**Great Leaders, Great Works, Great Ideas.**

Welcome to 7th grade history class! The ultimate result of any good education is that students will become citizens who are not easily influenced by false ideas and are able to contribute to the society around them. Seventh-grade history at Benjamin Franklin Junior High will accomplish those two goals by introducing you to the people, the books, and the ideas that produced you and the culture in which you live. You will get to learn about the lives, work, and ideas of great leaders in history such as Homer, Thucydides, Alexander the Great, Jesus, Mozart, Shakespeare, and Winston Churchill. Through reading, writing, and discussion of historical figures, works, and ideas, you will learn to think critically about the people, the books, and the ideas of you own day, preparing them to live moral and influential lives.

**Required Materials – acquire before Monday, August 4 and bring to class EVERY DAY until Thursday, May 14:**

* 1.5” 3-ring binder to be used only for this class (write your name in permanent marker on the inside front cover)
* Lined paper (have plenty with you at all times)
* Pens and/or pencils (have plenty with you at all times; a red pen is required)
* Internet access in order to regularly read articles at [www.historyguide.org](http://www.historyguide.org)

**General Expectations:**

* Keep your teacher happy!
* You can do hard things!
* Make smart choices ☺
* Act in a trustworthy manner
* Respect others
* Quickly and willingly obey directions

**Specific Rules:**

* Following all instructions = Learning + FUN!
* Students get the privilege of learning, teachers get the privilege of guarding the students’ privilege
* Display a good attitude all of the time
* How to enter this classroom:
	+ Arrive on time
	+ Be silent
	+ Bring all learning materials to your desk
	+ Hang your backpack on a hook
	+ Put your homework in the basket
	+ Work on your bellwork
* Accept your seating arrangement
* Stay at your desk
* Ask relevant questions
* Raise hands during non-bellwork class time
* Only one conversation at a time
* Remain on-task
* Go to the nurse on your own time
* Use your two bathroom passes wisely
* Leave desks as they are
* Cheerfully accept the room environment
* Leave teacher belongings alone
* Finish in-class work on time and remain silent if done early
* Remain attentive until the teacher has verbally dismissed you and remain silent until in the hall

**Grading:**

30% Participation

1) Fulfill all General Expectations on a regular basis

2) Follow all Specific Rules on a regular basis

3) Turn in all assignments

4) Work hard, learn eagerly, act engaged, take notes continually

5) Actively participate in class and contribute verbally to discussions

20% Testing

 6 tests and a final exam per semester

 6 binder checks per semester

 Monday quizzes

20% Take-Home Assignments

 1 essay per presentation

 1 powerpoint per presentation

30% in-class assignments

Friday timelines

Primary Document annotation

Written analyses of Primary Document

Socratic Discussion

Questions during student presentations

 Movie-viewing

**Binder**

Every student must have with them at all times, and hand in for a grade at the beginning of each test, a 1.5-inch 3-ring binder in which they keep all handouts, bellwork, notes, graded assignments, study guides, graded tests, and graded in-class work. Everything in the binder must be organized in the order in which the student received the material or did the work. The first item in the binder must be this syllabus. Even all bellwork, notes, handouts, etc. from days on which you were absent will be required to be in the binder and in order by date.

**In case of absence from class:**

*Take-home assignments:* Must be handed in prior to your absence or the day you return.

*In-class assignments:* 1) The student must communicate with fellow students and create a list of the handouts or announcements they missed and request these specifically from the teacher.

 2) The student must borrow notes from fellow students and copy them into their binder.

 3) The student must talk with the teacher outside of class time to schedule a time to make up missed in-class work.

*For long-term assignments:* If a due date was given in writing at least two weeks before the due date, such as in a syllabus, on a handout, or posted on the white board, the assignment must reach the teacher by the due date, whether or not the student was absent on that day. Utilize email and other means to make arrangements with the teacher for how the long-term assignment will be handed in on time.

**Emailing assignments:**

Emailed assignments will be accepted only if the assignment reaches the teacher by 6:30am the day it is due and the student comes to class with a handwritten and signed note from a parent or guardian identifying one of the situations below:

 *Broken printer at home* (this will be accepted as an excuse only twice in a row)

 *Absence from class* (the parent note can be handed in when the student returns to school)

Otherwise, every assignment must be placed in the homework basket at the back of the room.

**Formatting assignments:**

In order to be accepted, every assignment must follow the BFHS Format and Style Guide.

