Syllabus History 220 Section 003: The United States to 1877

HISTORY 220
THE UNITED STATES TO 1877
Brigham Young University
Fall 2010

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PowerPoints, practice quizzes & activities available on Blackboard

Office Hours: By appointment

Course Overview: This course surveys the history of early North America and the United States from the pre-Columbian period until the end of Reconstruction, roughly 1491 to 1877. This course seeks to introduce students to major themes in American and world history. Major themes will include 1) The purpose and rationale of studying history, 2) Pre-Colombian and early American Native Culture, 3) Cultural and Religious history with a focus on the first amendment; 4) The Causes Courses and Consequences of Conflict in American History focusing on 5) The Rise of a Nation, 6) The Building of the Nation, and 7) Uniting a Nation.. History will be taught thematically in chronological order. Students will be introduced to a number of historical sources, including but not limited to: expository texts, primary documents, historical literature, documentaries and films and internet technology. The course is designed to be an introductory course to American History, as such we move very quickly through time. There will be approximately 1600 pages of reading and 6 ½ hours of film/documentary.

Required Reading:
6. Students are required to bring an i-clicker remote to class daily (these can be purchased at the BYU bookstore)
7. All other readings are included in the appendix portion of the syllabus. Required.
This course features a mix of direct instruction, discussion and individual and group activities, to succeed in the course you must complete your required readings and assignments BEFORE the assigned class period. In addition class attendance is required. Instructional PowerPoints will be available in Blackboard following the lecture.

Course Requirements:

1. **Midterm Exam (150 pts)** This exam will test students’ understanding of material presented in class and in the reading assignments during the first half of the semester. The exam will consist of several short answer/identification questions and multiple choice questions. The short answer questions and grading rubric for the mid-term are available in the appendix. The mid-term exam will be available in the testing center from Friday, October 29th – Wednesday, November 3rd.

2. **Professionalism/ Participation (50 pts)** Students’ professionalism grade is based on 1) students’ attendance and punctuality at each class session, 2) student’s participation in in-class group and individual learning activities, 3) students’ attentiveness, participation and courtesy during class, 4) students’ preparation for class. Students will do a self-evaluation of their professionalism/participation and submit this to the instructor at the end of the semester. The instructor will use the candidate’s self evaluations, as well as the information posted above to determine the professionalism grade. The professionalism and participation grading rubric is available in the appendix. The professionalism grade will be completed when taking the Final Exam.

3. **Cornell Notes (Part I (135 pts); Part II (65 pts) OR Class Blogs.** Students will keep either Cornell Notes or participate in a daily blog of all assigned readings. Though students may chose to change formats at the mid-term break, they must be consistent once they have made a choice, that is, if they chose to keep Cornell notes they must use this format until October 28th; at this point, students may change to the blog, and/or chose to continue using Cornell notes, and/or visa versa. Below is a description of each.

   A. **Cornell Notes, (often referred to as Learning Logs)**
   Students will keep Cornell Notes of the Required Reading. Cornell Notes should be legible and follow the model presented in class; any other model must be cleared in advance. Cornell Notes are an assessment of the students’ understanding of the text and other readings. They will include key ideas learned, reactions and applications to the ideas and short summaries of each reading assignment. Text summaries should be short and succinct. Summaries might look something like the chapter headings in the KJV scriptures, and should generally be no more than one column in length.
Most primary document readings require that the student write a short summary and answer the questions included within the text. Primary source summaries and questions replace Cornell Notes; however, students should be sure to include the summaries and answers from their primary sources within their secondary source Cornell Notes. For examples see both the template and grading rubrics in the appendix. Cornell Notes are a critical part of the student’s grade and must be completed prior to the mid-term or final exam that corresponds to the assignments. Cornell Notes may be used to complete the daily reading quizzes.

B. Reading Blogs and Discussions
Students will participate in a daily blog, discussing their insights and responses to the directed questions guiding their readings. Reading blogs will be accessible from blackboard. Blog discussions will be guided by the T.A. All comments and insights posted on the blog must be posted BEFORE the class period associated with the readings, further, grades for the daily blog will be collected and posted only on the day they are due. Under no circumstances will late blogs be accepted. Comments posted in the blog should include: brief notes on all key concepts studied in the reading\(^1\) and a variety of reflections/connections/questions/comments on the readings that reflect depth and personal insights including connections to previous learning\(^2\).

Primary Source readings should include: full, concise summaries\(^1\), responses to the questions posted by the T.A.\(^2\), lastly, it should be evident that the totality of the readings have been read & understood\(^3\). Students who participate in the daily blogs may copy and use blogs to complete the daily reading quizzes.

