

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Section: \_\_\_\_\_

**Social Studies 6/7: Women in History (2009 - 2010)**

Mrs. Rhodeside

Linden Hall

***REQUIREMENTS AND OBJECTIVES***

**Texts:** Course Materials for each section will be posted electronically on Globalclassroom.

Photocopies and printouts of various texts as class progresses

**Course Content:** In SS 6/7, students will focus on the changing roles of women throughout history. In each unit student will address the changing roles of women and work, family, religion, and social institutions.

The first section of the class will address Western roots or Women's history, and the second portion of the class will address Women in United States History.

**Course Objectives:** The Social Studies Department encourages each student to develop a critical and objective approach to events, issues, and resource materials. The course will develop students' ability to analyze data, make comparisons, draw conclusions, and express themselves clearly. This class has two objectives: one, to offer all students a basic background in the role of women in the history of the western world; and two, to allow the students to study certain questions and subjects with a more detailed, active focus.

**Academic Honesty:** At different times, I will ask you to work independently, collaboratively, and competitively. I will try to be clear about my expectations, and I will expect you to be honest workers. If you do not understand my expectations (when you can share information and when you cannot), ask me. When you use someone else's ideas or research or words without acknowledging their assistance, you are stealing from them. It's just not acceptable. When in doubt, cite your sources.

**Assignment Format:** Students must type all formal assignments in a 10-12 point font and then double-space them on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper Heading is (from first line to third): your full name, class and section, the due date of the assignment. Students must turn in all assignments in final form, even assignments for which there is a planned peer editing session.

**Due Dates:** Unless otherwise noted, students must turn in assignments at the beginning of the class noted on the Assignment Sheet. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the student does not turn in the assignment by the end of the trimester, it is worth zero (0) points. Please avoid this!

**Active Reading:** In order to promote the study skills habit of active reading, students will learn and then practice two types of reading notes: SQ3R for textbooks and Book Notes for literature or non-fiction.

**Active Listening:** In order to promote the study skills habit of active listening, students will learn and then practice the two-column class notes format.

**Ink Policy:** Okay, without stepping on your constitutional right to enjoy the multitudes of gel pens, for SS 6/7, please observe:

Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.

And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink. Remember- supportive, constructive, and congratulatory messages come in red ink.

**Extra Credit Policy:** Linden Hall does not allow extra credit in its college preparatory classes. From time to time, however, there will be alternate assessments within a unit for students who need extra work on a topic or process. These assessments are at the discretion of the teacher.

**Readings:** All students must complete assignments given in class. Though students will certainly learn and complete assignments at different paces, on average, homework for SS 6/7 should take approximately fifteen to twenty-five minutes per night per school week. (Please note, this approximation includes time for both short term and long term assignments; in other words, there should be VERY few nights where homework is significantly less than fifteen minutes.) Class discussion generally will focus on a consideration of the implications and significance of events studied and not a review of the events themselves. Therefore, students must come to class with as clear an understanding as possible of the events presented in the day's reading assignment. Since we will devote most of class time to discussion, it is critical that students prepare daily assignments so that discussion is meaningful and so students can participate actively. The students must pay close attention to maps, charts, and other study guides; these are helpful in understanding the material presented.

**Section Assessments:** Each section will culminate in assessment. Types of section assessments are listed below.

**Activities:** Understanding the roles of women encourages students to take an active role in learning; therefore some assessments will take the form of class activities. Students may work in groups or individually. Each assessment activity will be defined by a rubric and will be designed to help students experience an aspect of a region or culture.

**Paragraphs:** Writing is a vital component of historical research. Throughout the year, students will write formal paragraphs, sometimes with outline and drafts. These paragraphs will become, in effect, short papers. For any work including outside research, students will properly document and cite their sources, internet or hardcopy. We will discuss the proper documentation process as part of the writing process, and the students will have resources and guidelines for all writing expectations. Each paragraph will be worth twenty-five (25) points.

**Research Projects:** During each trimester, students will complete directed reading and research assignments and present their findings to their classmates. Each of the projects requires some independent, out-of-class work, though we will take time during class to work on the processes of research and writing. Students will present their Research Projects to the class, including both a Large Visual (Poster) and a Note-Taking Handout for each class member (and me). Each Visual will include the final form of each team member's Research Paragraph, some interesting and appropriate images, and the authors' names and topic, a copy of the Note-Taking Handout, and proper citation of all material. Each Handout will be one page, double-sided of typed, final form text (see Assignment Format) and will present the topic being presented; summarize the background of the topic; give bullet point highlights of the key themes, people, and events; and properly cite its sources. These projects will each be worth one hundred (100) points.