**Regular Week Schedule**

**Monday**

Quiz on weekend online reading

PPT intro to the unit

 *= Assessment: binder check will show presentation notes*

**Tuesday**

Discussion of online reading visa-vis Friday’s timeline and Monday’s PPT

 *= Assessment: binder check will show lecture/discussion notes*

**Block Day**

Annotation of Primary Document

Written analysis of Primary Document

Socratic Discussion of Primary Document

 *= Assessment: hand in annotated document and written analysis, binder check will show discussion notes*

**Friday**

Timelining/Understanding of Context of the coming weekend reading using various textbooks and readers

 *= Assessment: hold up timeline in notes, binder check will show activity notes*

 *= Homework: read online lecture(s)*

**Testing:**

*You may fill one 3 x 5 index card and use it on the test; in addition, you will be allowed the use of your binder for the last 5 minutes of the testing period to check dates, spelling, etc.*

* Maps
* Biography, context, influence of a person
* Summary of a time period

**Student Presentations:**

* Fill up, but do not exceed, the time allotted to you
* Present the class with a powerpoint (that may or may not take the entire time)
* Hand in on the day of presentation an essay on which you will present
* Your classmates and Miss Buccola will be filling out grading rubrics while you present
* You must be well-versed enough in your material to be able to answer any question or challenge presented to you by your classmates and Miss Buccola

**Deadlines: Reading, Projects, and Tests**

**1st quarter: 4000BC-300BC**

Creation Stories / Early Written Law

Due Monday, August 4: read handout from Friday, August 1

Due Monday, August 11: read Lectures 2 and 4 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

*Monday, August 18: Student Presentations*

*Groups of 3 will present for 5 minutes*

*Topic: choice of biography of the Hebrews, the Babylonians, the Greeks, Moses, or Hammurabi*

Wednesday, August 20: TEST 1

Philosophy / Leadership

Due Monday, August 25: read Lecture 8 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

Due Tuesday, September 2: read Lectures 7 and 9 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

*Monday, September 8 – Tuesday, September 9: Student Presentations*

 *Individuals will present for 5 minutes*

 *Topic: choice of biography of Socrates, Plato, Aristotle, Homer, Pericles, or Alexander (if you choose one of the first three, your essay and presentation must include a summary of their philosophy; if you choose one of the last three, your essay and presentation must include an assessment of their leadership)*

Thursday, September 11: TEST 2

Science / Written history

Due Monday, September 15: read two handouts from Friday, September 12

Due Tuesday, September 23: read two handouts from Friday, September 12

*Monday, September 29 – Tuesday, September 30: Student Presentations*

 *Groups of 3 will present for 5 minutes*

 *Topic: assigned biography of Euclid, Hippocrates, Galen, Pythagoras, Archimedes, Herodotus, Thucydides, or Abraham (if you are assigned one of the first five, your essay and presentation must include a demonstration of that scientist’s work; if you are assigned one of the last three, your essay and presentation must include a brief history of your family written in that historian’s style)*

Thursday, October 2: TEST 3

**2nd quarter: 300BC-AD600**

Roman Republic / Roman Empire

Due Tuesday, October 14: read handout from Friday, October 3

Due Tuesday, October 21: read handout from Friday, October 17

*Tuesday, October 28: Student Presentations*

 *The entire class will put on a play demonstrating Roman history from 753BC to AD68. Required characters: Cicero, Cato, Sulla, the first and second triumvirates, Julius Caesar, Augustus Caesar, Virgil, Calligula, and Nero. Instead of handing in an essay on the day of the presentation, each student will write and hand in a script and stage directions for how they envision a Roman history play.*

Thursday, October 30: TEST 4

Christianity / Fall of the Roman Empire

Due Monday, November 3: read handout from Friday, October 31

Due Wednesday, November 12: read Lecture 14 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

*Wednesday, November 19: Student Presentations*

 *Individuals will present for 2 minutes*

 *Topic: memorize and recite a brief speech of Jesus, Paul (or other early apostle), Constantine, Marcus Aurelius, Hadrian, or Augustine (the essay you turn in that day must be an explanation of the passage you memorized, why it was important to Western Civilization, and what part the original speaker played in Western Civilization)*

Friday, November 21: TEST 5

Eastern Roman Empire/Byzantium / Founding of England

Due Tuesday, November 25: read Lecture 17 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

Due Friday, December 5: read handout from Monday, November 24

*Friday, December 12: Student Presentations*

 *Half of the class will draw and present the “family tree” of the Byzantine Empire, while the other half of the class will draw and present the “family tree” of England*