4. **Final Exam (100 pts)** The exam will test students’ understanding of material presented in class and in the reading assignments during the second half of the semester. The exam will consist of several short answer/identification questions and multiple choice questions. The short answer questions and grading rubric for the mid-term are available in the appendix. The mid-term exam will be available in the testing center Monday, December 13th – Friday, December 17th.

5. **Causes of Conflict Essay (75 pts.)** Students will write an essay answering the question “Do You Believe Conflict is Necessary?” If yes, explain your answer. If no, explain how you believe conflict can be resolved? Students should use historical evidence within the time period studied (1491-1877) presented in the lecture, and in their readings to support their answer. Students should refer to the causes of Conflict grading rubric in their appendix. The “Causes of Conflict Paper” is due on December 9th. The essay should be 4-5 pages, typed, use a standard Times New Roman, 12 point font, one-inch margins on all sides. The essay should, above all, answer the question at hand using evidence gleaned from
your reading and lectures. It should observe rules of proper grammar, and must use footnotes or endnotes (see Citation Guide Appendix 1), or Kate Turabian A Manual for Writers or use one of the many online services for example: http://citationmachine.net/).

6. **One Reflective Papers** (20 points)
   
   a. **Why History? Individual Essay (20 pts):** “How has ‘my’ history impacted who I am, and what I believe in?” Students will write a two-three page personal essay identifying ways their personal history (their ancestor’s choices and behaviors, as well as individual choices and behaviors) have impacted who they are and what they believe in. Student should refer to the grading rubric located in the appendix to ensure they include all of the standards of an “A” paper.

7. **Daily quizzes and assignments (Approximately 75 pts):** Open note quizzes will be taken daily using i-clickers. In most cases missed daily quizzes will not be accepted; however if and when absences are excused in advance students are responsible for speaking with the T.A and arranging to make up the daily quizzes within a week of their absence. Often students will be asked to complete group assignments or peer assignments, it is essential that the work be completed on the due date, as a rule these assignments will not be accepted late.

**Turning in Work**

Students’ assignments must be turned in class or, if arrangements have previously been made, electronically, on the day they are due. Some of the due dates may change, with notification, based on the needs of the class. Generally, \textit{late work will not be accepted}. Make-up exams will only be permitted under extenuating circumstances on a case-by-case basis, and must be taken within a week of the official exam date. In addition, candidates’ professionalism grade will reflect their ability to meet the due date requirements. Assignments that are turned in late will receive a 10\% reduction for each day the work is late. For example if the work is two days late it will receive a 20\% reduction in credit, three days = 30\% deduction etc…

**Grading Scale:**

- 95\% and up = A; 90-94.99 = A-;
- 87-89.99 = B+; 83-86.99 = B;
- 80-82.99 = B-;
- 77-79.99 = C+; 73-76.99 = C;
- 70\% - 72.99\% = C-;
- 67-69.99 = D+;
- 63-66.99 = D;
- 60\% - 62.99\% = D-

**Policies & Procedures**

Please arrive to class in a timely manner. Generally, \textit{late work will not be accepted}. Make-up exams will only be permitted under extenuating circumstances on a case-by-case basis, and must be taken within a week of the official exam date. Reading materials other than the texts assigned for the course are not to be out during class. Cell phones, iPods, etc. must be turned off when you enter the room and left off until you exit. Laptops
may be used for note-taking. However, if you are using the computer for purposes other than note-taking, you forfeit the benefit of using your computer in class.

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Subject to Change Notice:** The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes in class, or via Blackboard. It is **the student’s responsibility** to review the course site and syllabus regularly or communicate with the professor, as needed, to adjust if assignments or due dates change. Please remember to check the Blackboard Announcements often.

**Sexual Discrimination or Harassment:** Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

**Students with Disabilities:** If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
Class Schedule:

Tuesday, August 31st:

Objective/ Primary Focus, Understanding History & Geography I:

Students will recognize the importance of knowing and understanding United States history they will be able to explain how history affects them individually. They will interpret the role of geography in shaping United States history.

Directed Questions:

I.0  What are student and instructor expectations and requirements within the course?

I.1  Where are the major physical features, including the plains, rivers, bodies of water, mountain ranges and continents impacting the development of American history located? (See attached appendix 5)

I.2  Where are the major political features, including countries, regions, and states located that have impacted American history? (See attached appendix 6)

I.3  What does an analysis of geography tell us about the impact of European colonization and settlement of North America?

