What's in store in History 7 tonight

W, 7/17/19

Looking ahead: CQ #4 final:

The final will be exactly the same format as the two previous in-class essays with one addition.

On the night of the final, I will give you four more sources. This tests your ability to critically think spontaneously just like life today when encountering information on the Internet or other media. You’re welcome.

You are required to use THREE of the four in your essay. Depending on what your thesis is, you may have to modify it because of the new information. “Thinking on your feet” is another skill valued by employers and FOR employers.

The additional good news is that by showing your historical/analytical thinking as you annotate, underline and make other indications on your packet, you will earn up to 20 extra credit points. That can be as much as a 10%+ increase for your final essay grade.

Tonight we’ll think about Critical Question #4: To what extent did Americans’ faith in their government influence their way of life internationally, socially, technologically, economically and politically (ISTEP) from the 1970’s to the recent past? First, in current times, then starting with the Nixon Administration.

Please prepare sources A and B from our new packet for analysis tonight.

T, 7/16/19

See Th, 7/11/19 for tonight’s information.

Th, 7/11/19

For next Tuesday’s test on CQ #3, you can use your source packet, the green Essay Information sheet for reference during the exam. You may have your Essay rubric as you write too. I will provide the writing paper. Please read the directions on the green sheet and adhere to them. No other reference materials are allowed. When finished, you will staple and turn in your essay, Essay Information sheet and CQ #4 source packet and salmon-colored Essay Information sheet.

THERE IS NO USE OF ANY ELECTRONIC DEVICE FOR ANY REASON DURING THE TEST PERIOD. I WILL ASK YOU TO LEAVE YOUR DEVICE ON MY DESK IF YOU NEED TO LEAVE THE ROOM FOR ANY REASON. YOU MAY PICK IT UP AS YOU RETURN.
Tonight we’ll complete the civil rights lecture on ML King and the Southern Christian Leadership Conference from Wednesday. We’ll do the same with the United Farm Workers under the guidance of Cesar Chavez and Dolores Huerta and finally the counter-culture, who certainly were one of the most enduring legacies of the Sixties.

**W, 7/10/19**

After completing the “Sixties Stirrings” from last night, the domestic and foreign affairs of the two Democratic presidents of the 1960’s and the push by African-Americans for full citizenship in the United States through the 1950’s covered through interactive lecture.

Be prepared to discuss your analysis of Sources A – H in groups and/or whole class.

**T, 7/9/19**

I will return both your CQ #2 essay and source packet. I will make some general comments on the essay. Individual feedback is on each student’s essay. A current grade based on the two essays, two source packets plus your attendance through 7/3 will be given.

The post-WW II Cold war period and life domestically in the United States through the 1950’s covered through interactive lecture.

Be prepared to discuss your analysis of Sources A – E in groups and/or whole class.

**Th, 7/4/19**

Independence Day! Celebrate by reading the preamble to the Declaration and reflecting on our founding beliefs and go do what John Adams predicted.

**W, 7/3/19**

Remember, every night is a week’s worth of work, it’s a challenging pace. Keep ahead of the reading by doing it by the weekend BEFORE it’s due.

We’ll introduce CQ #3 by discussing recent domestic events in the United States and the degree to which they are influenced by foreign affairs. Then we’ll cover World War II experiences both militarily and on the home front.

**T, 7/2/19**

For Tuesday’s test, you can use your source packet and the yellow Essay Information sheet for reference during the exam. Have your writing rubric in front of you too, I have more if you’ve misplaced yours. I will provide the writing paper. Please read the directions on the yellow sheet and adhere to them. No other
reference materials are allowed. When finished, you will staple and turn in your essay, Essay Information sheet and CQ #2 source packet. You will pick up CQ #3 source packet as you turn in your essay.

Prepare the assigned reading and source documents for W, 7/3.

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ACCESSING A DEVICE INSIDE OR OUTSIDE THE ROOM WILL BE DEFINED AS CHEATING AND YOUR EXAM WILL BE GIVEN A ZERO. POWER OFF YOUR DEVICE AND LEAVE OFF UNTIL YOU FINISH THE TEST.

Thank you for your understanding.

Th, 6/27/19

I will return CQ #1 source packets first. They were scored according to the rubric. I will also have a current grade written on the back comprised of your CQ 1 essay, CQ 1 source packet and attendance through W, 6/26 attendance scores. Thus you know your standing in class going into our first in-class exam Tuesday, 7/2.

For Tuesday’s test, you can use your source packet and the yellow Essay Information sheet for reference during the exam. I will provide the writing paper. Please read the directions on the yellow sheet and adhere to them. No other reference materials are allowed. When finished, you will staple and turn in your essay, Essay Information sheet and CQ #2 source packet.

