

Syllabus

Advanced US History - Semester A

Course Overview

This online course is designed to provide learners with the opportunity to think critically and to gain factual knowledge about US history. Students will learn to analyze and critique historical materials and evaluate historical interpretations presented in research. This course will help learners acquire the necessary skills to come to conclusions based on informed judgments and provide sound reasoning and evidence for those judgments.

Each of the units in the course provides students with a survey of US history topics in which they analyze problems and themes for each era through supplementary readings while developing and deepening their understanding of the events, people, and places that were relevant during the time period. Students will also learn to assess primary and secondary sources. This course is meant to have students think conceptually about the issues facing the United States and how those issues have influenced our history, rather than just memorizing facts and dates.

Students will write often in this course in the form of both short answers and essays. These writings will require students to think critically and thoughtfully on different topics and on different interpretations of history. Students will encounter frequent prompts to analyze and interpret a wide variety of original source documents. In addition, students are asked to read the works of historians, to answer questions about how those historians present events, and to compare and analyze how the historians' approach affects readers' perceptions of the events and people involved (see especially "Nixon's 'Imperial' Presidency" in unit 7, semester B).

The following themes are intricately woven into the course:

Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

1. Identity (ID)
2. Work, Exchange, and Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)

6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL)

Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as “apprentice historians.”

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time
- Periodization

Comparison and Contextualization

- Comparison
- Contextualization

Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

- Interpretation
- Synthesis

Course Goals

By the end of this course, the student will:

- have gained knowledge of US history that will help them on the college-level exam
- understand the dynamic nature of history
- be able to analyze and synthesize primary source documents
- be able to discuss and analyze varying and, in many cases, conflicting interpretations of history
- be able to write essays that are focused on the critical analysis of historical events, places, and people

Teaching Strategies

Structure

This online course is organized into units and lessons. Each lesson incorporates multiple learning activities designed to develop, apply, and assess specific learning objectives. (See Course Outline, below)

Concept Development Activities

In order to generate skills for lifelong learning and to employ the most appropriate learning approach for each topic, many of the lessons will use student-driven, constructivist approaches for concept development. The remaining lessons will employ direct instruction approaches. In either case, students will take full advantage of the online learning environment, linking to rich, online multimedia and interactive resources. Developing critical 21st century skills is an important secondary goal of this course.

Application

Practice and creative application will be an integrated part of the lessons, with frequent writing activities, either student self-checked or teacher graded. Students will submit written work online for review, comment, and grading.

Discussions

Students will also have the opportunity to engage in online (asynchronous) discussions during this course. Discussion topics provide the chance to dig deeper into the reading selections.

Writing Assignments

Writing assignments will be frequent so that the students can prepare for and develop their writing skills for the college-level exam. The majority of the writing assignments will be self-checked by students, but there will be teacher-graded essays that require students to present their analysis or interpretations of history with a clear argument and thoughtful evidence.

All but one of the unit activities consists of a Document Based Question (DBQ) or a Long-Essay question. Some Lesson Activities also employ DBQs. The focus of DBQ essays will be on reading primary and secondary source documents and incorporating what the student has learned from these documents into an essay on a given historical topic. All DBQ and Long-Essay topics are listed within the Schedule, Topics, and Objectives section of the syllabus. Most of these questions are taken from previous AP US History questions, but employ the Fall 2014 rubrics.

Student Evaluation

Multiple evaluation tools will be used to assess understanding at all appropriate cognitive levels:

- **Lesson-Level Mastery Tests:** Each lesson will be accompanied by a multiple-choice mastery test to assess mastery of the basic lesson concepts.
- **Self-Assessment Lesson Activities:** Especially useful in constructivist-oriented lessons, self-assessment activities will provide sample responses against which learners can assess their own learning.
- **Teacher-Graded Lesson Activities:** These lesson activities will require teacher assessment, employing rubrics. Students will be provided with the rubrics for each assignment.
- **Unit-Level Posttests:** Each unit will have a multiple-choice assessment to confirm that all the material within the unit has been retained and can be applied in a larger context than a single-lesson format.
- **Unit-Level Activities:** Learners will have the chance to apply their knowledge of the concepts that cut across the lessons within a unit. All of the units will include this teacher-graded activity for evaluation of higher-order thinking skills.
- **End-of-Semester Tests:** At the end of each of the two semesters, learners will take a multiple-choice test to assess mastery of lesson concepts and provide additional practice for a long-form exam.

US History Semester A Course Outline

- **Unit**

This course will be structured in 18-week semester with the following unit:

Semester A

Unit 1 – The Historical Process

Unit 2 – Early America

Unit 3 – Revolutionary America and the New Republic

Unit 4 – An Era of Transformations

Unit 5 – The Civil War

Unit 6 – Reconstruction

- **Readings**

This course will employ the following textbook as a resource for deep research and learning:

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant AP Edition*. Boston: Wadsworth, Cengage Learning, 2010.

This course also leverages electronic versions of primary and secondary source documents, and students will access these documents as links within the course.

Primary Sources:

Primary sources are listed in “Additional Reading Assignments” for each lesson in the Schedule, Topics, and Objectives section.

Secondary Sources:

American Experience. N.p., n.d. Web. 25 June 2014.

<http://www.pbs.org/wgbh/amex/dday/peopleevents/p_bradley.html>.

Avery, Kevin J. "The Hudson River School". In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–.

http://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm (October 2004)

Bacon, Paul. "End of the Line." *PBS*. N.p., n.d. Web. 25 June 2014.

<http://www.pbs.org/wnet/amerpres/presidents/pres37/pres37_intro.html>.

"The Birth of American Popular Culture." *Digital History*. N.p., n.d. Web. 18 June 2014.

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3555>.

Blight, David. "David Blight on racism in the abolitionist movement." *PBS*. N.p., n.d. Web. 18 June 2014.