I.4  Why is the study of history essential? How can a better understanding of history help us better understand ourselves and the world we live in?

Assigned Readings & Homework:

1.  Readings During Class: “Knowing History & Knowing Who We Are”, by David McCullough, available in both the appendix and online @ http://www.realclearpolitics.com/Commentary/com-4_18_05_DM.html. Link available on blackboard. Complete Cornell Notes and/or blog using direct question I.4.

2.  Readings for next class: Tindal, America: A Narrative History, A New World Pre-Columbian Indian Civilizations, pages 1-14. Complete Cornell Notes or blogs utilizing direct question II.I.1. (see below)


4.  Complete one of the following readings below, be prepared to share your responses to the readings with a peer:
   A.  Mann, 1491: New Revelations of the Americas before Columbus, pages 151-192. Complete Cornell Notes or blogs utilizing Objective/ Primary Focus, Culture & Religion II.I.5 (see below)
   B.  Mann, 1491: New Revelations of the Americas before Columbus, pages 273-314. Complete Cornell Notes or blogs utilizing Objective/ Primary Focus, Culture & Religion II.I.5 (see below)

5.  If necessary complete physical and political feature assignment, available in appendix. You should know the physical and political features included in this assignment.

6.  Due next class: Review the course syllabus; write down all questions and/or concerns.

7.  Complete essay “Why History” (please see instructions in appendix), due 9:30 a.m., Thursday September 9th. Students who add the class late will be allowed to turn in the essay late adding a day for each late day, i.e. if you added the class Sept, 2nd, you will be allowed to turn in the essay on Sept 10th, etc… In all other cases LATE ESSAYS WILL NOT BE ACCEPTED.
Thursday, September 2nd:

Objective/ Primary Focus, Culture & Religion II.I:

*Students will explore the myths and realities of life among various Native American Nations in North America prior to the exploration of the New World.*

Directed Questions:

II.I.1. In what ways were pre-Columbian Native American cultures distinct from European cultures in the use of land and resources?

II.I.2 What are some of the ways Native American myths differ from realities (stereo-types)?

II.I.3 How does the way of life of the major regional Native American Nations compare and contrast?

**Assigned Readings & Homework:**

1. Due shared reading assignment (see above)
   A. Mann, 1491: New Revelations of the Americas before Columbus, pages 151-192. Complete Cornell Notes or blogs utilizing Objective/ Primary Focus, Culture & Religion II.I:5 (see below)
   B. Mann, 1491: New Revelations of the Americas before Columbus, pages 273-300. Complete Cornell Notes or blogs utilizing Objective/ Primary Focus, Culture & Religion II.I:5 (see below)

2. In class complete Comparison/Contrast chart (see appendix).


4. Readings for next class: Tindal, *America: A Narrative History*, European Visions of America - The Expansion of Europe, pages 14-21. Complete Cornell Notes or blogs (appendix 3) utilizing Enduring Understandings II.II.1

Tuesday, September 7th:

Objective/ Primary Focus, Culture & Religion II.II& II.III:

*Students will recognize the role religion played in the development of American History.*

Directed Questions:

II.II.1. What are the beginnings and primary beliefs of Judaism, Christianity and Islam? In what ways do these three beliefs compare and contrast?

II.III.1. What role did Catholicism, Judaism and Islam play in Africa, Asia and Europe during the middle ages? How were religious conflict and trade intertwined during this period and how did they encourage the discovery of the Americas?

**Assigned Readings & Homework:**

1. Complete one of the following readings below, be prepared to share your responses to the readings with a peer:
   B. Shi, *For the Record*, pages 6-8, Juan de Onate: From Letters From New Mexico (1599). Summary & review questions.


4. Before next class period, *after* completing the assigned readings, use the information gathered to write a Cinquain poem (see instructions in the appendix). Be prepared to share your poem with the class.

**Thursday, September 9th:**

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<tr>
<th>Objective/Primary Focus, Culture &amp; Religion II.III:</th>
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<tr>
<td>Students will recognize the role religion played in the development of Spanish American History.</td>
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**Directed Questions:**

II.III.2. What role did Spanish Catholicism & the Counter Reformation play in the conquest of the Americas?

II.III.3. Who, how, when, where, and why were the early Explorers and Conquistadores. Explain their motives?

II.III.4. What impact did colonization have on the Native populations of the Caribbean and South America?

II.III.5. Compare and contrast the positive and negative consequences of the Columbian Exchange?

