

Villa Victoria Academy
United States History I Course Curriculum
2014 - 2015

Course Description

United States History I covers the nation’s political, economic, socio-cultural, diplomatic, and intellectual history from the pre-Columbian period to Reconstruction, or 1491 to 1877. The goal of the course is to gain context for understanding the development of contemporary institutions, the role of continuity and change in present day society and politics, the interactions and effects of systems of economy, and past and current forms of artistic expression and intellectual discourse. You will be expected to develop skills of analysis and synthesis, evaluate both primary and secondary sources, and comprehend, memorize, and apply relevant historical facts.

The course is structured chronologically but consistently employs thematic learning objectives to focus historical inquiry. The chronological structure divides the course into five (5) units, defined by specific periods of time; each period of time includes three (3) key concepts which employs multiple thematic learning objectives. The narrative structure is supported by the textbook, selected primary and secondary sources, and limited audiovisual sources. Topics for will include pre-Columbian cultures, the Columbian exchange, colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, Manifest Destiny and westward expansion, the Civil War, and Reconstruction.

Course Curriculum:

Period 1: 1491-1607 (3 Weeks Total)

Textbook Reading:

The American Vision.

Chapter 1. “Converging Cultures: Prehistory to 1520”

Chapter 2. “Colonizing America: 1519-1733”

Key Concept 1.1 – Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. (1/2 Week)

Topic: Pre-Colombian Cultures in the Americas.

Pre-Columbian cultures flourished by adapting their civilizations to the differing environments. They learned how to domesticate corn but did not invent wheeled vehicles.

Compare those civilizations in South and Central America with those in the southwest part of North America and in the Mississippi Valley. Some were semi-nomadic and practiced agriculture and hunting-gathering.

Key Concept 1.2 – European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. (1/2 Week)

Topic: The Spanish Conquest and the Colombian Exchange

Christopher Columbus and ethnocentricity set the pattern for future Spanish exploration and conquistadores.

The Spanish defeated and overthrew Aztec and Inca rulers who led centralized governments.

The role of diseases led to catastrophic consequences for Native Americans.

Early exploration and conquest of the Spanish and Portuguese led to major changes, including an exchange of plants and animals between Europe and the New World, referred to as the Columbian Exchange.

Spanish rulers were autocratic monarchs who established the encomienda system, which cruelly exploited Indian laborers.

The Catholic Church sent missionaries to convert native populations, which helped to foster tolerance of racial differences, including intermarriage between colonists and native peoples but also contributed to their exploitation in terms of slave labor and colonial control.

European colonial claims in the Western Hemisphere caused conflict in the Americas, competition in Europe, and the promotion of empire building.

Key Concept 1.3 – Contacts among American Indians, Africans and Europeans challenge the worldviews of each group. (1 Week)

Topic: Evolving Worldviews

European perspectives of the social and political, and economic relationships between white and nonwhite peoples changed extensively due to the increased and sustained contact with Africans and American Indians.

Topic: Iroquois Confederacy

Native Americans in North America formed the Iroquois Confederacy which constituted the most

important and powerful North American political alliance which ended tribal warfare but presented a challenge to colonists.

Primary Sources:

Excerpts from:

Juan de Sepulveda's "A Second Democritus: on the just causes of war with the Indians"
Bartolome de Las Casas' "A Short Account of the Destruction of the Indians."

Statuary, paintings, and ceremonial art found at Mississippian sites in Georgia (Etowah Indian Mounds, Kolomoki Mounds)

Period 2: 1607 – 1754 (3 Weeks)

Textbook Reading:

The American Vision

Chapter 3. "Colonial Ways of Life: 1607-1763"

Key Concept 2.1 – Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop different patterns of colonization (2 Weeks)

Topic: Comparison of British, French, and Spanish Colonization; 1607-1754

British colonization differed from French and Spanish colonization in social and economic goals and cultural assumptions, leading to different models of colonization.

Like other European nations, the British adopted mercantilism as their economic policy.

The Chesapeake and southern British colonies maintained ties with Caribbean economies playing a role in British mercantilism.

Great Britain established the Navigation Acts to implement the mercantilist economic philosophy.