<<http://www.pbs.org/wgbh/aia/part4/4i2978.html>>.

Blumberg, Jess. "A Brief History of the Salem Witch Trials." *Smithsonian Institution*.

N.p., n.d. Web. 18 June 2014. <<http://www.smithsonianmag.com/history/a-brief-history-of-the-salem-witch-trials-175162489/?all>>.

Building Levittown: A Rudimentary Primer. N.p., n.d. Web. 25 June 2014.
<<http://tigger.uic.edu/~pbhales/Levittown/building.html>>.

Calliope Film Resources. "The Gold Rushes." Copyright 2000 CFR.
<<http://www.calliope.org/gold/gold.html>>

"Character Above All: FDR." *PBS*. N.p., n.d. Web. 25 June 2014.
<<http://www.pbs.org/newshour/spc/character/essays/roosevelt.html>>.

"Christopher Columbus Discovers America, 1492," EyeWitness to History,
www.eyewitnesstohistory.com (2004).

"Colombian Exchange." *Learn NC*. Learn NC, n.d. Web. 18 June 2014.
<<http://www.learnnc.org>>.

"Cornelius Vanderbilt [1794-1877] Industrial/Commercial Leader." *New Netherland Institute*. N.p., n.d. Web. 25 June 2014.
<http://www.newnetherlandinstitute.org/history-and-heritage/dutch_americans/cornelius-vanderbilt/>.

"Creating a Distinctly American Culture." *Digital History*. N.p., n.d. Web. 18 June 2014.
<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3550>.

Crosby, Alfred. "The Columbian Exchange." *The Gilder Lehrman Institute of American History*. The Gilder Lehrman Institute, 2014. Web. 18 June 2014.
<<http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>>.

"Economic Aspects of Tobacco during the Colonial Period 1612-1776." *Tobacco*. N.p., n.d. Web. 18 June 2014.
<<http://archive.tobacco.org/History/coloniaaltobacco.html>>.

"Evangelicalism, Revivalism, and the Second Great Awakening." *National Humanities Center*. N.p., n.d. Web. 18 June 2014.
<<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/nevanrev.htm>>.

"Exploration and Early Settlement." *Parallel Histories*. N.p., n.d. Web. 18 June 2014.
<<http://international.loc.gov/intldl/eshtml/es-1/es-1.html#track1>>.

"France in America." *Parallel Histories*. N.p., n.d. Web. 18 June 2014.
<<http://international.loc.gov/intldl/fiahtml/fiatheme.html#track1>>.

"Genealogy." *Ellis Island Foundation*. N.p., n.d. Web. 25 June 2014.
<<http://www.ellisland.org>>.

"General Article: The Iran-Contra Affair." *PBS*. N.p., n.d. Web. 25 June 2014.
<<http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-iran/>>.

"Henry George." *The Concise Encyclopedia of Economics*. 2008. Library of Economics and Liberty. 25 June 2014.
<<http://www.econlib.org/library/Enc/bios/George.html>>

"Historical Background on Antislavery." *Teach US History*. N.p., n.d. Web. 18 June 2014. <<http://www.teachushistory.org/second-great-awakening-age-reform/articles/historical-background-antislavery>>.

"Isaac Newton's Life." *Microsoft Encarta*. N. pag. *Microsoft Encarta*. Web. 18 June 2014. <<https://www.newton.ac.uk/newtlife.html>>.

"John Steinbeck - Biographical". *Nobelprize.org*. Nobel Media AB 2013. Web. 25 Jun 2014.
<http://www.nobelprize.org/nobel_prizes/literature/laureates/1962/steinbeck-bio.html>

Kagan, Robert. "Multilateralism, American Style." *Carnegie Endowment*. N.p., n.d. Web. 25 June 2014. <<http://carnegieendowment.org/2002/09/13/multilateralism-american-style/2poj>>.

Kennedy, David. "FDR and Hitler: A study in Contrasts." *The Gilder Lehrman Institute*. N.p., n.d. Web. 25 June 2014. <<http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/fdr-and-hitler-study-contrasts>>.

Kingseed, Wyatt. "President William McKinley: Assassinated by an Anarchist." *American History*: n. pag. *History: Live the History*. Web. 25 June 2014. <<http://www.historynet.com/president-william-mckinley-assassinated-by-an-anarchist.htm>>.

Kort, Michael. "Racing the Enemy: A Critical Look." *The Historical Society*. N.p., n.d. Web. 25 June 2014. <<http://www.bu.edu/historic/hs/kort.html>>.

Lewis, Anthony. "Friendly Persuasion." *NYTimes*. N.p., n.d. Web. 25 June 2014. <<http://www.nytimes.com/2002/04/28/books/friendly-persuasion.html?pagewanted=all>>.

"Lincoln Home." *National Park Services*. N.p., n.d. Web. 18 June 2014. <<http://www.nps.gov/liho/index.htm>>.

McKivigan, John. "A Brief History of the American Abolitionist Movement." *American Abolitionist Project*. N.p., n.d. Web. 18 June 2014. <<http://americanabolitionist.liberalarts.iupui.edu/brief.htm>>.

Mintz, S., & McNeil, S. (2013). Digital History. Retrieved June 18, 2014 from <<http://www.digitalhistory.uh.edu>>

"The Nobel Prize in Literature 1949". *Nobelprize.org*. Nobel Media AB 2013. Web. 25 Jun 2014. <http://www.nobelprize.org/nobel_prizes/literature/laureates/1949/>

Nye, Joseph. "Unilateralism vs. Multilateralism." *Global Policy*. N.p., n.d. Web. 25 June 2014.

<<http://www.globalpolicy.org/component/content/article/199/41054.html>>.

"Our Aging World." *NPR*. N.p., n.d. Web. 25 June 2014.