**Assigned Readings & Homework:**


3. Due in class at 9:30 a.m. cinquain poem based on II.III.4 and/ or II.III.5, late poems will not be accepted.

**Tuesday, September 14th:**

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<th>Objective/Primary Focus, Culture &amp; Religion II.IV:</th>
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<td>Students will recognize the role religion played in the development of Protestant American History, i.e. the Dutch, French &amp; French.</td>
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**Directed Questions:**

II.IV.1. When and what role did the key reformers play in the *reformation in Continental Europe* and what was the resulting conflict & impact on American Colonization?

II.IV.2. Who was involved, how were they involved, why were they involved, where, when and what role did the key reformers play in the *reformation*
in the British Isles and what was the resulting conflict & impact on American Colonization?

II.IV.3. What was the impact of the reign of the Tudors on both England and on the American colonies?

II.IV.4. What happened and why with England’s first failed attempts at colonization?

**Assigned Readings & Homework:**
1. Reading for next class: Tindal, America: A Narrative History, Parliament and the Stuarts- Settling the Chesapeake, pages 54-68. Complete Cornell Notes or blogs utilizing direct questions: II.V.1 & II.V.4.

**Thursday, September 16th:**

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<th>Objective/ Primary Focus, Culture &amp; Religion II.V:</th>
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<td><em>Students will recognize the role English Religious Conflict played in the colonization of the Americas; they will be able to identify the long impact of this colonization on Native Americans</em></td>
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**Directed Questions:**

II.V.1. How did the reign of the Stuarts (King James & King Charles, Lord Protectorate Oliver Cromwell, King Charles II, James II,) impact the management of the colonies; in addition what religious conflicts occurred within each of their reigns? How did this conflict impact the colonies?

II.V.4. How did the English Civil War and resulting political philosophies impacted the developing political ideas of the Americas?

**Assigned Readings & Homework:**
2. Reading for next class: Read attached readings (see appendix ) MacCullouch, Diarmaid, The Reformation: A History, American Beginnings, pages 533-547, (see appendix ) Complete Cornell Notes or blogs, utilizing directed questions II.V.2.
3. Reading for next class: Jigsaw Primary Account readings, you will be assigned one of the following readings, Shi, David. For the Record.
   A. Pages 23-26, John Winthrop: From General Observations and Model of Christian Charity (1629-1630).
   B. Pages 27-30, The Massachusetts Bay Colony Case against Anne Hutchinson (1673).
   C. Pages 30-37, William Penn: From Some Account of the Provinces of Pennsylvania (1681).

**Tuesday, September 21st:**

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**Directed Questions:**

II.V.2. Where & when were the three primary Colonial settlements? Who was
involved and what role did they play in the settlement? Why were each of the primary Colonial settlements: Jamestown, The Plymouth Pilgrims and the Puritan Pilgrims settled?

II.V.3. What is salutary neglect and what role did it play in Colonial/British relations?

Assigned Readings & Homework:
1. Due in class jigsaw primary account readings (assignments given on 9/16)
3. Begin “Book in a Week Assignment” (1776). Due Thursday, October 7th.

Thursday, September 23rd:

Objective/ Primary Focus, Culture & Religion II.V:

Students will recognize the role English Religious Conflict played in the colonization of the Americas; they will be able to identify the long impact of this colonization on Native Americans

Directed Questions:

II.V.2. Where & when were the three primary Colonial settlements? Who was involved and what role did they play in the settlement? Why were each of the primary Colonial settlements: Jamestown, The Plymouth Pilgrims and the Puritan Pilgrims settled?

Assigned Readings & Homework:
2. Readings for next class: Comparison Contrast Activity. You will be assigned one of the following readings, Shi, David. For the Record. From these readings we will collectively compare and contrast the First Great Awakening with the Second Great Awakening.
   A. Pages 38-39 & Jonathan Edwards: Some Thoughts Concerning the Present Revival of Religion (1743), pages 51-61 Complete Cornell Notes and/or blog, utilizing directed questions II.V.5. (First Great Awakening)
   B. Pages 38-39 & Benjamin Franklin: Articles of Belief (1728). Pg 48-50. Complete Cornell Notes and/or blog, utilizing directed questions II.V.5. (End of the First Great Awakening)
   C. Pages 38-39 & Account of the Salem Witch Trial, page-45-48. Complete Cornell Notes and/or blog, utilizing directed questions II.V.5. (First Great Awakening)
   D. Pages 308-310 & Charles Grandison Finney: From Lectures on Revivals of Religion (1835, with 1868 revisions), pages 310-313 Complete Cornell Notes and/or blog, utilizing directed questions II.V.5. (Second Great Awakening)
   E. Pages 308-310 & Horace Mann: Moral 7 Religious Education (1848) pages 317-322 Complete Cornell Notes and/or blog, utilizing directed questions II.V.5. (Second Great Awakening)
Tuesday, September 28th:

Objective/ Primary Focus, Culture & Religion II.V:

Students will recognize the role English Religious Conflict played in the colonization of the Americas; they will be able to identify the long impact of this colonization on Native Americans

Directed Questions:

II.V.5 What were the 1st & 2nd Great Awakenings and how did they impact American Culture?