Slave labor imported from Africa replaced indentured servants imported from England in the late 1600s. Indentured servants comprised chief source of agricultural labor in Chesapeake colonies from 1607 to 1676.

Primary Source Reading:

"To Be in England Again" An Indentured Servant in Virginia."

Key Concept 2.2 – European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native

peoples. (2 Weeks)

Topic: A Comparison of British Colonies; Chesapeake and New England.

Founding of overseas colonies required significant amounts of capital. English merchants formed joint-stock companies to do so.

Religion played a minor role in establishing Virginia while Maryland was founded by Lord Baltimore as a refuge for fellow Roman Catholics.

The spread of tobacco beyond the Chesapeake colonies and its development as the most valuable cash crop produced in the Southern colonies led to an increased demand for slave labor.

Bacon's Rebellion and the Stono Rebellion illustrated the discontent of both the indentured servants and the slaves in early America.

New England colonies differed from others in North America due to religious emphasis, a mixed economy, and flourishing exports.

Pilgrims were Separatists who wanted to sever all ties with the Church of England.

Challenges to the religious authority of Puritan leaders established the argument for the separation of church and state; and led to the founding of Rhode Island based on religious tolerance, but also the decline of religious zeal leading to the "Halfway Covenant".

Relationship between Puritans and Indians

Primary Source Reading:

Chesapeake:

Virginia: [A governor's recommendations](#), 1663 (PDF)

Carolina: [Founders' promises to new settlers](#), 1666

Carolina: [A young settler in Charles Town](#), 1682

New England:

Mayflower Compact

John Winthrop's "City Upon a Hill" Sermon and "Model of Christian Charity."

Excerpts from Cotton Mather's "Wonders of the Invisible World"

Testimony of "Witnesses against Accused Witch Susanna Martin."

Secondary Source Reading:

Francis J. Bremer, "The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson"

<http://www.gilderlehrman.org/history-by-era/religion-and-eighteenth-century-revivalism/essays/puritans-and-dissent-cases-roger-wi>

Key Concept 2.3 – The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America. (2 Weeks)

Topic: Labor and the Evolution of the Middle Atlantic Colonies.

North American colonies became a part of the Atlantic World in ways that shaped relations with native peoples, directions for economic development, and led to a reliance on the slave trade rather than the use of indentured servants.

Differences developed among the colonies in terms of the role of religion, the importance of public education, and the shape of local governments .

The founding of New Netherland reflected the intent of the Dutch West Indian Company to develop a commercial network in the New World.

The “Holy Experiment” of William Penn in the founding of a refuge for Quakers (Pennsylvania) reflected religious toleration and an amicable relationship with local Indian tribes. The economic prosperity of Pennsylvania attracted a diverse mix of ethnic and religious groups.

Slavery first appeared in Pennsylvania in 1684 and the movement to abolish slavery began in Pennsylvania four years later with German and Dutch Quakers issuing the first colonial protest against ownership of other human beings.

Topic: The Great Awakening led to religious pluralism.

Religious revivals of the Great Awakening in New England began in the mid 1730s but spread to the other colonies during the 1740s. It fragmented American Protestantism and led to religious pluralism, missionary work with Native Americans and African slaves, an increased number of women in religious congregations, and the founding of many “New Light” colleges.

Topic: Early Culture in Colonial America

A married woman had no legal identity apart from her husband and lost property rights upon marriage. Despite these limitations, women made contributions to early American literature.

Notable contributors to early colonial life included Benjamin Franklin who was a renowned polymath.

Topic: The French and Indian War: 1754-1763

The war culminated the long struggle between Great Britain and France for control of the North American continent.

The war began as a struggle for control of the upper Ohio River valley but was also a part of the wider struggle in Europe known as the Seven Year's War.

Primary Source Reading:

Read Charles Woodmason, "Sermon on the Baptists and the Presbyterians, 1768."

Excerpt from a sermon of John Cotton (found in Thomas Hutchinson's *The History of the Colony of Massachusetts Bay*) explain how the colony's government was shaped by religious orthodoxy.

