

Mr. Guysky

**CONTACT INFORMATION**

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Available most days before, after school

**COURSE DESCRIPTION AND OBJECTIVES**

This class is designed to be a college freshman level American history course that will prepare students for the **AP Exam in May 2019**. In this class students will learn to analyze primary and secondary documents, they will master a significant body of knowledge, and they will sharpen their essay-writing skills. Building a strong foundation of knowledge about our country’s history will help students in a variety of ways – for example, citizens who are well-informed about the history of this country will be able to make better decisions as they fulfill their civic duties in our democratic republic.

This course covers **American history from the Pre-Columbian period to the present.**  The class is taught in accordance with the AP U.S. History curriculum framework.

The completion of this course will earn the student 1.5 Social Studies credits and fulfill Mason High School’s U.S. History graduation requirement.

 **COURSE MATERIALS AND RESOURCES**

* **Textbook:**

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey**. *The American Pageant.*** Boston, Mass.: Houghton Mifflin Co. Fourteenth Edition – 2010.

* **Supplemental Texts:**

Dudley, William and John C. Chalberg. ***Opposing Viewpoints***, 2 vols. Farmington Hills: Greenhaven Press, 2007.

Kennedy, David and Thomas Bailey. ***The American Spirit: United States History as Seen by Contemporaries.*** 2 vols. Boston: Houghton Mifflin Harcourt, 2002.

Schweikart, Larry and Michael Allen. ***A Patriot’s History of the United States.*** New York: Sentinel, 2004.

Zinn, Howard. ***A People’s History of the United States.*** New York: Harper Collins, 2003.

* Supplemental readings provided by teacher.
* Students need to bring their textbook, a three-ring binder, lined paper, and a writing utensil to class daily.

**COURSE STRUCTURE**

The AP course outline is structured around the investigation of course themes and key concepts in nine chronological periods:

* Period 1 – 1491-1607
* Period 2 – 1607-1754
* Period 3 – 1754-1800
* Period 4 – 1800-1848
* Period 5 – 1844-1877
* Period 6 – 1865-1898
* Period 7 – 1890-1945
* Period 8 – 1945-1980
* Period 9 – 1980-present

Our study units will reflect the investigation of each of these units.

**COURSE THEMES**

The AP course outline also organizes its learning objectives under seven themes:

--American and National Identity (NAT)

--Politics and Power (POL)

--Work, Exchange, and Technology (WXT)

--Culture and Society (CUL)

--Migration and Settlement (MIG)

--Geography and the Environment (GEO)

--America in the World (WOR)

**AP HISTORY REASONING SKILLS**

Skill 1: Contextualization

Skill 2: Comparison

Skill 3: Causation

Skill 4: Continuity and Change over Time

**CURRICULUM SCHEDULE AND UNITS OF STUDY – Trimester 1**

--For each week below are listed a sampling of key themes and topics, readings, and evaluations.

--Students will be given a separate trimester schedule that includes dates of quizzes, tests, and projects.

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* **Week 1**

Course Introduction: a study of the term “historiography” and what this idea means for their study of history this year.

**Period 1 – 1491-1607**

*American Pageant:* Chapter 1, New World Beginnings

Class Debate: Columbus – Villain or Hero?

 --Reading – “Columbus, The Indians, and Human Progress” Zinn

 --Reading – “The City on the Hill 1492-1707” Schweikart and Allen

**Period 2 – 1607-1754**

*American Pageant*: Chapter 2, The Planting of English America

The Chesapeake and southern English colonies, ties with Caribbean economies, British mercantilism

Chapter 3, Settling the Northern Colonies

New England and the Puritans, religious dissent, colonial politics and conflict with British authority, the middle colonies

The Magna Carta and the Rights of Englishmen

Early instruction on writing a document-based essay

DBQ practice on Chesapeake and New England Colonies.

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* **Week 2**

*American Pageant*: Chapter 4, American Life in the 17th Century

Tobacco and rice colonies, African-American culture, colonial family life, dissent in New England and the Witch trials

Chapter 5, Colonial Society on the Eve of the Revolution

Immigration and demographic change, the Atlantic economy, the Great Awakening, education and culture, colonial politics.