Assigned Readings & Homework:

1. Due in class cooperative learning activity, comparing and contrasting the First & Second Great Awakening via primary documents (see assignment 9/23)
2. Readings for next class: Tindal, America: A Narrative History, pages 117-129; Society and Economy in the Southern Colonies. Complete Cornell Notes and/or blog utilizing directed questions II.VI.1, II.VI.2 & II.VI.3. & Black Society in the South pages 581-591; Complete Cornell Notes and/or blog utilizing directed questions II.VI.4
3. Read the online introduction to the Black Church: An Introduction to the Church in the Southern Black Community, Laurie F. Maffly-Kipp, Associate Professor of Religious Studies University of North Carolina at Chapel Hill, available @ http://docsouth.unc.edu/church/intro.html

Thursday, September 30th:

Objective/ Primary Focus, Culture & Religion II.VI:

Students will examine early slavery in the Americas.

Directed Questions:

II.VI.1. What were the reasons for slavery in the new world?
II.VI.2. What were the beginnings of the slave trade in the Americas?
II.VI.3. What were the triangular trade route and the middle passage? What role did they play in the economics of the Americas and transportation of African slave to the Americas?
II.VI.4. What role did religion play in the culture of Black America?

Assigned Readings & Homework:

1. Readings for next class: Tindal, America: A Narrative History, pages 170-187; Troubled Neighbors- The Colonial Wars. Complete Cornell Notes and/or blog utilizing directed questions III.2

### Tuesday, October 5th:

**Objective/ Primary Focus, Rise of a Nation III**

Students will investigate the similarities found in the causes, courses, and consequences of the rise of the United States of America. They will be able to recognize these three themes through a study of Colonial Conflict, the Revolutionary War and the foundations of government.

Directed Questions:

III.1 What was the impact of European colonization on the Native Americans of North America prior to the Revolutionary War? What were the causes, course and consequences of King Phillips War?

III.2 What conflict occurred between European powers prior to the Revolutionary War? What were the causes, course and consequences of the French and Indian War?

### Assigned Readings & Homework:

1. Readings for next class: Tindal, *America: A Narrative History*, pages 190-223; *From Empire to Independence*. Complete Cornell Notes and/or blog utilizing directed questions III.3 & III.4.

### Thursday, October 7th:

**Objective/ Primary Focus, Rise of a Nation III**

Students will investigate the similarities found in the causes, courses, and consequences of the rise of the United States of America. They will be able to recognize these three themes through a study of Colonial Conflict, the Revolutionary War and the foundations of government.

Directed Questions:

III.3 What Conflict in the Colonies lead to the Revolutionary War? What were both the Colonial and British grievances, concerns, objections and complaints? How did the Declaration of Independence rise from these concerns and what was Thomas Jefferson’s role?

III.4 What was the role of various political groups played in the Revolutionary movement? What was the role the 1st and 2nd Continental Congress played in the Revolutionary movement?

III.10 Who were the key American Individuals in the Revolution and what were their contributions, i.e. Thomas Paine, John Adams, Samuel Adams (NORTH) & Patrick Henry (SOUTH).

### Assigned Readings & Homework:

1. Turn in completed “Book in a Day” assignment. (1776).


### Tuesday, October 12th:
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<td>III.11 Examine how the Revolutionary War affected the Colonists, NOT including soldiers. How did this impact the economy, home life, daily life and how did it affect women, children, slaves, Loyalists, and Patriots?</td>
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**Assigned Readings & Homework:**
1. Actively participate in “1776” book in a day.

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**Assigned Readings & Homework:**
1. Actively participate in “1776” book in a day.
Tuesday, October 19th:

**Objective/ Primary Focus, Rise of a Nation III**

_Students will investigate the similarities found in the causes, courses, and consequences of the rise of the United States of America. They will be able to recognize these three themes through a study of Colonial Conflict, the Revolutionary War and the foundations of government._

**Directed Questions:**

III.5 What key battles happened during the 1st half of the Revolutionary War: 1775 to the winter of 1778 at Valley Forge? Who was involved, what occurred, what was the impact?

