION HEADING*, always in blue)

“Big Picture” sentence:

“When human beings brought plants under cultivation and animals under domestication, they dramatically altered the natural world and steered human societies in new directions.”

Bentley, 19

A. The Origins of Agriculture (*SUBSECTION HEADING*)

1. Neolithic Era (*TOPIC HEADING*)

- Neolithic: new stone age
- New tools used with cultivation
- Neolithic refers to early agricultural society
- Foraging risks due to natural disasters
- Caused foragers to limit populations due to limited capacity
- Agriculture and animals ensured regular food
- Women probably began to cultivate by observing cycles and nurturing plants
- Animals domesticated by capturing and providing for their needs
- Agricultural Revolution not appropriate: Agricultural Transition occurred over many centuries

Bullet points represent information from each of the 4 paragraphs of this topic heading.

2. Annotate a chapter outline.

In a new document, cut and paste a copy of the chapter outline provided by the website that accompanies our textbook: www.mhhe.com/bentley3 Create spaces underneath each notation. Use it as a guide to add information as you read the textbook. Your additions must be handwritten.

Example: The bolded text is cut and pasted directly from the chapter outline on the website. My additions follow.

I. The neolithic era and the transition to agriculture

“Big Picture” sentence:

“When human beings brought plants under cultivation and animals under domestication, they dramatically altered the natural world and steered human societies in new directions.”

Bentley, 19

A. The origins of agriculture

1. Neolithic era; new stone age; refined tools and agriculture

Polished stone tools as opposed to chipped rock tools

Occurred in sites that were cultivated, not foraged

a. From about twelve thousand to six thousand years ago

Early stages of agriculture

Foragers risked natural disasters

Forced to limit populations to ensure ample food supply

Agriculture provided more regular supply of food

b. Neolithic women began systematic cultivation of plants

Women observed plant cycles and the effects of nature on plants

c. Neolithic men began to domesticate animals

Tamed animals by providing for their needs

d. (my own addition) Agricultural revolution not accurate. Agricultural transition took place over many centuries.

3. Respond to questions and terms.

For each textbook reading assignment you will be given a list of important people, places and terms as well as a list of study questions. You must answer the questions in multiple complete sentences. For the people, places and terms you must identify and explain why each is significant in world history. These also must be handwritten.

From articles:

Highlight if the copy is yours to keep or take notes as outlined above.

From primary sources:

Complete a primary source identification form (more on this later)

How much should I write?

The important thing to remember is that you will be expected to acquire knowledge from the reading assignments on your own. While we will often address certain homework topics, it is impossible and I will not attempt to cover everything you need to know each day in class. I will instead assume you have a command of the information from the readings so that we can focus on skills and analysis in class. That said, if you have questions about a particular topic or assignment, I encourage you to ask questions in class or see me individually. Don't forget about your fellow classmates – they can help too!

The most comprehensive answer I can give to the aforementioned questions is “enough to successfully comprehend the information, as measured by class activities, discussions and performance on quizzes and tests.” The amount will differ for each individual but everyone must read and complete a POR to receive credit. I will use my discretion to require more (or less) from individual students and reserve the right to take off points for what I consider to be a cursory attempt.

Welcome to the amazing world and its history! You may be asking yourself, how on earth am I going to learn everything there is to know about everything there is in world history? You're not. That task is near impossible. While I know a lot, I don't even know everything there is to know about the world's history.

This is a survey course meant to expose you to elements of the world's history that will help you gain a global perspective on the past. What is a global perspective? Having a global perspective implies that you can interpret events in our world not only in light of your own history but also from the point of view of someone else's history. Differing perspectives are the result of differing experiences. World History is the study of these experiences. By knowing the general history of the world you will be better able to fully comprehend the world's events and what they mean (not just for you, but for people worldwide).

Still, this seems daunting. To accomplish this great task we will trace *major* developments of individual societies throughout history while placing a strong emphasis on the methods of interaction and their effects among these societies. We will attempt a thematic approach to the study of world history, using the following as our guide.