<<http://www.npr.org/templates/story/story.php?storyId=130625614>>.

"The Perilous Fight." *PBS*. N.p., n.d. Web. 25 June 2014.

<<http://www.pbs.org/perilousfight/>>.

"The Presidency of Andrew Jackson." *Digital History*. N.p., n.d. Web. 18 June 2014.

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3544>.

Sidey, Hugh. Presidents Biographies. *The White House*. N.p., n.d. Web. 18 June 2014.

<<http://www.whitehouse.gov/about>>.

Stepanich, Lambert. "Heidegger: Between Idealism and Realism." *Harvard Philosophy*. N.p., n.d. Web. 25 June 2014.

<<http://www.harvardphilosophy.com/issues/1991/Stepanich.pdf>>.

Stewart, Virginia. "A House Divided: America in the Age of Lincoln." *The Journal of American History*: n. pag. *JSTOR*. Web. 18 June 2014.

<<http://www.jstor.org/discover/10.2307/2078804?uid=3739600&uid=2&uid=4&uid=3739256&sid=21104332069103>>.

"Stories from the Revolution: African Americans." *National Park Service*. N.p., n.d. Web. 18 June 2014.

<http://www.nps.gov/revwar/about_the_revolution/african_americans.html>.

Temperance and Prohibition. The Ohio State University, n.d. Web. 25 June 2014.

<<https://prohibition.osu.edu>>.

Tenement Museum. N.p., n.d. Web. 25 June 2014.

<<http://www.tenement.org>>.

"The Texas Question in American Politics." *Digital History*. N.p., n.d. Web. 18 June 2014.

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3261>.

Thowdis, Wendy. "Ronald Reagan on Reducing the Size of Government." *The Gilder Lehrman Institute*. N.p., n.d. Web. 25 June 2014.

<<http://www.gilderlehrman.org/history-by-era/age-reagan/resources/ronald-reagan-reducing-size-government>>.

"Triangular Trade." *Boston Tea Party Historical Society*. N.p., n.d. Web. 18 June 2014. <<http://www.boston-tea-party.org/triangular-trade.html>>.

"Utopians in America." *National Park Services*. N.p., n.d. Web. 18 June 2014.

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<<http://plato.stanford.edu/archives/spr2014/entries/locke/>>.

www.globalresearch.ca/the-u-s-nato-military-intervention-in-kosovo/1666" 18 June, 2014 "The U.S.-NATO Military Intervention in Kosovo">

- **Schedule, Topics, and Objectives**

The units will proceed through two semesters following the schedule below.

Advanced US History - Semester A

Unit 1 – The Historical Process (2 Weeks, 4 Lessons)

Unit 1 Discussion - Suppose you were just hired as a producer on the PBS Show "History Detectives" and your first assignment is to decide the topic for the

next episode. What topic would you choose? What question would drive your historical inquiry? How should your team plan to investigate the question throughout the episode and, in turn, answer it?

Considering History by Topic and by Era – Examine and describe historical topics and eras

- Review materials that present history by topic and by period
- Analyze how topics help build a framework for the study of a historical period
- Recognize how historical periodization helps historians assess continuity and change over time

Reading and Writing Essays about History – Examine and describe the reading and writing skills required for writing effective essays about history

- Recognize the importance of reading and writing skills to historical study
- Recognize various types of essays and related guidelines, including long essay questions, document-based questions (DBQs), thinking globally essays, charts and graphs, map interpretation, and political cartoons

Gathering and Interpreting Historical Sources – Review and describe how historians gather and interpret historical evidence

- Recognize different methods of gathering historical evidence
- Identify and categorize sources of historical evidence and information from a variety of media
- Compare and contrast different sources, including primary sources, secondary sources, biographies, memoirs, letters, and oral histories.
- Weigh the subjective nature of historical interpretation
- Additional Reading Assignments (all e-texts):
 - “The News of Lincoln’s Election” from The Charleston Mercury, November 8, 1960
 - Constitution of Confederate States
 - Series of articles on the Civil War from Civil War Harper’s Weekly, April 20, 1861
 - Sullivan Ballou letter excerpt
 - *Interpreting the French Revolution* by Francois Furet (excerpt)

- *Imaging the French Revolution: Depictions of the French Revolutionary Crowd* by Jack Censer and Lynn Hunt

Historical Inquiry – Describe the complexity of careful historical inquiry and why ongoing reevaluation of sources is important

- Recognize how and why historical events are studied and re-studied over time
- Analyze why historians need to evaluate certain historical events more than once at different points in history
- Recognize how the study of US history is relevant to current events
- Additional Reading Assignments (all e-texts):
 - “A discussion of the importance – and joys – of historical inquiry” – interview of Michael Kammen from the Cornell Chronicle
 - Sinews of Peace (Iron Curtain) – speech by Winston Churchill 1946
 - Origins of the Cold War by Arthur Schlesinger, Jr.
 - “Tragedy Renewed: Willam Appleman Williams” – article by Andrew J. Bacevich

Unit Activity – DBQ on the tensions surrounding the issue of immigration and US response to these tensions.

Unit 2 – Early America (4 Weeks, 8 Lessons)

Themes- ID, WXT, PEO, POL, WOR, ENV

Unit 2 Discussion: Scientists in the field of space exploration believe that when and if humans travel to Mars, the trip will be one way. In part, this could be due to how long it will take to get there, and in part, it could be due to people’s inability to adapt back to Earth’s gravitational field after living on Mars. In what ways might travel to, exploration of, and settlement of Mars be comparable to Europe’s exploration and settlement of the Americas? Compare the possible hardships, the reasons people might decide to take such a trip, encounters with other life forms, and the kinds of social, political, and economic structures they might form there, for better or for worse.