Various excerpts from collected sermons

<http://greatawakeningdocumentary.com/collections/show/4>

"The Life of Olaudah Equiano, or Gistavus Vassa, the African, Written by Himself."

<http://www.pbs.org/wgbh/aia/part1/1h320t.html>

Richard White's *The Roots of Dependency: Subsistence, Environment, and Social Change*

G.H. Elliott's *Empires of the Atlantic World* and Richard S. Dunn's *Sugar and Slaves*.

Anne Bradstreet

<http://www.poetryfoundation.org/bio/anne-bradstreet>

Benjamin Franklin, excerpts from *Poor Richard's Almanack* and *Autobiography of Benjamin Franklin*

<http://www.gutenberg.org/files/20203/20203-h/20203-h.htm>

End of 1st Quarter

Period 3: 1754 – 1816 (10 Weeks)

Textbook Readings:

The American Vision.

Chapter 4. "The American Revolution: 1754-1783"

Chapter 5. "Creating a Constitution: 1781-1789"

Chapter 6. "Federalists and Republicans: 1789-1816"

Key Concept 3.1 – Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists and American Indians, culminating in the creation of a new nation, the United States. (2 Weeks)

Topic: The Road to Revolution: 1754-1763

The British colonies were increasingly drawn into British imperial conflicts that often did not seem in their best interests, thereby increasing their desire for autonomy in managing their own affairs and economy. Franklin's Albany Plan called for united colonial defense against French and Native American threats to frontier settlements

Despite their victory, British efforts to recover economically after the French-Indian War led to a separate identity and stronger colonial resistance.

Key events leading up to the Revolutionary War include the Proclamation Act of 1763, The Stamp Act Crisis of 1765, Boston Massacre of 1770, the Coercive Acts of 1774, and the Second Continental Congress of 1775.

Primary Sources:

Patriot George R. T. Hewes "Memoir" about the Boston tea Party

Loyalist Daniel Leonard's "To the Inhabitants of the Province of Massachusetts Bay, 1774-1775."

"The Bloody Massacre," by Paul Revere. GLC 1868

http://www.gilderlehrman.org/sites/default/files/inline-pdfs/The%20Bloody%20Massacre_0.pdf

Summation of John Adams

<http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/adamssummation.html>

Second Continental Congress Declaration of the Causes and Necessity of Taking up Arms July 6 1775

<http://www.let.rug.nl/usa/documents/1751-1775/second-continental-congress-declaration-of-the-causes-and-necessity-of-taking-up-arms-july-6-1775.php>

Secondary Sources:

Excerpts from Gary Nash and Bernard Bailyn

Key Concept 3.2 – In the late eighteenth century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World. (3 Weeks)

Topic: Republican Values and the Enlightenment Philosophy of Natural Rights influence the Colonies push for Independence

The end of salutary neglect pushed colonists to move toward independence, a movement supported by people from many different walks of colonial society.

The ideals of the Enlightenment shaped much of the colonists' revolutionary philosophy. The traditional views of religion and politics, as well as social organization began to lead people to consider new paths.

The French monarchy was not sympathetic with America's republican ideals necessarily but motivated by a desire to enact revenge on Great Britain for its humiliating loss in the Seven Year's War.

American victory at the Battle of Saratoga

Primary Source Readings:

Heffner - *Documentary History of the United States* – Chapter 1

Thomas Paine, *Common Sense*

The Declaration of Independence

John Locke, "Two Treatises of Government,"

Rousseau, "The Social Contract,"

Montesquieu, "The Spirit of the Laws"

The Treaty of Paris, 1783

http://www.pbs.org/wgbh/amex/adams/filmmore/ps_paris.html

Key Concept 3.3 – Migration within North America, cooperative interaction and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. (3 Weeks)

Topic: The Confederation Period

The ideals of the Enlightenment helped shape the form of the new nation's government as well as the role of religion in that government.

The *Articles of Confederation* and the *Constitution* reflect many of the ideals of the Enlightenment. Federalism, separation of powers, and the balance between liberty and order are debated. Wartime diplomacy continues to expand the position of the United States internationally.

The *Articles* did create an orderly method for the creation and admission of new states, though conflict often resulted with people already living in the newly acquired areas. The limits of the *Articles of Confederation* centered on a weak central government with a unicameral Congress elected by state legislatures.

