

# 10th Grade History

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Mrs. Dzugan

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## Course Description

In this class we will be studying the ancient world from about the founding of the earliest known civilizations to the end of the Roman Empire. In the end, we will encompass about three thousand years of history! In the course of our study we will encounter a variety of academic disciplines, each of which is usually a separate department in major universities. Of course you we will see plain old history and literature, but also philosophy, drama, law, and theology.

Westminster School seeks to provide a Christ-centered mastery of historical events, emphasizing the study of original documents as part of that mastery. I maintain that if we watch carefully we will see the quiet yet persistent hand of God working to bring all nations back into alignment with his perfect, loving will.

## Course Aims

- To see the hand of God working throughout history;
- To understand cause/effect and other patterns throughout history by fitting people and events into a timeline;
- To interpret and synthesize historical themes, events, and their significance.
- To become better readers, writers, thinkers, and dialogue partners
- To grow in wonder at God's work in history, so that we might grow in confidence of his work at present.

## Assignments and Assessments

40% of your quarterly grade consists of "minor assessments" (quizzes, homework, discussions, and participation) while 60% consists of "major assessments" (tests and papers/projects). Regular quizzes and homework assignments are purposefully designed to either reinforce subject matter previously covered in class or prepare students for upcoming discussion and learning.

## Late and/or Missed Work

If you miss class, it is your responsibility to find out what work you need to make up. The earlier you can tell me you will be absent, the easier it will be for me to prepare and give you your makeup work.

All late work in the major category will receive and 11% deduction per day.

Make-up work can turn into late work. It is up to you to make sure it doesn't. Missed quizzes usually pose a significant problem. Here's my policy: All quizzes not made up by the end of the quarter will be given a zero. An exception will be made for students who are absent in the two weeks leading up to the end of the quarter.

## **Classroom Civility and Expectations**

The guiding principle in the classroom is the love of neighbor (Lev. 19:18; Matt. 19:37-40), which I take to be dependent on one's love of God.

I will not tolerate disrespectful or distracting behavior toward other students or me. This includes (but is not limited to) rude, unkind, or distracting conversations, leaning back in your chair or propping your feet on the tables (and modesty shields), sleeping in class or laying your head down on your desk.

I expect you to arrive to class on time and ready to participate. Readiness includes having the books, notebooks, paper, and writing utensils you could reasonably expect to need in class that day. A habit of tardiness and/or unpreparedness will lead to a referral.

If you need to use the bathroom during class, please use the hand signal.

Bottom line—keep it simple. If you make it your aim to be courteous in all situations, to show respect to everyone and everything around, you are not likely to go wrong.

## **Plagiarism and Academic Integrity**

Any and all instances of cheating will be punished harshly, including possible failure of assignments, parent notification, and detentions or suspension. Keep in mind that plagiarism sometimes happens by accident. It is still a punishable offense. Avoiding plagiarism requires intentionality. So for all papers, tests, quizzes, and homework it is your responsibility to ensure what you turn in represents your own work, knowledge, and preparation, and that when you have used other sources, you give them proper credit.

## **Harkness Discussions**

A good discussion is a great way to learn. It helps you fine tune what you do know and come to terms with what you don't know. And since you are working with others, it's always possible they will know something you don't or understand it in a way you hadn't considered. These kinds of discussions are as old as education. In ancient Greece it was practiced by Socrates and has come to be known as the Socratic Method. In more recent times, elite prep schools like Phillips-Exeter have taken their cues from Edward Harkness, a philanthropist who advocated teachers conduct class around large oval tables (like the one in the Legacy Room) where students would find it easy and natural to converse about their subject matter. This has come to be known as the Harkness Method.

Whatever the title, a good discussion requires three things: good listening, good thinking, and good speaking. First, you have to listen to the ideas of others and consider the ways they understand the issues. Second, you have to process what others are saying and develop your own opinions. Third, you have to contribute in a thoughtful, helpful, and courteous manner. In this way, a good discussion can cultivate both wisdom and eloquence.

But it requires more still. To fully participate, you must also know the text because most conversations will be based on readings. So make sure you are reading carefully and keeping good marginalia so you can find helpful references quickly in a discussion setting.

Getting a 100% on a discussion will mean you contribute a reasonable number of times, complete your prep work thoroughly and thoughtfully, and contribute to the discussion meaningfully.

## **Reading Guides**

There are three components to good reading: anticipation, active participation, and reflection. The reading guides are designed to assist you in working through these three stages. First, I will usually provide you with a preview of a reading. Read this carefully, making sure you know the major characters I mention. Second, I give you some guidance on what to look for in using marginalia. Remember, this is a bare minimum. I will occasionally check for marginalia, and I'll be looking for at least one or two marks per page. Third, I will give you questions. Do NOT stop and answer these along the way. They are designed to help you assess your reading AFTER you have finished. You may and should read the questions ahead of time, and you may want to mark a capital Q in the margin when you notice an answer. But don't interrupt the flow of reading to write an answer, this is the opposite of what the reading guide is meant to help you with.

## **Marginalia:**

Practicing marginalia allows you to better focus on what you are reading. By making notes as you read, your mind is actively engaged in the text and not wandering about. The "notes" and "scribbles" you make in a book can help you remember details, find patterns, and connect ideas. Marginalia also allows you to look back and easily find certain elements in the text for your own use during open book tests, class discussions, and paper writing. By writing in the margins, you are turning your book into a tool that will help you remember and process. Think of marginalia as leaving "thinking tracks" through a book.

There are many joys to be found in reading and writing in the margins. Marginalia is a discussion, a talking-back to the book, which can also lead to better discussions with others, another joy of reading.

So what should you write? Each of you will develop your own style, so feel free to experiment. One word of caution though: all emphasis is no emphasis. Avoid underlining half a page of text. Sometimes your excitement might get the best of you, I understand, but generally make precise marks that will guide your attention to important information. Here are some examples:

Underlining for 2-3 lines of important text (usually the wording itself somehow stands out to me)

Brackets for longer passages

Stars (★) or checks (✓) for striking or important material (stuff to remember)

Exclamation points (!) for material I disagree with or find shocking or disturbing

ALL CAPS for important themes I am tracking

Written reactions or comparisons or questions

Additionally, you may want to mark information for questions in the reading guide (possibly a capital Q).