Indigenous American Civilizations – Analyze the development of indigenous American civilizations

- Describe the Arctic land bridge and the early settlement of North and South America
- List the major indigenous American empires, cities, and civilizations
- Describe the cultural and political accomplishments of indigenous Americans before the arrival of Europeans
- Writing Assignment: You are giving a two-minute speech commemorating Columbus's landing on American shores. You decide to take this opportunity to share your knowledge of the complex civilizations of the Native Americans. Write a 250-word essay on the discovery debate.

Indigenous Americans and European Settlers – Characterize American Indian cultures and their interactions with European explorers

- Describe early interactions between American Indian groups and Europeans
- Explain the role of immunity, disease, weaponry, and religion in early interactions between Europeans and American Indians.
- Additional Reading Assignments (all e-texts):
 - “Christopher Columbus and The Spanish Empire” The European Voyages of Exploration / The Applied History Research Group / The University of Calgary, Copyright © 1997, The Applied History Research Group
 - “Conquistadors” Copyright © 2000 Oregon Public Broadcasting and PBS Online
 - “The Columbian Exchange” by Alfred Crosby
- Writing Assignment: Trace the origins of at least one crop and one animal that Europeans brought to the New World and the long-term effect that they had on America. Then trace the impact of one crop and one animal that went from the New World to Europe.
- Writing Assignment: Columbus's voyages to America changed the course of history and forever altered the way of life for indigenous Americans. Some see this as a conquest—a subjugation and decimation of the native peoples in a quest to find a shorter route to Asia and the riches that might follow. Others see this as indicative of the course of world history, as civilizations have seized upon opportunities afforded them to spread their culture, religious beliefs, and political institutions to other areas of the globe deemed less

advanced. What do you think? Should Columbus and other Spanish conquistadores be praised or deplored for their conquests? Analyze your thoughts thoroughly in an essay approximately 300 words long. Include information from the primary and secondary sources that are listed in this unit. [CR-6]

Early European Colonization of America – Compare and contrast early French, Spanish, and English colonies in America

- Identify Spanish and French claims in the New World
- Describe the role of trade and religion in early French and Spanish colonization
- Compare and contrast the French and Spanish colonies, including colonial administration and interactions with indigenous Americans
- Additional Reading Assignments (all e-texts):
 - Biography of Jean-Baptiste Le Moyne, Sieur de Bienville
 - Biography of the Vikings
- Writing Assignment (teacher graded): Read more about the [Spanish](#) and [French](#) colonization of America. Then, write an essay to compare and contrast the Spanish and French settlements in North America. Focus on each nation’s motives for colonization, the role of religion in the colonies, and the interaction between the colonizers and the natives. (WXT-4)

The Jamestown and Plymouth Colonies – Characterize the Jamestown and Plymouth colonies

- Describe the successes and failures of the Jamestown colony
- Characterize the Plymouth colony and explain the role of Puritanism and the Mayflower Compact in the evolution of the Plymouth colony
- Compare and contrast the colonies of Jamestown and Plymouth
- Additional Reading Assignments (all e-texts):
 - [First Virginia Charter](#)
 - Excerpts from [The Complete Works of Captain John Smith](#)
 - [Mayflower Compact](#)
 - “The Courtship of Miles Standish” by Henry Wadsworth Longfellow
- Writing Assignments:
 - Write a short essay (2-3 paragraphs) that describes the significant differences between the settlement of the

Jamestown and the Plymouth colonies. Analyze reasons for the development of different colonial way of life. (WXT-4)

- Write a short essay (2-3 paragraphs) in which you connect some of the significant differences between the two colonies to aspects of US culture and politics in some later day, of the colonial era or of a time during statehood.

The Thirteen Colonies – Explain the evolution of the thirteen colonies

- Identify and characterize the southern, mid-Atlantic, and New England colonies
- Summarize the growing cultural and political identity of the colonies, both individually and collectively
- Describe the relationship between the colonies and Great Britain
- Reading Assignments (all e-texts):
 - Information on William Penn’s experiment by Tuomi J. Forrest
 - “A Brief History of the Salem Witch Trials” by Jess Blumberg, Smithsonian.com

Colonial Immigration and Trade – Analyze immigration and trade in the thirteen colonies

- Analyze and map the “triangular trade” (ID-6) (WXT-2) (PEO-1)
- Compare and contrast the economic and social structures in the northern and southern colonies
- Evaluate the role of trade in British and American relations
- Describe immigration patterns during the pre-revolutionary period
- Additional Reading Assignments (all e-texts):
 - Article on Triangular Trade from the Brownsville Heritage House
- Writing Assignment: After researching how triangular trade encouraged smuggling and the slave trade in the colonies, summarize the key points of this trade, citing sources as needed.

The Plantation Economy and the Slave Trade – Describe the growth of the southern plantation economy and the slave trade

- Describe the plantation economy
- Trace the evolution of indentured servitude to slavery, as well as the institutionalization of race in the American colonies

- Analyze the class structure of the southern colonies in the eighteenth century
- Characterize the role of cash crops in the southern economy
- Additional Reading Assignments (all e-texts):
 - Letter from Richard Frethorne to his family in England
 - “Economic Aspects of Tobacco during the Colonial Period 1612-1776”
- Writing Assignment: Revisit Frethorne’s letter. What do you think could have compelled poor whites like Frethorne to support the institution of slavery in the southern colonies?