The Articles of Confederation accomplished the victory of the Revolutionary War, the Land Ordinance of 1785, and the Northwest Ordinance of 1787 but Shay's Rebellion of 1787 convinced George Washington, James Madison, and others that the United States needed a stronger national government.

Primary Source Readings:

Heffner - *Documentary History of the United States: Chapter 2*

The Articles of Confederation

Joseph Brandt's "Address to British Secretary of State Lord Germain, 1766," and his "Message of Governor of Quebec, Frederick Haldiman, 1783."

Topic: The Constitution, the Age of Federalism, and the Ratification Debate

The weaknesses of the Articles of Confederation were addressed in the new *Constitution*, though issues of states' rights vs. federal power, remained unresolved.

The Framers opposed political parties seeing them as vehicles of ambition and selfish interests.

The 1787 Constitution did not include a Bill of Rights.

Unaddressed were the rights of minorities, particularly women, slaves, and native people, though the revolutionary model began to have international appeal as a model for other nations seeking independence.

The Federalists provided a bridge between the Revolutionary period and the Jeffersonians and Democratic-Republicans that would follow.

Washington and Adams balanced the needs of the new country with the demands of becoming an independent part of the "Atlantic World."

Federalists versus Anti-Federalists - this debate reflected the fear of Anti-Federalists' that a republic would not work in such a large nation with diverse interests and the Federalists' assertion that a federal system would fragment power and curb influences of a wealthy minority or an impetuous majority

Increasing regional differences emerged despite Washington's determination to see the new country as one entity.

Hamilton's financial program and the national bank debate as formulated by Jefferson and Hamilton illustrated Jefferson's fear of the potential for a "boundless field of power" at the federal level and Hamilton's belief that the "necessary and proper clause" established the constitutionality for a national bank.

Washington's suppression of the Whiskey Rebellion demonstrated the power and strength of the new federal government and signaled an end to the acceptance of challenges to unpopular laws and revolutionary tactics.

Primary Source Readings:

Heffner - *A Documentary History of the United States: Chapters 3 and 4*

The Constitution of the United States

Federalist Number Ten

Anti-Federalist letters to newspapers on the proposed Constitution, 1787-1788

Anti-Federalist essays of "Philadelphiensis," 1787-1788, selections

Appeals for calm in the ratification debates, 1787-1788

Abigail Adams, "Remember the Ladies" letter

<http://history.hanover.edu/courses/excerpts/165adams-rtl.html>

Federalists and Republicans, the Constitutionality of the Bank

Bill of Rights

Kentucky and Virginia Resolutions

Topic: Westward Migration and the Evolving Culture in the Colonies.

The United States had to develop a separate foreign policy as the Revolution progressed, thereby playing a greater role in the "Atlantic World."

Washington was determined to remain neutral during the French Revolution, despite the alliance with the French.

A number of issues strained American relations with Great Britain, including the British refusal to evacuate forts in the Northwest territory and the seizure of many American merchant ships.

Washington urged future leaders to resist forming permanent alliances with foreign nations.

The American Revolution also brought changes to life on the home front, the role of women and the war, and questions about both the geographical boundaries of the new nation but the future of slavery as well.

The new country expanded westward, leading to interactions with different groups, including native peoples and other European settlers, resulting in competition of resources, shifting alliances, and cultural blending.

A distinctly American culture began to emerge as the nation expanded.

Primary Source Readings:

Washington's Neutrality Proclamation, 1793

Jay's Treaty, 1794

Washington's Farewell Address

Appeals for abolition, 1773-1783, excerpts.

Petition to end slavery in Massachusetts, 1777.

The anti-slavery clause in Jefferson's draft of the Declaration of Independence, 1776

Topic: The Emergence of Political Parties

The conflict between the Federalists led by Alexander Hamilton, and the Democratic-Republicans led by Jefferson and Madison reflected the divide on economic policies, political philosophies, and how America should respond to the French Revolution.

