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# Franklin High School

## World History

### Lipziger 2019-2020

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#### Instructor Contact Information

Name: Lee Lipziger

Email: [LLipziger@pps.net](mailto:LLipziger@pps.net)

Tutorial Room: SS-009

#### How to find me:

Period 1: SS-009

Period 2: SS-012

Period 3: SS-228

Period 4: Office (SS-008)

Period 5: SS-012

Period 6: SS-012

Period 7: SS-228

Period 8: Office

#### Why study World History?

In World History, we will spend the year answering one very big and important question: How has history created the world we live in today? As a student in this course, you will begin to see patterns, make connections, and cultivate your knowledge about how the challenges we face today originated in the history of yesterday.

#### Skill Objectives

In addition to encountering the history of our modern world, this course is an important opportunity to improve your skills of reading critically, weighing evidence, developing arguments, and writing persuasively. These skills are crucial not only for you in history class, but for every future endeavor in which you need to defend an opinion or think critically about someone else's!

#### Required Materials

Modern World History is a course in which students will be presented with a wide variety of materials to consider. It is a **requirement** that each student has a binder, folder, or something similar in which they can collect and organize a variety of sources, as well as their notes and writing.

I am happy to help connect students and families to school supply resources – please let me know!

#### Course Grading

Grades in this course will be based on the following categories:

1. Academic **progress** grades (*approximately 30%*): These are assignments we do in order to *further our own understanding* of new material.
1. Academic **achievement** grades (*approximately 70%*): These are assignments we do in order to *demonstrate our own ideas* about a topic we have already learned about. Your final exam is included in this category.

## Deadlines and Extensions

I always want to work with you to complete your assignments – even if they are late. In case you missed it, **I always want to work with you to complete assignments, even if they are late!**

Not going to get something in? All you need is an extension. To request an extension, you need to contact me before the class period in which it is due to arrange an extension as needed.

For example, if an assignment is due 1st period on Tuesday, I need to know you will not be handing it in **before school** that day. Email is always an okay way to communicate with me.

My policy for late work is as follows:

- If a student comes to talk to me **before** the deadline, and then successfully completes the project, there will be **no penalty** to their grade.
- If a student does not hand in their work, has **not** talked to me, but then successfully completes their project, I will still accept and grade the work. However, their grade will be penalized by 1 letter grade -- approximately 10%, depending on the assignment.
- In most cases, **I am happy to grant an extension!**, unless I have concerns about the way in which a student is utilizing the policy. ***If you have accommodations that provide for some extra work time, you may always have an extension! but you must still let me know that you are planning on taking it!***
- Extensions for **progress** assignments: Once we have completed the final assignment for a unit, I will no longer collect progress assignments. There are **no exceptions** to this rule.
- Extensions for **achievement** assignments: You may request an extension up until the end of the **next unit**. For example: once we move on to unit #3, I will no longer accept work from unit #1.
- **A very important exception: I will not accept nor grade any work that is submitted after a reporting deadline.** This means that once we are in 2nd quarter, you may no longer hand in work from 1st quarter, even if it was from the previous unit.
- If you are in danger of not receiving credit for the course, you may be able to hand in work despite it being past the final deadlines. That said, I will not accept any work that is past the final extension date ***without an in-person meeting with that student.*** So let's chat.

## Redoing Work

The best way to learn is to improve on our own work and fix mistakes. You may redo any **achievement** assignment that you scored below an 85% on, so long as:

- You get it to me within one week of my handing it back to you, or arrange for an extension.
- You submit the original as well. Important: If you are resubmitting via Google Drive, you do not need to do this, but you do need to edit the original document (so that I can see your revisions).

## Attendance and Absences

1. Be considerate: if you are late, enter the room quietly and take a seat – this way you are the least disruptive as possible.
2. Absences: If you are absent, it is your responsibility to first check in with a classmate to see what you missed.
3. If you still have questions, or if there are class materials that you need, come ask me before class or during work time-- **please wait to ask these questions when I am not in the middle of explaining something else!**
4. If you are absent when an assignment is due, you should plan on handing it in when you are next in class, unless you have requested an extension.

## Cheating, Plagiarism, and Academic Dishonesty

### Cheating:

- Please be honest about what you know during individual assignments such as written responses, reading notes, and essays. Write your own work, present your own ideas, and find your own answers. Please do not copy from friends, books, or the internet.
- If you appear to be cheating off of a classmate, **both parties** will receive a zero on the assignment. If this is a progress assignment, there will be **no retake for either party**. If this is an achievement assignment, the cheating party will have to redo it, and **both parties** will receive a grade penalty.

### Plagiarism:

- If you appear to be plagiarizing – using chunks of text from book or web sources without properly quoting and citing them – you will receive a zero. If this is a formative assignment, there will be **no retake**. If this is a summative assignment, you will have to redo it, and your final grade will receive a penalty.
- Don't do it! If you are ever worried about using evidence and whether or not it counts as plagiarism, please ask me!