The Enlightenment and the Great Awakening – Analyze the Enlightenment and the Great Awakening

- Describe and analyze the Enlightenment’s core principles and its influence on early American thought
- Trace the influence of Puritanism from the establishment of the Plymouth Colony to the mid-1700s
- Compare and contrast the Enlightenment and Great Awakening, weighing their respective influences on the colonies
- Describe the relationship between the colonies and Great Britain
- Analyze how religious changes affected politics and society in the mid-eighteenth century
- Describe how the French and Indian War influenced colonial movements for independence
- Additional Reading Assignments (all e-texts):
 - Sermons by George Whitefield and Jonathan Edwards
 - Biographical information on Issac Newton, John Locke, Benjamin Franklin
- Analysis: Read sermons by George Whitefield and Jonathan Edwards. Use an analysis sheet and questions to help gather historical evidence for essay. [CR-7]
- Writing Assignments:
 - Read some sermons given by [George Whitefield](#) and [Jonathan Edwards](#). Then write an essay at least 150 words long comparing the two preachers in terms of the content and the intent of their sermons.
 - Write an essay comparing and contrasting the Enlightenment and the Great Awakening. In your answer,

include the main concepts of both movements and show how each movement influenced American colonies.

Unit Activity – Long Essay question on analyzing the differences between Spanish settlements and identity in the Southwest and the English colonies in New England during the 17th century

Unit 3 – Revolutionary America and the New Republic (3 Weeks, 7 Lessons)

Theme- ID, WXT, PEO, POL, WOR, ENV, CUL

Unit 3 Discussion: What's in a name? Events in history often get named in various ways, based on the time and perspective in which they are studied and based on the different viewpoints people have of the event. Think of several different ways you could name the War of Independence. How would different names for the war change how people see or think about the war?

The French and Indian War – Analyze the effects of the French and Indian War

- Trace the roots of the French and Indian War, including European conflicts that gave rise to the war in America
- Explain the Albany conference
- Characterize the effects of the French and Indian War on France and Great Britain, including the financial pitfalls of the British government
- Additional Reading Assignments (all e-texts):
 - The Albany Plan

The American Revolution – Explain and analyze the American Revolution

- Describe the various taxes and acts imposed by the British and their effects on the colonists
- Compare and contrast colonial reactions to British taxation and tensions between the colonies and England, including differing stances based on class, geography, and political affiliation
- Evaluate the impact of the Boston Massacre and the Boston Tea Party
- Trace the events that led to war in 1776
- Answer questions as to why events happened during the war, like why did the war move from Boston to New York
- Describe the major battles and campaigns of the Revolutionary War
- Describe the significance of Saratoga and the French Alliance

- Analyze the role of foreign intervention in the Revolutionary War
- Explain how the colonists were ultimately successful in gaining their independence
- Additional Reading Assignments (all e-texts):
 - Letters from a Farmer in Pennsylvania by John Dickinson
 - Biography of Samuel Adams (excerpts)
 - Common Sense by Thomas Paine (excerpts)
 - Declaration of Independence
 - “Stories From the Revolution”
- Writing Assignments:
 - Write a mock news account of the events at Lexington during the American Revolution. This report should be about 300 words. You can research online or at your school’s library for additional information.
 - A government-imposed curfew is one analogy for the American Revolution. Write another analogy that reflects what happened to trigger the colonists’ to revolt against the British and demand independence.

America’s Founding Documents – Analyze the evolution of America's founding documents from the Articles of Confederation to the US Constitution

- Explain the shortcomings of the Articles of Confederation, citing specific clauses that doomed them
- Describe the Constitutional Convention, including major compromises necessary to achieve consensus, referencing diaries, memoirs, and first-person accounts of the Convention
- Analyze the debates between Federalists and Anti-Federalists, citing examples from the Federalist Papers
- Characterize key aspects of the United States Constitution and the Bill of Rights, describing specific clauses, articles, and amendments
- Contrast the Articles of Confederation and the Constitutional Convention in the form of a document-based question (DBQ) essay
- Writing Assignments:
 - How do you feel about the Three-Fifths Compromise? Was it a wise decision by the framers of the constitution to keep the nation united, or was it an unacceptable compromise even at the cost of the nation breaking up over the issue of slavery (as happened later during the Civil War (1861–1865)? Write a response supporting your stand. (POL-3)

- Read the [1985 DBQ essay question and documents](#) on the Articles of Confederation. Carefully analyze each document and incorporate the information you gather from those documents, along with your knowledge of the events and time period, into a well-crafted essay to evaluate the following statement: From 1781 to 1789 the Articles of Confederation provided the United States with an effective government. (ID-1)

George Washington’s Presidency – Analyze and describe George Washington’s presidency

- Characterize the influence George Washington had on the traditional role and constitutional powers of the president
- Explain the significance of Washington’s department heads and the division within it
- Summarize key legislation and resolution of conflicts during Washington’s presidency
- Describe the beginnings of political parties and Washington’s perception of them
- Evaluate the significance of Washington’s decision to step down after two terms
- Analyze Washington’s farewell address and his Neutrality Proclamation
- Additional Reading Assignments (all e-texts):
 - Washington’s Farewell Address
 - Jay’s Treaty excerpt

Political Parties and Early Presidencies – Analyze the development of political parties and the presidencies of John Adams and Thomas Jefferson

- Compare and contrast the Democratic-Republicans, as led by Jefferson, and the Federalists, as led by Hamilton and Adams
- Describe the presidencies of Adams and Jefferson, including the Alien and Sedition Acts, Louisiana Purchase, and Burr’s rebellion
- Explain Federalism, including reference to the Marshall Court
- Additional Reading Assignments (all e-texts):
 - Washington’s Farewell Address
 - Jay’s Treaty excerpt
- Writing Assignments:

- Read Washington’s Farewell Address. To what extent did the United States follow Washington’s advice during the presidencies of John Adams and Thomas Jefferson?