III.7 What events and individuals brought European aid to the American cause? What was their impact on the course of the Revolutionary War?

III.9 What were the contributions of George Washington to the Revolutionary War?

III.10 Who were the key American Individuals in the Revolution and what were their contributions i.e. Alexander Hamilton, Benedict Arnold, Horatio Gates, Henry Knox, Charles Lee, Nathan Hale, Israel Putnam, regulars & “boy soldiers (drummer boy, flag bearer)?

III.11 Examine how the Revolutionary War affected the Colonists, NOT including soldiers. How did this impact the economy, home life, daily life and how did it affect women, children, slaves, Loyalists, and Patriots?

**Assigned Readings & Homework:**

1. Actively participate in “1776” book in a day.
2. Readings for next class: Tindal, *America: A Narrative History*, pages 248-254; *The War in the South* Complete Cornell Notes and/or blog utilizing directed questions III.8..
3. Prepare “Musical Representation” of the Revolutionary War. See Appendix. Choose the best song that represents each of the following (choose six): When lyrics representing the events are part of the song please have them available. Be prepared to defend your choice.
   a. Lexington and Concord  b. Battle of Bunker/Breed’s Hill
   c. Dorchester Heights  d. Battle of Long Island
   e. Battle of Trenton  f. Battle of Brandywine
   g. Battle of Saratoga  h. Winter Encampment at Valley Forge
   i. French & Spanish Entry  j. War in the South
   k. Yorktown  l. Treaty of Paris

Thursday, October 21st:

**Objective/ Primary Focus, Rise of a Nation III**

_Students will investigate the similarities found in the causes, courses, and consequences of the rise of the United States of America. They will be able to recognize these three themes through a study of Colonial Conflict, the Revolutionary War and the foundations of government._

**Directed Questions:**

III.8 What key battles happened during the 2nd half of the Revolutionary War: from the winter of 1778 at Valley Forge to victory at Yorktown, including
the Treaty of Paris of 1783. Who was involved, what occurred, what was the impact?

III.9 What were the contributions of George Washington to the Revolutionary War?

III.10 Who were the key American Individuals (European allies) in the Revolution and what were their contributions i.e. George Rogers Clark, Francis Marion, Nathaniel Greene, Comte de Rochambeau, Marquis de Lafayette, “boy soldiers (drummer boy, flag bearer)?

III.11 Examine how the Revolutionary War affected the Colonists, NOT including soldiers. How did this impact the economy, home life, daily life and how did it affect women, children, slaves, Loyalists, and Patriots?

Assigned Readings & Homework:

Tuesday, October 26th:

Objective/ Primary Focus, Rise of a Nation III

*Students will investigate the similarities found in the causes, courses, and consequences of the rise of the United States of America. They will be able to recognize these three themes through a study of Colonial Conflict, the Revolutionary War and the foundations of government.*

Directed Questions:

III.8 What key battles happened during the 2nd half of the Revolutionary War: from the winter of 1778 at Valley Forge to victory at Yorktown, including the Treaty of Paris of 1783. Who was involved, what occurred, what was the impact?

III.9 What were the contributions of George Washington to the Revolutionary War?

III.10 Who were the key American Individuals (European allies) in the Revolution and what were their contributions i.e. George Rogers Clark, Francis Marion, Nathaniel Greene, Comte de Rochambeau, Marquis de Lafayette, “boy soldiers (drummer boy, flag bearer)?

III.11 Examine how the Revolutionary War affected the Colonists, NOT including soldiers. How did this impact the economy, home life, daily life and how did it affect women, children, slaves, Loyalists, and Patriots?

Assigned Readings & Homework:
1. Due “Musical Review of the American Revolution” See appendix. Late work will not be accepted. Actively participate in class.
Thursday, October 28th:

Objective/ Primary Focus, Rise of a Nation III

*Students will investigate the similarities found in the causes, courses, and consequences of the rise of the United States of America. They will be able to recognize these three themes through a study of Colonial Conflict, the Revolutionary War and the foundations of government.*

Review/ Catch up of the Revolutionary War

**Assigned Readings & Homework:**

2. Readings for next class: Tindal, *America: A Narrative History*, pages 254-258; *The Political Revolution*; & *Shaping a Federal Union*, pages 270-298 Complete Cornell Notes and/or blog utilizing directed questions IV.1, IV.2, IV.3 & IV.4

Mid-term Exam will be available in the testing center from Friday, October 29-Wednesday, November 3rd, please note Saturday hours are generally shorter than week day hours. You should allow 2 ½ -3 ½ hours to take the mid term exam. Mid-terms must be completed during the testing window, be sure to plan accordingly.