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* **Week 3**

**Period 3 – 1754-1800**

*American Pageant*: Chapter 6, The Duel for North America

Colonial involvement in British imperial wars, consequences of the French and Indian War and the Proclamation of 1763

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* **Week 4**

Chapter 7, The Road to Revolution

Roots of revolution and the role of mercantilism, end of benign neglect, failure of diplomacy, first conflicts

Causes of the Revolution

*Common Sense*

*The Declaration of Independence*

*American Pageant*: Chapter 8, American Secedes from the Empire

The American Revolution, wartime diplomacy, life on the home front, women and the war, the impact of the war on the institution of slavery.

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* **Week 5**

Chapter 9, The Confederation and the Constitution

The Articles of Confederation and the Constitution, the role of the Enlightenment, slavery and religion in the political process, wartime diplomacy

Choices Unit: the Constitutional Convention

The Constitution of the United States

Selected essays from the Federalist Papers.

DBQ on the American Revolution**.**

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* **Week 6**

*American Pageant:* Chapter 10, Launching the New Ship of State

Early national politics and economics, diplomacy during the French Revolution, the making of the office of the presidency

 Federalists and Republicans

Excerpts from *A Magnificent Catastrophe*

”Washington’s Farewell Address”

**Period 4 – 1800-1848**

*American Pageant*: Chapter 11, Triumphs and Travails of Jeffersonian Democracy

The “Revolution of 1800,” the Marshall Court, diplomacy of Jefferson and Madison, the Embargo Act, acceleration of expansion west.

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* **Week 7**

*The American Pageant:* Chapter 12, The Second War for Independence/Nationalism

The War of 1812, The Era of Good Feeling, The American System, the diplomacy of expansion, forging a new national identity

Kentucky and Virginia Resolutions

*Marbury v. Madison.*

DBQ comparing the policies and politics of Jefferson and Madison**.**

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* **Week 8**

*American Pageant*: Chapter 13, The Rise of a Mass Democracy

Jacksonian democracy and the Whigs, national policy toward American Indians, the era of the “common man,” expansion with the Texas revolution, slavery and sectionalism

The Monroe Doctrine

Veto of the bank Renewal Bill

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* **Week 9**

*American Pageant:*Chapter 14Forging the National Economy

Westward movement, industrial and commercial growth, women and the economy, the transportation revolution.

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* **Week 10**

*American Pageant*: continue Chapter 15, The Ferment of Reform and Culture

The Second Great Awakening and the growth of reform, women’s roles in reform movements, creation of a national culture, advances in education and the sciences.

Chapter 16, The South and the Slavery Controversy

Cotton culture, southern society and the impact of the plantation system, the rise of abolitionist movements

The first issue of *The Liberator*

*Seneca Falls Declaration of Sentiments and Resolutions*

DBQ on the success of reform movements in increasing democracy in American society

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* **Week 11**

Preparation for final exams

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**Exam Week -- November 19-20**

**REQUIRED WORK**

The following are the types of work which will be required of students throughout this course:

* Classwork and homework (kept in a three-ring binder – periodically checked)
* A test at the end of each unit (usually, units are 4-5 chapters long)
* Vocabulary study
* Projects
* Daily Reading
* Reading Quizzes (approximately two per week – compromised of AP-style multiple choice questions)
* Essays based on document-based questions (DBQ’s)
* Final Exams for each trimester (in the form of a group presentation)

**CLASS EXPECTATIONS AND CONSEQUENCES**

* All students receive this syllabus with listed expectations, and expectations and consequences are discussed and clarified in class.
* **Tardies** – More than 3 tardies earns an office referral detention, and a detention for each tardy thereafter.
* **Bags/purses** – must be stored under the desk seat. Violations of this rule will result in a ban on bags/purses in our classroom.
* **Food/drinks** – Do not bring food and drink (except water) into the classroom. (Exception: Students may purchase muffins, drinks, etc., from the CBI classroom cart, and consume those items in class.)
* **Fire/tornado drills** – We will go through emergency evacuation procedures today. They are posted in a diagram at the front of the room. It is the student’s responsibility to go to the correct location during these procedures and respond to an attendance check.
* Please refer to the Student Handbook for other all-school rules. Please pay particular attention to tardy, attendance, cell phone, and IPOD rules and policies! All school rules will be enforced at the classroom level.
* **Discipline Plan**

 --Verbal warning

 --Student will stay after class to conference with teacher, and parent/guardian notified. A parent/student/teacher meeting may be scheduled at that time.