Westward Expansion – Describe westward expansion and the friction between settlers and American Indians

- Describe westward expansion in the early years of the republic, including the Louisiana Purchase and the subsequent Corps of Discovery (Lewis and Clark Expedition)
- Explain why many Americans moved west
- Trace the rise in hostilities between American Indians and American settlers
- Analyze broken treaties and examples of violence and oppression towards American Indian populations
- Additional Reading Assignments (all e-texts):
 - Excerpt of Narrative of Life of David Crockett of the State of Tennessee
 - Biographical information on Daniel Boone, Zebulon Pike

The War of 1812 – Explain the significance of the War of 1812

- Trace the progression toward renewed conflict with Britain, including the role of the British blockade of continental Europe
- Describe major battles of the war of 1812, including the burning of Washington, DC
- Explain the lasting legacies of the Battle of New Orleans and the Treaty of Ghent, including reference to the Era of Good Feelings and the Monroe Doctrine
- Additional Reading Assignments (all e-texts):
 - “The Star Spangled Banner”
 - Dolly Madison’s letter to her sister – “The Burning of Washington”
 - Biographical information on Andrew Jackson

Unit Activity – DBQ on how the French and Indian War altered the political, economic and ideological relations between Britain and its American Colonies.

Unit 4 – An Era of Transformations (4 Weeks, 8 Lessons)

Themes- ID, POL, WOR, CUL, WXT, PEO

Unit 4 Discussion: What influence did industrialization have on human rights or on the rights of disenfranchised groups in the United States?

Industrialization and Immigration in the North – Evaluate early industrialization and immigration in the northern states

- Trace and describe the development of the early stages of industrialization in the northern states, referencing primary sources that highlight the development of national and sectional economies
- Explain the theories of capitalism and the growth of a national, free market-based economy
- Characterize trends in immigration and nativism in the early nineteenth century
- Use primary source documents to write an essay that evaluates industrialization and immigration in the northern states
- Additional Reading Assignments (all e-texts):
 - Autobiography of Harriet Robinson - one of the Lowell factory girls
 - “The Tide of Emigration” from the London Illustrated News 1850
- Writing Assignments:
 - DBQ - Using the primary source material you have read and your knowledge of the time period 1820 to 1860, assess the validity of this statement: The wave of immigration during the 1830s and 1840s was vital in the industrialization of America.

Cotton and the Growth of Slavery in the South – Explain the development of the cotton industry and the growth of slavery in the southern states

- List inventions and developments that made the cotton industry central to southern economies
- Explain the role of slavery in the southern economy
- Compare and contrast the economic philosophies, achievements, and structures of the northern, middle, and southern sections
- Explain some of the crises and compromises of the time, including the Missouri Compromise
- Additional Reading Assignments (all e-texts):
 - Harriet Jacobs’ Incidents in the life of a Slave Girl
 - Missouri Compromise document

- Writing Assignments:
 - Choose one chapter from Harriet Jacobs' *Incidents in the Life of a Slave Girl*. Compare her account in that chapter to what you have learned about slavery. Write a one-paragraph chapter review giving your evaluation.
 - Do you think that the Missouri Compromise bought the nation needed time to deal with the issue of slavery? Or do you think, like Thomas Jefferson, that it was as alarming as a "fire bell in the night"? Answer the question in an essay, with a thesis statement and supporting evidence for your point of view.

States' Rights versus Federal Power – Explain the Marshall Court decisions in favor of and against the growth of federal power

- Explain and analyze the Bank Wars
- Explain the significance of tariff controversies in the early nineteenth century
- Describe major controversies regarding states' rights vs. national sovereignty
- Analyze the role of the judiciary in the expansion and limitation of federal and state powers
- Additional Reading Assignments (all e-texts):
 - Primary documents on the bank war
 - Hayne-Webster debate

Andrew Jackson and Jacksonian Democracy – Weigh the significance and effects of Andrew Jackson's presidency and Jacksonian democracy

- Explain the rise of Andrew Jackson and the major events of his presidency, with specific emphasis on nullification, Indian policy, bank controversy and crisis, mass democracy and evolving political parties, and popular culture
- Explain the Trail of Tears and analyze how it developed into a conflict between the judiciary and executive branches of the government
- Analyze Jacksonian democracy
- Compare and contrast Jeffersonian and Jacksonian democracy
- Additional Reading Assignments (all e-texts):
 - "Jacksonian Democracy" from *Hypertext History: Our Online American History Textbook*

Evangelical Protestantism and Transcendentalism – Explore the Second Great Awakening, utopian movements, and social reform during the antebellum period

- Describe the continued presence of revivalism and evangelical Protestantism
- Explain the influence of religion on antebellum politics
- Explain the development of Utopian societies
- Describe key figures in the transcendentalist theological and literary movement, including Irving, Cooper, Dickinson, Longfellow, Whittier, Holmes, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Poe
- Describe key aspects of American romanticism in the arts and literature
- Explain reforms that occurred during this time period, including these areas of reform: temperance, prison, education, abolition, and the early women's movement
- Examines and evaluates paintings made by American Artists for its expressions of ideas of American national identity (ID-1)
- Additional Reading Assignments (all e-texts):
 - Charles Grandison Finney article from the New York Evangelist
 - Historical background on antislavery
 - Temperance pledge example
 - Ralph Waldo Emerson's "Nature"
 - Overview of transcendentalism
 - Henry David Thoreau's Walden (excerpts)
 - Essay on the artist's role in American society from Hypertext History: Our Online American History Textbook
 - Essay on The Hudson River School by Kevin J. Avery
- Writing Assignments:
 - What different reform movements developed out of the religious impulse toward Christian perfectionism? How did these reform movements get started and what impact did they have on American society, politics, and history? Write a brief essay of 300 to no more than 500 words.
 - What role did literature play in shaping America's identity as a nation? Provide two examples. What role did popular culture play in developing American culture? Provide two examples.