Tuesday, November 2nd:

Objective/ Primary Focus, Building a Nation IV

*Students will understand the foundation, structure and function of the United States Constitution, including how the Founders addressed these at the Constitution Convention and how the Constitution functions today.*

Directed Questions:

IV.1. What were the problems that faced the emerging nation?

IV.2. Determine the weaknesses of the Articles of Confederation. How did they result in the Constitutional Conventions?

IV.3. What did the founders look to write the Constitution?

IV.4. What structural issues had to be addressed by the founders of the Constitution? (Great Compromise, 3 Branches, Checks and Balances, Separation of Powers, 3/5 Compromise)

IV.5. What rights were guaranteed to the people in the preamble and in the ninth amendment?

IV.6. How did the founding fathers address the separate and shared powers of the State and Federal government in the 10th amendment?

**Assigned Readings & Homework:**

1. *America: A Narrative History*, pages 344-359 *The Early Republic*. Complete Cornell Notes and/or blog utilizing directed questions II.V.1-2
Thursday, November 4th:

Objective/Primary Focus, Uniting a Nation V:

*Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of American Expansionism from the presidencies of Thomas Jefferson to Andrew Jackson*

Directed Questions:

V.1. Exploring the West: How did the Louisiana Purchase/ Lewis and Clark expeditions/Pike’s expedition/Fremont expedition impact Western expansion?

V.2. What were the ideas and events that motivated the expansion of the United States? i.e. land acquisition, economy, and immigration (religion)

Popcorn & A Movie:

*Time and place to be announced. Attendance is required.*

Assigned Readings & Homework:

1. Readings for next class: Tindal, *America: A Narrative History*, pages 359-375; War in Europe–The War of 1812; Complete Cornell Notes and/or blog utilizing directed questions V.1.


3. Readings for next class: Shi, David. For the Record. Hezekiah Niles: Indians within the United States (1827), pages 264-266. Complete Cornell Notes and/or blog, utilizing directed questions V.4

Cornell Notes from Aug 31st-Oct 28th are due at 9:30 a.m. on Nov 4th. Please note Cornell Notes will receive a 10% reduction for each day they are late.

Tuesday, November 9th:

Objective/Primary Focus, Uniting a Nation V:

*Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of American Expansionism from the presidencies of Thomas Jefferson to Andrew Jackson*

Directed Questions:

V.3. War of 1812: What were the causes, course and consequences of the War of 1812. How did the War of 1812 prove the United States was a legitimate Nation?

V.4. What were Andrew Jackson’s attitudes, and actions concerning the tariff (and nullification), Indian policy, and the Bank of the United States?

Assigned Readings & Homework:
Thursday, November 11th:

Objective/ Primary Focus, Uniting a Nation V:

Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:

V.5. Who were the key individuals involved in the Texan Revolution and what occurred?

V.6. War with Mexico: How did the annexation of the Republic of Texas and the Bear Flag Revolt lead to Mexican American War? What was the impact of the Mexican War on the land and people of the American Southwest?

Assigned Readings & Homework:

1. Ephraim Kirby Smith: Letters from the Front in the Mexican War (1845-1847) pages 441-448. Answer the questions on page 448, under Review Questions SEE THE APPENDIX FOR A COPY

Tuesday, November 16th:

Objective/ Primary Focus, Uniting a Nation V:

Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:

V.6. War with Mexico: How did the annexation of the Republic of Texas and the Bear Flag Revolt lead to Mexican American War? What was the impact of the Mexican War on the land and people of the American Southwest?

Assigned Readings & Homework:


2. Readings for next class: Tindal, America: A Narrative History, The Old South, pages 569-581; The Culture of the Southern Frontier, pages 591-599 Complete Cornell Notes and/or blog utilizing directed questions V.7 & V.8.

3. Readings for next class: Tindal, America: A Narrative History, The Dynamics of Growth, pages 450-489; Complete Cornell Notes and/or blog utilizing directed questions V.9 & V.10
Thursday, November 18th:

Objective/ Primary Focus, Uniting a Nation V:

Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:

V.7. How did conflict evolve as a result of the slavery in the American South? How did slaves and abolitionists rebel against the institution of slavery? Did social reforms have a greater affect on abolitionist movements or did the abolitionist movements have a greater affect on social reforms?