Primary Source Readings:

The Alien and Sedition Acts

<http://www.ourdocuments.gov/doc.php?flash=false&doc=16&page=transcript>

The Kentucky and Virginia Resolutions

<http://billofrightsinstitute.org/wp-content/uploads/2011/12/VirginiaKentuckyResolutions.pdf>

End of 2nd Quarter

Review for Midterm Chapters 1-6

Period 4: 1800 – 1848 (6 Weeks)

Textbook Reading:

The American Vision

Chapter 7. “Growth and Division: 1816-1832.”

Chapter 8. “The Spirit of Reform: 1828-1845.”

Chapter 9. “Manifest Destiny: 1835-1848.”

Key Concept 4.1: The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them. (2 Weeks)

Topic: The Election of 1800 as a “Second Revolution” and Jeffersonian Democracy

Although Thomas Jefferson emphasized the virtues of republican simplicity, strict constitutionalism, and reduced federal government, he proved more pragmatic leadership in his use of Hamilton's doctrine of implied powers as evidenced by the Louisiana Purchase and the Embargo Act of 1807.

Although an ardent supporter of the French Revolution, Jefferson continued Washington's policy of neutrality and avoiding foreign wars.

The foundations of a more participatory democracy were laid as Jefferson supported public education and the expansion of voting rights to more white males.

Debates remained over the scope of federal power and the rights and responsibilities of individuals.

Topic: Madison and The War of 1812

The continued practice of impressment of American seamen into the Royal Navy prompted a group of "War Hawks" in Congress to demand war and Madison conceded.

The War of 1812, or the Second War of Independence, was an indecisive conflict but reflected heightened American nationalism.

Primary Source Reading:

Thomas Jefferson, "Inaugural Address"

"The Journals of the Lewis and Clark Expedition, 1805"

Paintings of George Caitlin

map of the Louisiana Purchase and the West

Report, or manifesto of the causes and reasons of war with Great Britain : presented to the House of Representatives by the Committee of [sic] Foreign Relations., June 1812

<http://webapp1.dlib.indiana.edu/metsnav/common/navigate.do?oid=VAC1893&pn=1&size=screen>

Topic: The Marshall Court reflected the decisions of the Supreme Court to assert federal power over that of the states and fulfill the Constitution's vision of the role of the Court.

Chief Justice Marshall issued a number of landmark decisions that upheld the supremacy of federal law over state legislatures and promoted business enterprise.

The principle of judicial review in *Marbury v. Madison* established the Supreme Court's authority to determine constitutionality of congressional acts.

Primary Source Reading:

Heffner - *Documentary History of the United States: Chapters 5 and 6*

Marbury v. Madison. Chief Marshall for the Supreme Court

Topic: The Rise of a Mass Democracy in the United States & the Age of Jackson, 1824-1840

Jackson's election marked the beginning of a new era in the expansion of suffrage to include virtually all white men. This more open political system was strengthened by replacing legislative caucuses with party nominating conventions,

As the nation grew politically, economically and socially, people struggled to match democratic ideals with limitations and social realities.

Jacksonian democracy and the Whigs, national policy toward American Indians, the era of the "common man," expansion with the Texas revolution, slavery and sectionalism shaped the direction of the country and its increasingly diverse population

Primary Source Reading:

Chart of voting results for the presidential election of 1828

Secondary Sources:

Excerpts from:

Arthur Schelsinger's *The Age of Jackson*

Richard Hofstadter's *The American Political Tradition and the Men Who Made It*, and

Daniel Walker Howe's *What God Hath Wrought: The Transformation of America, 1815-1848*.

Key Concept 4.2: Developments in technology, agriculture and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods. (2 Weeks)

Topic: Technology and Change

Following the War of 1812, in antebellum America, the term Internal Improvements referred to transportation projects. Henry Clay's American System was a program of protective tariffs and internal improvements designed to promote economic growth and national unity.

Republican candidate and the last of the Virginia dynasty, Monroe began his presidency under heightened nationalism and a spirit of harmony, which marked the beginning of the "Era of Good Feelings".

Topic: Continued Judicial Nationalism

The Marshall Court continued to render landmark decisions that opposed states' rights and strengthened the power of the federal government.

These decisions significantly impacted the political power, the process of commerce, and the effect of contractual arrangements.