Forced Migration of American Indians – Debate the forceful removal of American Indians from their traditional lands

- Analyze the forced migration of American Indian populations
- Evaluate the historical arguments for and against removal of American Indian populations
- Describe the treaties and official US policies towards American Indians, including the Indian Removal Act
- Additional Reading Assignments (all e-texts):
 - Sequoyah’s “Talking Leaves”
 - 1808 State of the Union address
 - Indian Removal Act and arguments for and against the act
- Writing Assignments
 - Use the background material, your notes about the primary source material, and your conclusions from the evidence to write a short essay evaluating President Jackson’s policy of Indian Removal. In your essay, consider what might have happened to the Cherokees, and other Indian nations, if they had remained in the South. Was Jackson right to remove them in order to protect them? Were Jefferson’s attempts to finesse the situation with assimilation policies realistic? What different outcome can you envision?

Manifest Destiny and Conflicts in Western Migration – Identify and evaluate the significance of Manifest Destiny

- Define and explain the significance of Manifest Destiny during this time period
- Characterize territorial acquisitions and the United States’ westward expanding border
- Evaluate the arguments justifying Manifest Destiny
- Describe western migrations and cultural interactions amongst settler populations and between settlers and indigenous populations
- Additional Reading Assignments (all e-texts):
 - Various readings on westward expansion
 - First-hand accounts of emigrants along the Oregon Trail
- Writing Assignments:
 - President James K. Polk is perhaps the president most associated with the idea of Manifest Destiny. Read his official White House [biography](#) and this [brief biographical](#)

[essay](#). Think about his linking of the issues of Texas and Oregon and about the Democrats' use of the campaign slogan Fifty-Four Forty or Fight. How do you react to these positions on expansion? Write President Polk a letter in which you outline your views.

The Mexican War and US Imperialism – Evaluate the causes and results of the Mexican War

- Trace the roots of conflicts with Mexico including reference to Moses and Steven Austin, Texan Independence, the Lone Star Republic, Sam Houston, annexation and the “peculiar institution,” Polk and the Mexican cessions, and Lincoln’s “spot resolution”
- Identify and explain major events in the Mexican War
- Explain the significance of the Treaty of Guadalupe Hidalgo
- Evaluate arguments for and against the annexation of the southwestern United States
- Additional Reading Assignments (all e-texts):
 - “The Texas Question in American Politics” from Hypertext History: Our Online American History Textbook
 - “A Mexican Viewpoint on the War With the United States” by Jesus Velasco-Marquez
 - Henry David Thoreau’s “Civil Disobedience”
- Writing Assignments:
 - Visit this [collection of biographies](#) of people involved in the Mexican War. Choose one person from the United States list and one person from the Mexico list. Understand their roles in the conflict and the feelings they have about the war. Be sure to also check the [veterans' site](#) for images or documents that tell you more about the two people you have selected. Write a paragraph on each person to summarize what you found out. Include a reference to each person's primary contribution to the events surrounding the war. (WOR-5)

Unit Activity – DBQ on settling political disputes in the early nineteenth century vs. the later part of the nineteenth century (1860). Students will analyze the reasons for this political change.

Unit 5 – The Civil War (3 Weeks, 5 Lessons)

Themes- ID, WXT, PEO, POL, CUL, WOR, ENV

Unit 5 Discussion: What contemporary issues create conflict between states, and how might the current administration address those issues through national policy?

The North and South – Explain the political and economic differences between the North and the South

- Compare and contrast the economic structures of the northern and southern states
- Compare and contrast the political cultures of northern and southern states
- Additional Reading Assignments (all e-texts):
 - Biographical information on Abraham Lincoln, Henry Clay, Francis Cabot Lowell, John C. Calhoun, Andrew Jackson, James Polk
- Writing Assignments:
 - Using your research on sectionalism, write an essay on the differences between the North and South

The Slavery Debate – Analyze the growing tensions between the North and South, and the role of slavery and westward expansion, as the United States marched toward the Civil War

- Analyze major legislative compromises related to slavery in the early nineteenth century
- Trace the debate over slavery and states' rights to maintain slavery, dating from the Constitutional Convention until 1850, including abolition, slavocracy from moral, economic, and political perspectives, the Missouri Compromise, and Wilmot Proviso
- Identify key abolitionist and slavery leaders
- Evaluate abolitionist and pro-slavery arguments
- Discuss key events and issues that led to the Civil War, such as Compromise of 1850, the Kansas-Nebraska Crisis, the Republican Party founding, "Bleeding Kansas," slavery in the territories, popular sovereignty, Fort Sumner, "Bully Brooks," Uncle Tom's Cabin, Dred Scott, the John Brown Pottawatamie Massacre, Harper's Ferry, anti-slavery societies, the split in the anti-slavery movement, and sectional splits in churches in the North and South

- Characterize the role of the US Supreme Court in the slavery debate
- Explain John Brown's raid on the Harper's Ferry armory in 1859 and the disagreements within the abolitionist community over the raid
- Additional Reading Assignments (all e-texts):
 - Fugitive Slave Law
 - Newspaper account of Anthony Burns ordeal
 - Summary of the court's decision on Dred Scott
 - Account of John Brown's raid
 - Republican and Democratic views from Chicago newspapers of the time
 - Overview of the Underground Railroad
 - Slave narrative excerpts

Lincoln's Election and Southern Secession – Characterize Lincoln's election and the reasons for southern secession

- Analyze the impact of Lincoln's "House Divided" speech on southern states
- Explain the election of 1860, including the rise of the Republican Party and Lincoln's election, despite not even being on the ballot for 11 of the southern states
- Explain the steps Lincoln took to avoid civil war
- Explain why southern states seceded and evaluate the role of slavery in their decisions
- Additional Reading Assignments (all e-texts):
 - Lincoln's nomination speech for the Illinois US Senate seat
 - Various news reports from the election of 1860
 - Modern analysis of the election of 1860
- Writing Assignments:
 - Read the articles about the 1860 election in the three papers, make notes with which to compare the accounts and points of view, and use this material in a one-to-two page essay that discusses the comparisons you found.