V.8 What was life like in the Antebellum South? How did it shape the culture and economy?

V.9. Transportation: What were the developments in transportation (Cumberland Road, Eerie Canal, Steam Boats, and Transcontinental Railroad)? What role did Chinese immigrants played in the construction of the railroad?

V.10. Economies of the North and South: To what extent did economics influence the Civil War? What were the advantages and disadvantages of the Union and the Confederacy?

Assigned Readings & Homework:
2. Complete the Compromises leading to the Civil War assignment, (see appendix), be prepared to discuss your solutions in class.

Thanksgiving Holiday November 23-28

Tuesday, November 30th:

Objective/ Primary Focus, Uniting a Nation V:

Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:

V.11. Compromise: Trace the failure of compromise to ease sectional differences: Missouri Compromise, Compromise of 1850 and Kansas-Nebraska Act. What were their strengths and weaknesses of each?

V.12. With the failures of compromise, how did the Lincoln-Douglas debates and the election of 1860 lead to secession?

Assigned Readings & Homework:
2. Readings for next class: Tindal, America: A Narrative History. The War of Union.- Reactions to Emancipation. pages 648-672 & Government During the War. pages 678-684. Complete Cornell Notes and/or blog utilizing directed questions V.13.
3. Readings for next class complete the Northern (Union) Resources vs. Southern (Confederate) Resources, (appendix 21) be prepared to defend your responses during next class.

Thursday, December 2nd:

Objective/ Primary Focus, Uniting a Nation V:

Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:

V.13. The War Begins (1861-1862). What were the determining factors that affected the course of the war through the Battle of Antietam and the resulting Emancipation Proclamation? What were both Northern and Southern Strategies at the beginning of the war (Naval blockade, cotton diplomacy)?

Assigned Readings & Homework:

1. Readings for next class: Tindal, America: A Narrative History, The War of The Union: Blacks in the Military, pages 672-674 Complete Cornell Notes and/or blog utilizing directed questions V.15
2. Readings for next class, chose a partner and select one of the following readings from Shi, David, when finished work with your partner to create a two voice poem that illustrates two differing perspectives regarding the Civil War. (see appendix 21) be prepared to share your work with the rest of the class. Cornell Notes not required.
   A. For the Record. James B. Griffin: Letters from a Confederate Officer (1862) pages 424-431.
   B. For the Record. Elisha Hunt Rhodes: From the Diary of a Union Soldier (1862) pages 431-437
   D. For the Record. Frank Moore: Women of the War (1866) pages 441-446
   E. For the Record. Robert E. Lee: Appomattox, Virginia (1865) pages 438-441

Tuesday, December 7th:

Objective/ Primary Focus, Uniting a Nation V:

Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:

V.14. What were the contributions of key individuals in the Civil War? 
   (Abraham Lincoln, Jefferson Davis, Robert E. Lee, George McClellan, Ulysses S. Grant, William T. Sherman, "Stonewall" Jackson)

V.15. Civil War at home: How did the Civil War affect those at home, excluding soldiers? Include the economy, home life, impact of war on daily life and how it affects women, children, slaves, Northerners and Southerners.
Assigned Readings & Homework:
1. Shaara, Michael, (2001), The Killer Angels. Complete 6 word memoir based on one of the characters in Shaara’s The Killer Angels. See Appendix
2. Readings for next class: Tindal, America: A Narrative History, The War of The Union: The Faltering Confederacy, pages 684-699. Complete Cornell Notes and/or blog utilizing directed questions V.16
2. Readings for film: Tindal, America: A Narrative History, Reconstructing North & South pages 640-656. Complete Cornell Notes and/or blog utilizing directed questions V.17

Pizza & Movie: Evening film “Reconstruction”, time and place to be announced
Please plan on bringing $1.00 per piece of pizza, those of you who do not want pizza are welcome to opt out of the pizza. Attendance is required.

Thursday, December 9th:

Objective/ Primary Focus, Uniting a Nation V:
Students will investigate the similarities found in the causes, courses, and consequences of Expansion and Unification of the United States. They will be able to recognize these three themes through a study of Westward Expansion, Compromise and the Civil War.

Directed Questions:
V.16. What were the determining factors that affected the course of the war and contributed to Northern victory, from the Battle of Gettysburg to the surrender of the South?

Learning Logs from Nov 2nd-Dec 9th as well as the “Causes of Conflict” essay are due December 9th. Please note late Cornell Notes and essays will not be accepted.

Finals: Monday, December 13th – Friday, December 17th