 *The half of the class that was assigned the Byzantine Empire will turn in an essay explaining the history of the Byzantine Empire with a special focus on the Emperor Justinian; the half of the class that was assigned England will turn in an essay explaining the history of England with a special focus on William the Conqueror*

Wednesday, December 17: TEST 6

Thursday, December 18: SEMESTER 1 FINAL EXAM

**3rd quarter: AD600-1700**

Rise of Islam / Crusades

Due Tuesday, January 6: read Lecture 18 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

Due Monday, January 12: read Lectures 20 and 25 from [www.historyguide.org/ancient/ancient.html](http://www.historyguide.org/ancient/ancient.html)

*Tuesday, January 20: Student Presentations*

 *Instead of an essay, each student must create and turn in an atlas of the Rise of Islam and the Crusades.*

 *A few students will be chosen randomly to show the class their atlas.*

Thursday, January 22: TEST 7

Renaissance / Reformation / Enlightenment

Due Monday, January 26: read handout from Friday, January 23 and Lecture 2 from <http://historyguide.org/earlymod/earlymod.html>

Due Friday, January 30: read handout from Friday, January 23

Due Thursday, February 5: read Lecture 1 from <http://historyguide.org/earlymod/earlymod.html> and Lecture 4 from <http://www.historyguide.org/intellect/intellect.html>

*Due Wednesday, February 11: turn in a detailed timeline which places Gutenberg, Copernicus, Da Vinci, Michelangelo, Galileo, Columbus, Luther, Calvin, Henry VIII, More, Newton, Watt, Locke, Smith, their works, and their ideas in context with each other*

Thursday, February 12: TEST 8

Leadership / Art /Age of Exploration

Due Wednesday, February 18: read three handouts from Thursday, February 12 and Lecture 7 from <http://historyguide.org/earlymod/earlymod.html>

Due Wednesday, February 25: read three handouts from Thursday, February 12

Thursday, March 5: TEST 9

**4th quarter: 1700-present**

Revolutions / Industrial Revolution

Due Tuesday, March 17: read handout from Friday, March 6

Due Monday, March 23: read Lecture 17 and 23 from <http://www.historyguide.org/intellect/intellect.html>

*Friday, March 27 – Monday, March 30: Student Presentations*

 *Individuals will present for 5 minutes*

 *Topic: choice of biography of Jefferson, Madison, Paine, Robespierre, Napoleon, Marx, Lenin, Beethoven, or Darwin (if you choose one of the first five, your essay must mention how that person was involved in the revolution in the opposite country; if you choose one of the last four, your essay must mention how that person responded to the Industrial Revolution)*

Wednesday, April 1: TEST 10

Nationalism / World Wars

Due Tuesday, April 7: read the first two pages of a handout from Monday, April 6

Due Monday, April 13: read three handouts from Monday, April 6

*Monday, April 20: Student Presentations*

 *Six deserving students will be asked in advance to role-play Bismarck, Peter the Great, Queen Victoria, Hitler, Churchill, and Stalin*

 *Topic: What makes your country great and how you are going to make your country greater*

Wednesday, April 22: TEST 11

Cold War / Today

Due Monday, April 27: read Lectures 14 and 16 from <http://historyguide.org/europe/europe.html>

Due Friday, May 1: read handout from Monday, April 27

*Wednesday, May 6 – Thursday, May 7: Student Presentations*

 *Individuals will present for 5 minutes*

 *Topic: choice of several current issues such as technology, human life, war, religion, etc. Your paper and presentation must answer three questions: What would C.S. Lewis’ opinion be on this topic and how would he defend his opinion? What about a post-modernist? What is your opinion and how do you defend your opinion?*

Tuesday, May 12: TEST 12

Wednesday, May 13: SEMESTER 2 FINAL EXAM

**Communication and Student Progress:**

* Communicate with the teacher “early and often,” about all manner of concerns. Whether academic or personal, questions and problems should be addressed ASAP. If you do not communicate, I cannot help you learn. Contact me before and after class, and via email: jbuccola@bfcsmail.com
* Homework assignments and a plethora of other immensely helpful things will be continually updated at [www.bfhsbuccola.weebly.com](http://www.bfhsbuccola.weebly.com) Visit this site often.
* Talk to the front office for information about FamilyLink, at which site you can check your grades.

Disclaimer: The teacher reserves the right to change necessary parts of this syllabus at any time.