 --Detention and/or office referral

**MAKE-UP WORK/ LATE WORK**

* If students miss a day of class, they should check with me to get missing notes, assignments, etc.
* The handbook lays out the school make-up work policy. The number of days missed will be the number of days a student has to make up the work. For quizzes or tests, students have five days to make it up before or after school, or during TIES. **Work missed during an unexcused absence cannot be made up!**
* The Late Work Policy is as follows:

Homework

 -- 25% off if one day late

 -- 50% off if more than one day late

Papers and Projects

 -- 10% off if one day late

 -- 20% off if two days late

 -- 50% off if more than two days late

 When turning in late work, please **write the date you are turning it in** on the assignment.

**CLASS MESSAGES AND UPDATES**

Throughout this class I will post messages about what is happening in this course -- I will include information about curriculum, topics of discussion, and important due dates. If your e-mail address is up-to-date in Skyward Family Access, you should get this e-mail. You will also be able to see these messages at Skyward on the Message Board.

**MASON HIGH SCHOOL GRADING SCALE**

**Beginning with the 2017-2018 school year, Mason High School is moving to a 5.0 scale for our AP courses.**  All other courses will remain on a 4.0 scale. All AP courses taken in previous years will remain on a 4.0 scale. This change in grading practice will be reflected on our student transcripts. Now that this change has been made, the modified AP grading scale that was created several years ago will no longer exist.

**This change was made for a variety of reasons:**

1. To increase admission opportunities for students

2. To increase scholarship opportunities for students

3. To validate our students who challenge themselves with more rigorous coursework as they can earn a grade point average higher than the traditional 4.0 scale

4. To increase the number of students who are taking AP courses

Here is what this will mean for students who take AP courses.

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Percentage | Old Weight for AP courses | New Weight for AP courses |
| A | 93-100 | 4.0 | 5.0 |
| A- | 90-92 | 3.66 | 4.66 |
| B+ | 87-89 | 3.33 | 4.33 |
| B | 83-86 | 3.0 | 4.0 |
| B- | 80-82 | 2.66 | 3.66 |
| C+ | 77-79 | 2.33 | 3.33 |
| C | 73-76 | 2.0 | 3.0 |
| C- | 70-72 | 1.66 | 2.66 |

**CLASS CITIZENSHIP – A LEARNING COMMUNITY**

* Rules of Behavior

This class will operate as a community that encourages learning! Our rules of behavior will be simple: respect, responsibility, and honesty.

 --**Respect** – we should all respect each other.

 --**Responsibility** – we should take care of our responsibilities.

 --**Honesty** – we should be honest with each other and ourselves.

Failure to abide by this code of conduct will result in consequences according to school policy as outlined in the school handbook.

* Tissue Tax

Part of helping out your community will be . . . paying taxes! In each trimester community members (that’s you and me) will pay a 25 cent ‘tissue tax’. This contribution will supply the class with Kleenex for everyone, will mean that students won’t have to bring in any Kleenexes from home, and will mean that students won’t have to run to the bathroom every time they need to blow their nose!

**TEACHER**

Mr. (Dan) Guysky graduated from Owosso High School in 1980. He earned a Bachelor's Degree in Social Studies and English and a Master’s Degree in English Education from Michigan State University. He has been teaching at Mason High School since 1990, and he lives on the north side of Lansing. He has taught U.S. History, Honors U.S. History, U.S. Civics, and English for many years. His wife Amy is a registered nurse at Ingham Regional Medical Center, and they have four children: a daughter who lives and works in Grand Rapids, and three sons who live and work in the Lansing area.