## Electronic Devices

Franklin is an **off and away** building. Therefore, cellphone and electronic devices are permitted in the space for **educational use only**. To be successful, students need to be fully engaged and participating in class. To assure that everyone is able to concentrate and do their best work, **electronic devices need to be “off and away” during class instruction, discussions and presentations.**

If I have concerns that a student's use of their device is inhibiting their own learning and/or disrupting that of their classmates, I **will** confiscate it per Franklin school policy. For questions on that policy, please refer to the Student Handbook.

**Learning how to use a cellphone appropriately is an essential skill in our world. Practice that skill here.**

## Fall Semester

<p><b>Unit 1:</b></p> <p>Indigenous Cultures of Latin America</p> <ul style="list-style-type: none"><li>• What is culture? When does a culture become a civilization?</li><li>• Who gets called primitive, and why?</li><li>• What is a primary source, and how can we trust them?</li></ul>	<p><b>Unit 2:</b></p> <p>Columbus Reaches the Americas</p> <ul style="list-style-type: none"><li>• What motivated European exploration and conquest in the Americas?</li><li>• How can we uncover multiple perspectives in History?</li></ul>	<p><b>Unit 3:</b></p> <p>British Colonialism in Kenya</p> <ul style="list-style-type: none"><li>• How did Europeans create Empires?</li><li>• What strategies helped the colonial powers seize and maintain control of their colonies?</li><li>• What impacts did/does colonialism have on colonized peoples?</li></ul>	<p><b>Unit 4:</b></p> <p>The Industrial Revolution</p> <ul style="list-style-type: none"><li>• How did mass production change human life economically, socially, and politically?</li><li>• What is a civil right, and how do we get them?</li></ul>
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## Spring Semester

<p><b>Unit 5:</b></p> <p>Nationalism and World War One</p> <ul style="list-style-type: none"><li>• How did industrialization change the way human beings fight during wartime?</li><li>• Should we consider nationalism to be a positive or negative force in history?</li></ul>	<p><b>Unit 6:</b></p> <p>Fascism, The Holocaust, and Genocide</p> <ul style="list-style-type: none"><li>• What is fascism, and how did Hitler destroy German democracy?</li><li>• What is racism, and how did the Nazis use it as a political tool?</li><li>• What is a genocide? and why does genocide keep happening?</li></ul>	<p><b>Unit 7:</b></p> <p>Resisting Apartheid in South Africa</p> <ul style="list-style-type: none"><li>• How was Apartheid the legacy of European colonization?</li><li>• What similarities and differences can we see between South African history and United States history?</li><li>• What strategies of resistance are effective when you are living in an unfair system?</li><li>• Is it ever okay to use violence to fight for justice?</li></ul>	<p><b>Final Research Essay</b></p> <p>On a topic of your choice!</p>
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## Student Syllabus Worksheet

Instructions: For each of the following scenarios, please answer the question based on the policies outlined in the syllabus.

### Scenario 1:

A student is hoping to hand in some missing work to improve their grade in Government. They look in their binder and see 3 incomplete assignments. Which will the teacher still accept, and why?

1. A *progress* assignment from the previous unit, where you read an article and answer questions.

Circle one: (yes / no)

Because:

2. An *achievement* assignment from last quarter, where you write a letter to an elected official.

Circle one: (yes / no)

Because:

3. An *achievement* assignment from the previous unit, where you analyze a supreme court case.

Circle one: (yes / no)

Because:

### Scenario 2:

Student 1 has a crush on Student 2 in their Government class. One day, that Student 2 asks Student 1 if they can copy their answers for a progress assignment. Student 1 is blinded by love and says yes, even though normally they would never do that. Unfortunately, the teacher is pretty smart and notices two worksheets with the exact. same. answers. What are the consequences?

Student 1:

Student 2:

### Scenario 3:

You have been super busy doing all sorts of stuff that is more interesting than your Government assignment, and you realize at midnight that something is due in class the following day. What should you do?

**Students: Please complete the following with a parent or guardian and return it to class by the end of the week!**

**Parent/Guardian Letter**

**Dear Franklin family member,**

Hello! My name is Lee Lipziger and I will be your student's World History teacher for the 2019-2020 school year.

If you have any questions about the course or concerns about your student, please don't hesitate to reach out. I am best reached via email at [LLipziger@pps.net](mailto:LLipziger@pps.net) (please note there's TWO L's there at the beginning!) I check this regularly during work hours, and will do my best to respond as fast as I am able.

To help me make my communication as useful as possible, please take a moment to fill out the contact info below -- our systems can occasionally have outdated info and this insures I can reach you in a manner that is convenient for you!

**My thanks!**  
**-Lee Lipziger**

**Student Name:** \_\_\_\_\_ **Period:** \_\_\_\_\_

I understand that it is my responsibility to help my parent(s)/guardian(s) to understand all policies related to my Government class.

➤ **Student Signature:**

\_\_\_\_\_

**Parent/Guardian's preferred form of contact:**

➤ **Email Address or phone number (please provide the contact info that works best for you!)**

➤ **If you prefer contact by phone, is there a time that works better for you?**

➤ **Is it helpful for correspondence to be translated into a language other than English?**

➤ **Parent Signature:**

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