The Civil War: Battles, Strategies, and Effects – Identify and explain military strategies, battles, and diplomacy during the US Civil War

- Summarize the political, economic, and military strengths of the Union and the Confederacy at the outbreak of the Civil War
- Identify and analyze the significant key military and political leaders during the Civil War

- Trace the chronology of the war, including major battles and turning points
- Compare and contrast Lincoln and Davis and Lee and Grant
- Compare and contrast the effects of the war on the Union and the Confederacy
- Trace the events leading to the surrender of Confederate forces at Appomattox
- Explain the assassination of Lincoln and its repercussions
- Additional Reading Assignments (all e-texts):
 - Accounts from the lives of people during the Civil War
 - Lee and Grant’s messages about the surrender
 - Newspaper accounts of Lincoln’s assassination
 - An evaluation of Lincoln’s legacy

African Americans and the Emancipation Proclamation – Analyze the significance of the Emancipation Proclamation and the role of African Americans during the Civil War

- Explain the contributions of African American troops to the Union war effort
- Analyze disagreements within the abolitionist movement regarding African American voting rights, citizenship, and equality
- Explain the Emancipation Proclamation and its effect on the Civil War
- Additional Reading Assignments (all e-texts):
 - From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909
 - David Blight (historian) on racism in the abolitionist movement
 - “Emancipation Proclamation”
- Writing Assignments:
 - Reflect on what you have read and learned about the lives and roles of African Americans before and during the Civil War. Now is your chance to rewrite history: issue your own Emancipation Proclamation. What would yours say? How would it differ from the original? Rewrite the Emancipation Proclamation to include your ideas about what is needed.

Unit Activity – DBQ asking students to respond to this statement “In the 1930s, an historian said that “American Negroes became free without any effort of their own.”. **Source:** [Columbia University: Columbia American History Online](#)

Unit 6 – Reconstruction (2 Weeks, 4 Lessons)

Themes- ID, POL, CUL

Unit 6 Discussion: Compare the race relations and human rights issues during Reconstruction with the Civil Rights movement of the 1950s and 60s. In what ways are they similar? How are they different? What do these similarities and differences say about the successes and failures of Reconstruction?

Reconstruction – Evaluate Reconstruction and its effects in the South

- Characterize the Confederate states at the conclusion of the Civil War
- Compare and contrast the ambitions of the Reconstructionists
- Outline the major goals of Reconstruction
- Explain and analyze the Thirteenth, Fourteenth, and Fifteenth Amendments to the US Constitution
- Explain the controversies between President Johnson and the Republican Congress during the early stages of Reconstruction
- List Reconstruction programs and explain their relative success
- Describe and differentiate between carpetbaggers and scalawags; Black Reconstruction and Reaction
- Trace the role of African Americans in politics, education, and the economy during the period of reconstruction (in the north and the south)
- Additional Reading Assignments (all e-texts):
 - Letter from a northern teacher to the Freedmen’s Bureau
 - Letter from southern blacks requesting assistance and protection from the federal government
 - Editorial condemning the Black Codes
 - Biography of Hiram Revels
- Writing Assignments:
 - The Civil War and Reconstruction years were fraught with executive and legislative conflict. Those in Congress who remained once seats were vacated by secessionist states enjoyed an unprecedented level of power. The Radicals among them (Sumner, Wade, Davis, and Stevens to name a few) saw the opportunity to effect real, or radical, change in the country—particularly in reconstructing Southern states.

Read these articles about two of the most prominent Radicals and their relationships with President Lincoln. Then, using what you have learned in the lesson, briefly discuss Radical Republicans' characteristics and their roles in advancing rights for black Americans.

The Legacies of Reconstruction – Weigh the impact and legacies of Reconstruction

- Characterize race relations in the South, including the resistance of many southern whites to Reconstruction
- Describe the Tilden/Hayes controversy, the compromise of 1877, and the effects of this political compromise on social history
- Evaluate the lasting effects of Reconstruction - what were its successes and failures?
- Additional Reading Assignments (all e-texts):
 - Excerpts of Thomas Nast's works
 - Testimonies of African Americans in the early 1870s
 - "Math Against Tyranny"
 - Collection of myths and realities about reconstruction
- Writing Assignments:
 - Review the materials and resources you explored in this lesson. Include notes on the Reconstruction and Its Legacies interaction. Write a persuasive essay in which you explain either the successes or failures of Reconstruction. Use what you have read in the lesson and in online resources to convince your audience.

Rebuilding the Southern Economy – Trace the evolution of southern agriculture and industrialization after the Civil War

- Explain how the southern economy adapted after the abolition of slavery
- Evaluate the extent to which sharecropping and the crop-lien system replaced slavery
- Explain how the abolition of slavery encouraged the promotion of industrialization and economic efficiencies in southern economies
- Trace the spread of industrialization from northern to southern states
- Additional Reading Assignments (all e-texts):
 - The Freedmen's Bureau Model Contract

The Jim Crow South – Explain the establishment of Jim Crow laws in the South

- Identify, define, and characterize Jim Crow laws
- Explain the growth of militant white supremacy groups in the years during and after Reconstruction
- Evaluate the correlation between the Compromise of 1877 (and the removal of federal troops from the South) and the growth of institutionalized racism in the South
- Additional Reading Assignments (all e-texts):
 - Articles from “The African-American Experience in Ohio”
 - Biography of John Roy Lynch, former slave
- Writing Assignments:
 - Write a newspaper article for Ida B. Wells’s newspaper about lynching in the South during the Jim Crow era.
 - Write an editorial for a modern newspaper about the issue of modern segregated proms. Be sure to take a stance for or against these proms. Use information you have read in this tutorial to support your argument.

Unit Activity – DBQ arguing to what extent Reconstruction brought the Southern Negro the equality and freedom that slavery had denied them.