**Tests:** There will be frequent Quizzes throughout the course of the year and an Exam at mid-year as well as a Final Exam. Exams are each worth one hundred (100) points.

**Binder for Study Guides, Maps, Timelines, and Idea-Prompts:** As the trimesters progress, we will hand out many documents to help students actively prepare. The students must complete and save all of these documents in one organized binder. This binder will help them study for Quizzes and Exams.

**Study Guides** will include terms and identifications, important names and places, and questions to consider for each unit. All Quiz and Exam questions will come from material covered in the Study Guide. (This is an important study tool.)

**Maps** are fairly self-explanatory; the students might need to identify places or events in places or geographic movements on pre-printed outline or partially-completed maps.

**Timelines** will ask the students to link and order important events; they might include information gathered throughout several units and are intended to help the students understand the flow, not just the moment, of various trends.

**Idea-Prompts** might ask the students to link concepts from various units or otherwise extend information they are reading.

**Students will also keep all of their Quizzes, Exams, Papers, and Projects in the Binder!!**

**Class Discussion:** Students must participate in class discussion and must show courteous attention to the contributions of others. Participation and attitude (as part of the Effort grade) can make a difference.

**Attendance:** As per Linden Hall's attendance policy, "Students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by two points per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days." (Student Handbook, 15)

**Grading Standards:** When writing your assignments, you might find it helpful to know how I will grade them. These are the standards I follow when reading your papers. They are from an article by Harry Edmund Shaw found in the text Teaching Prose.

**A paper:** Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance— in the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.

**B paper:** Clear thesis, organization, and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style at times; ideas that are reasonable and are anchored in the text— thought has obviously gone into the paper; it is solid, but not striking; the writer has a definite point to make and makes it in an organized and competent way, and to a definite audience.

**C paper:** A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text at hand actually says; many minor mechanical

errors and perhaps some major ones (such as incomplete sentences); examples given for their own sake or to demonstrate that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; diction is inconsistent; proofreading is weak; the intended audience is unclear— there are some ideas here, but the writer needs help and work to make them clear to another reader.

**D paper:** Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; stretches in which the writer simply gives a narrative account of the essay for no apparent purpose; the paper is much shorter than the assigned length— the writer doesn't really have a point to make and has serious problems in writing and reading at an appropriate level.

**F paper:** The paper is plagiarized in part or as a whole, or it shows general weaknesses even graver than those of a D paper.

**Requirements for Formal Writing:** These requirements conform to MLA standards.

FORMAT:

Double-space your writing for me. Exceptions: do not double-space headings or titles. Use one inch top, bottom, left, and right margins.

Left Align your writing for me. Exceptions: Center titles.

Use Times New Roman or Arial between 10 and 12 point. Courier is NOT an acceptable font.

Indent the first line of each paragraph (using the tab key) after the first at least three spaces. The standard tab on most word processors or typewriters is approximately five spaces.

Follow each comma or semi-colon by one space. Follow punctuation that ends a sentence (the period, question mark, exclamation mark...), colons, and double (or En) dashes by two spaces.

Present words from other languages in italics. Also use italics for titles and for text that would otherwise be placed inside quotation marks, such as speech or thought.

Underline book or journal titles. Use quotation marks around article (e.g. newspaper) titles.

Do not curse at (self-explanatory), assume familiarity with (either by direct address or 1<sup>st</sup> and 2<sup>nd</sup> person pronouns), or otherwise generally insult/infuriate your audience.

PROCESS:

Always check for spelling errors, especially errors with homonyms or near homonyms, such as *reel* and *real* or *quest* and *guest*. Your computer cannot do this. You must actually read your own text.

Always read your text aloud. This is the best way to catch typos, tense errors, losses of subject-verb agreement, and plain convolutions. Do at least one reading each for tense and diction.

Always remember your intended audience. Define it clearly before you write. In most of the assignments for this class, I will be your audience. In other words, your audience is a writing professional with a college background and a yen for grammar. If you have a question about your audience's background knowledge, ask.

There is a difference between analysis and summary. In analysis, the author interjects her own thesis or argument into the mix. In other words, a summary of a text explains what originally happened. An analysis of the same text will include some summary employed to make a specific point for the author's argument. I am summarizing Gone with the Wind when I say, *In it, the reader follows a character, Scarlett O'Hara, as she weds several men.* My analysis of the text would be more like: *Through the course of the plot, a remarkable heroine experiences the chaos particular to war.*

Writing is a process, not a quick scrawl of words slapped together out of desperation. No first draft is a final draft. Your reader can tell the difference, no matter what your sleep deprived mind says.

