



History of Chicago Syllabus & Outline, rev. 9/2017

William H. Taft High School **Scott Plencner** smplencner@cps.edu 773-534-1000

What Are We Going to Do? aka "the official course description"

This course studies one of one of this country's most important regions—the one that starts outside the doors of this school. Our survey of Chicago will focus on, but also transcend its written history, by exploring many dimensions of the rich and compelling legacy it has produced. We have at our disposal an amazing array of firsthand sources: people, historic sites, buildings, monuments, institutions, infrastructure, cemeteries, and neighborhoods. Chicago serves as a fine case study of urban settings throughout the world, reflecting the complexities and challenges posed by large cities and the populations that inhabit them. The city's geography, growth, industrialization, immigration, politics, and problems will be discussed. We will also discuss current trends including long-term urban sustainability. History tends to be more interesting as it gets more local.

We will also, along the way, learn

- how to write subjectively and objectively (so we can prove our points)
- how to ask our bosses for a raise (so we can live in mansions)
- why some people are poor and others are not
- the impact of politicians, unions, and captains of industry
- why you live the way that you do
- how to have meaningful discussion and debate
- the roles that economy, politics, and society had in the creation of our hometown
- how to interpret maps, graphs, and the work of others
- how to pass a college social studies course
- how to make a path to truth through hypotheses, inferences, and analysis
- become compassionate and informed citizens of this megalopolis (civics)



How You Can Find the Teacher

I teach in Rooms 207 and 232 and am often in 207 after school. My office is in Room 207. You can drop things off in my mailbox downstairs or send me an e-mail. I check my mail often, but you should allow ample time for a response. You can make appointments to see me anytime by confirmed e-mail or in person. Let me know about any problems before they become too big.

Texts & Materials/Actions Needed to Succeed

Chicago: A Biography by Dominic A. Pacyga, \$35

Handouts and Website Readings online TBA (Acrobat Reader, html)

Supplemental books we are working on (i.e. *The Jungle*, *Devil in a White City*)

2 Different Notebooks (One for notes and one to be kept in class as your "Open Book".)



What to bring to class. Every period, a student is required to be in his or her seat with a notebook (labeled with name, period, and subject), a working pen, and all other materials as directed by teacher during previous meeting. Not complying with these basic directions will result in a lowered participation grade.

Reading is very important in the social studies. Take reading assignments seriously and make notes on your readings. You are responsible for ANYTHING included in any reading (including captions, maps, and illustrations) even if I do not go over it in class. There will often be a quiz and there will always be discussion so be prepared and ask plenty of questions.

Grading Scale & Evaluation

Homework: This includes any work done at home, projects, and minor Essays and site visits. *Homework is usually graded on a 3, 5, or 10 point scale, depending on the complexity. Projects may range widely in scale.*

Assessments: This includes formative and summative assessments.

Project and Classwork: This includes the CMHF work and other work done in the classroom. *Open assignments must be well-reasoned and in the appropriate format.*

Participation: This includes journal writing, in-class contributions, having a positive attitude, following directions, being prepared by reading, and attendance (unexcused tardiness and absences)

Each IB-MYP Criterion will count for 20% of the final grade. We are doing “best-fit” grading. **A** 90-100 **B** 80-89 **C** 70-79 **D** 60-69 **F** the toilet-59.9

Taft policy on excessive absences may result in a failure... so show up!

Cheating, plagiarism, or other dishonest means to get your work done will result in a zero grade for the assignment and will require me to report the incident for disciplinary action. This is very serious, especially for upperclassmen who will be moving on to better things soon! Cite all sources that are used. If you appear to me to be cheating that is just as good as cheating. Be honest and look honest during tests. Keep your eyes to yourself and raise your hand with any questions. Anything you write for homework should be your own work.

You may see me about your grade or if you have specific questions about an evaluation, but this should be done outside of class. I will **post grades** regularly for you to track your status.



This all seems reasonable enough.

Attendance & Making Up Missed Work

Tardiness: If you arrive to class after the bell rings, you are tardy. Walk into class quietly, sign the tardy book and have a seat. Hanging out beside the door in the hallway does not constitute being in class. You are on time if you are AT YOUR DESK when class begins. You will lose participation points for being tardy. If you *do not* sign the tardy book, you will be marked absent, which may result in a cut.

Missing work due to absences, laziness, forgetfulness, or hungry dogs: You will have until the day of a summative assessment to make up any work from the unit that is being tested. If this becomes a frequent problem, you will be required to fill in a CLAF form before I accept late work. This work will *eventually* be evaluated, but is not a priority.

Stuff Happens: You will find that I can be very reasonable if you have any issues and attempt in a *mature* and *responsible* fashion to take responsibility for any dilemmas that may pop up. Let me know if you have any special issues you feel I should know about as soon as you can.

In the classroom...

We are all professional here and this room should be a safe place to explore new ideas. You are to treat each other with respect so we can all learn. Everyone has a right for their opinion to be heard in the classroom. There should be no heckling and no drama. When someone is talking we should be listening to their concerns before responding. History and the social studies can evoke very strong passions for which we should be ready. Swearing, curses, and other insensitive comments are not tolerated. It will result in official disciplinary action. We should respect the personal property and space of other students. Follow all class directions involving cell phones, photography, and audio recording or listening. I do not allow sleeping or loud yawning in the classroom. You must clean up after yourself, including all bodily fluids. Note that I will treat you like adults with the respect and responsibilities attached to that status.

Tentative Course Map, revised 8/2014

First Semester Units (CMHF planning)

- 1) Geography: Then & Now (Criterion C & D: Summative Neighborhood Project)**
 - A) Chicago Anthropology Hoods**
 - B) Chicago before Chicago**
 - Nature's Metropolis (*a la* William Cronon)
 - Chicago, Quebec, New France
- 2) Making Chicago American (TBA)**
 - A) Yankee Chicago**
 - Indian Removal and Republican Order
 - Stacker of Wheat
 - B) Dealing with Problems of Growth**
 - Chesbrough, our Bro
 - Chicago in the Civil War
 - Hog Butcher for the World
 - The Fire
- 3) Capitalism at Risk (Criterion A & C: Wanted Posters and Essay)**
 - Capitalism, Marxism, & the Labor Wars
- X) Chicago Metro History Fair Research (Criterion B)**

Second Semester Units (CMHF Presentation)

- X) Chicago Metro History Fair Presentation (Criterion D)**
- 4) The Salad Bowl or Melting Pot**
 - A) The White City**
 - Reformers & Scoundrels
 - B) Ethnic Chicago**
 - The Neighborhoods
 - Great Migration
 - Al Capone & the Depression
- 7) Daley's City**
 - White Suburbs, Black City
 - Rise of the CCDP
 - 1968 & the Chicago Ten
- 8) The Recent Past**
 - Crime and Gangs in the 70's, 80's, & 90's
 - Urban Renewal and Daley 2.0
 - Current Problems Seminar