THERE IS NO USE OF ANY ELECTRONIC DEVICE FOR ANY REASON DURING THE TEST PERIOD. I WILL ASK YOU TO LEAVE YOUR DEVICE ON MY DESK IF YOU NEED TO LEAVE THE ROOM FOR ANY REASON. YOU MAY PICK IT UP AS YOU RETURN.

ACCESSING A DEVICE INSIDE OR OUTSIDE THE ROOM WILL BE DEFINED AS CHEATING AND YOUR EXAM WILL BE GIVEN A ZERO. POWER OFF YOUR DEVICE AND LEAVE OFF UNTIL YOU FINISH THE TEST.

Tonight after both interactive lectures, you will time to confer with your teammates. You may discuss your analysis of the sources, where source, text and lecture information falls on the scale, which three areas of ISTEP you will use to your essay Tuesday, anything you think will add to your success. I will circulate to address questions you have.

W, 6/26/19

First, let’s look back, after all, it’s history, right? I’ve posted a more readable version of the model essay so you may compare yours to an exceptionally well done response. Nice work, Atosa! Note my comments at the end.

If you have not received your hard copy of the rubric for your essay, please let me know.

Do know we will use the revised writing rubric from now on in class. I passed it out in class Tuesday and it’s linked on the class website. Get rid of the older version.
The second CQ source packet was passed out last night and is linked on the website. You may refer to it AND the yellow Essay Information Sheet during our first in-class essay exam Tuesday, 7/2.

Remember, every night is a week’s worth of work, it’s a challenging pace. Keep ahead of the reading by doing it by the weekend BEFORE it’s due.

NOW, moving forward, we’ll cover domestic America during the 1920’s and the collapse of the economy with the Great Depression through interactive lecture. You’ll have time to discuss some of the sources with your teammates.

What’s in store in History 7 tonight

T, 6/25/19

Students will turn in their CQ #1 source packets. Be sure you’ve analyzed them with an eye toward the rubric. I will review and score them and turn them Thursday.

I will make some general comments on the first CQ essay. Individual feedback is on each student’s essay. A current grade based on the essay plus your attendance will be given.

We will open our second Critical Question by a small group/whole class discussion comparing the two most recent presidential administrations, the Obama years and the Trump years.

Then we’ll issue the second Critical Question source packet and an information sheet you may use for our first in-class essay test T, 7/2.

We’ll cover US foreign policy from 1900 – 1919 using interactive lecture. We’ll analyze source A together in class as a whole, your group will do Source B.

Th, 6/20/19

Your first Critical Question essay is due Sunday, 6/23, 11:59 am. WRITE TO IMPRESS ME! Please submit your 500 – 750 word essay to Turnitin.com. The enrollment key is hist7sum19, the Class ID is 21274352. If you are unfamiliar with Turnitin, look at it in advance and learn how to use it, have a group member go over it with you or see me PRIOR to this weekend.

Construct your essay based on the criteria on the Critical Question Essay rubric, linked on the class website, or the hard copy given out in class tonight. Note also that I will collect your CQ #1 source packets as class starts M, 6/25, score them according to the Primary and Secondary Sources rubric (hard copy tonight, link is on the website), and return them the next class session.

In class tonight, we’ll start by my modeling of Source B. Students will share their thoughts on Source C as whole class discussion. We’ll have interactive lecture on the Progressive movement, which is the other half of
CQ #1 (government regulation). Interspersed will be group analysis of the remaining primary and secondary sources and how they lie on the scale.

We’ll close by adding information from yesterday’s and tonight’s lectures to the scale then see how the scale can suggest CQ #1’s thesis and organization of ideas for writing the essay.

W, 6/19

We’ll continue to build our foundation to not only learn the material facts of modern American history but to examine critical questions about it which lead to deeper understanding and developing critical thinking skills needed to be a thoughtful citizen and skillful employer/worker in society.

Have questions ready about the content of the syllabus. We’ll introduce the concept of critical questions in history. In small teams, students will discuss the first critical question (CQ #1), as reflected in today’s society and then in the history we cover in our interactive lecture, “The Gilded Age”, from the 1870’s to 1900. The concepts of international, social, technological, economic, and political events and trends will be introduced as constructs to organize your thinking about history.

You’ll receive the first historical source packet and together we’ll work on the sources as they relate to CQ #1. I will demonstrate how to analyze the first source, you’ll have your chance with the second source.

Remember to READ AHEAD for the next class, the text chapter AND now the sources from the packet so group/whole class discussions can focus on critical analysis and how they relate to CQ #1.