I have read and understand this Social Studies 6/7 Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

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Student Name Student Signature

**This is only a tentative schedule. If the topics and materials of trimesters one and two spark more in-depth discussion from the class, this timeline might shift and expand so that there would be less of a focus on independent research presentations in the third trimester to allow the students to continue their textbook-based studies.**

Schedule - This is a tentative schedule

## First Trimester

Week	Dates	Topic
1	8/26/09 — 8/30/09	Introduction to the course (Women's Equality Day-8/26)
2	8/31/09 — 9/6/09	Pre-History: Hunter-Gatherer and Transition to Farming
3	9/7/09 — 9/13/09	Antiquity Egypt
4	9/14/09 — 9/20/09	Antiquity Greece
5	9/21/09 — 9/27/09	Antiquity Rome
6	9/28/09 — 10/4/09	Early Medieval Period
	9/30/09	Antiquity assessment
7	10/5/09 — 10/11/09	High Medieval Ages
8	10/12/09 — 10/18/09	Late Medieval Ages
9	10/19/09 — 10/25/09	Early Modern
	10/21/09	Medieval Ages assessment
10	10/26/09 — 11/1/09	Early Modern
11	11/2/09 — 11/8/09	World Women Project
12	11/9/09 — 11/15/09	World Women Project
	11/11/09	Early Modern assessment

## Second Trimester

Week	Dates	Topics
1	11/16/09 — 11/20/09	Native American Women (Pre -Contact)
2	11/30/09 — 12/6/09	Early Contact European Women/Native Women
3	12/7/09 — 12/13/09	Women in the Colonies
	12/8/09	Early America assessment
4	12/14/09 — 12/18/09	Women in the Colonies/The Founding of the United States
5	1/5/10 — 1/10/10	The Founding of the United States
6	1/11/10 — 1/17/10	Global Context - Women and Imperialism
7	1/18/10 — 1/24/10	Women and the Slave trade
8	1/25/10 — 1/31/10	Women and the West/ Midterm Review
9	2/1/10 — 2/2/10	Midterm Review
	2/3/10 — 2/5/10	Midterms
10	2/8/10 — 2/14/10	Women and the West/ Black History Month Celebration
11	2/15/10 — 2/21/10	Women and The Civil War
12	2/22/10 — 2/28/10	Reconstruction
	2/24/10	Founding through the West assessment

## Third Trimester

Week	Date	Topics
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1	3/1/10 — 3/7/10	Global Context Project/Women's History Celebration
2	3/8/10 — 3/12/10	Women's History Month Celebration
	3/12/10	Civil War and reconstruction assessment
3	3/25/10 — 3/28/10	Industrialization
4	3/29/10 — 4/1/10	Suffrage
5	4/5/10 — 4/11/10	World War I
	4/7/10	Industrialization and Suffrage assessment
6	4/12/10 — 4/18/10	World War II
7	4/19/10 — 4/25/10	Civil Rights
8	4/26/10 — 5/2/10	Women's Rights
9	5/3/10 — 5/9/10	American Feminism
	5/5/10	WWI and WWII assessment
10	5/10/10 — 5/16/10	Global Feminism
11	5/17/10 — 5/23/10	Final Exam Review
	5/18/10	Civil Rights through Feminism assessment

## Outline

1. Foundations 10,000 BCE -1400 CE
  - a. Prehistory and Anthropology 10,000 BCE - 5,000 BCE
  - b. Hunter-Gatherer
2. Antiquity 5,000 BCE - 500 CE
  - a. Egypt
  - b. Greece
  - c. Rome
3. Medieval Era 501 CE- 1500 CE
4. Early Modern World 1500 CE - 1800 CE
5. American Women
  - a. Native American Women Pre-History to 1400 CE
  - b. Native American Women 1400 CE-1800 CE
  - c. Women and First Contact 1400 CE-1500 CE
  - d. First Settlers 1500 CE-1700 CE
  - e. The Founding of the United States
  - f. Women in the West 1800's
  - g. Civil War
  - h. Reconstruction
  - i. Industrialization
6. 20th Century Women 1900-2000
  - a. World War I
  - b. World War II
  - c. Civil Rights Movement
  - d. Women's Rights Movement
7. Women Today

- a. Feminism
- b. Global Feminism