The decision in Worcester v. Georgia upheld the Cherokee nation's legal right to their land but President Jackson refused to enforce the ruling in opposition to constitutional directive, leading

to the Trail of Tears.

Primary Sources:

John Ross's address to the Senate and the House of Representatives, February 22, 1837 and his letter to Matthew Arbuckle in 1839.

Excerpt from Alex de Toqueville's *Democracy in America* regarding the "three races" he finds in America

Topic: The Missouri Compromise Delayed Political Crisis through Sectional Balance

The Senate admitted Missouri as a slave state and Maine as a free state, closing the remaining portions of the Louisiana Purchase north of 36 30' to slavery.

The Missouri Compromise foreshadowed the divisive intersectional debate over the expansion of slavery.

Primary Source Reading:

Excerpt from Thomas S. Woodcock's diary, "An account of a trip to the 'Falls of Niagara'"

Excerpt from Henry Clay, In Defense of the American System (Washington D.C., 1832)

<http://declaringamerica.com/clay-in-defense-of-the-american-system-1832-excerpt/>

Gibbons v. Ogden

Dartmouth College v. Woodward

Excerpt from Thomas Jefferson's letter to John Holmes

<http://us1primarysources.blogspot.com/2009/08/missouri-compromise-of-1820.html>

Letter of Andrew Jackson to the Cherokee Tribes

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Letter%20to%20Cherokee.pdf>

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives. (2 Weeks)

Topic: The Monroe Doctrine, as promoted by John Quincy Adams and Monroe, served as a cornerstone of American foreign policy in the Western Hemisphere.

The Monroe Doctrine was a response to the Napoleonic Wars, the establishment of the Adams-Onis Treaty, and a desire to establish the American position on Latin America.

Topic: Creating a National Economy

The rise of a global market and communication revolution along with technological changes, led to major changes in agriculture and manufacturing

Turnpikes, canals, steamboats, and railroads sparked a market revolution helping to create a national economy

Led by Henry Clay and Daniel Webster, Jackson's opponents formed the Whig Party, favoring protective tariffs, internal improvements, and a renewed national bank.

Led by South Carolina, the Southern states reacted to the hated "Tariff of Abominations" with hostility, arguing intentional destruction of the Southern economy by forcing Southern planters to buy manufactured goods at exorbitant prices.

Jackson's veto of the Second National bank of the United States due to his suspicion of special interests led to state-chartered "pet banks", an expansion of credit, a flood of paper currency, and over-speculation in western lands.

Regional specialization shaped settlement patterns and the national and international economies, such as the Erie Canal which strengthened commercial ties between eastern manufacturing centers and western agricultural regions.

Foreign trade and continental expansion were seen as critical to achieving an independent global presence for the United States.

The South failed to keep pace with the pace of industrialization and urbanization in other regions.

Primary Source Readings:

Heffner - *A Documentary History of the United States: Chapters 7 and 8*

Andrew Jackson, "Veto of the Bank Renewal Bill"

South Carolina Ordinance of Nullification, November 24, 1832

http://avalon.law.yale.edu/19th_century/ordnull.asp

Daniel Webster, "Second Reply to Hayne", 1830

Maps in the text of "Major Rivers, Roads, and Canals" and "The Railroad Revolution,"

Secondary Sources:

Explanation of Webster-Hayne Debate

Topic: The Ferment of Reform and Culture

Republican motherhood was an idea that emerged following the Revolutionary War and advocated that women should be responsible for raising children to be virtuous citizens in the

new republic, idealizing women in the “Cult of Domesticity”.

Cult of Domesticity created a cultural ideal best applied to middle and upper-class white women, ignoring the harsh realities faced by women on the frontier, in factories, and enslaved black women.

The Seneca Falls Convention and the Declaration of Sentiments marked the beginning of the women’s rights movement in the United States.

The Second Great Awakening was a wave of religious enthusiasm during the 19th century that inspired reform movements to abolish slavery, promote women’s rights, and restrict the sale of alcoholic beverages.

Notable figures in the reform movement included Charles Grandison Finney in the Burned-Over District, Horace Mann, and Dorothea Dix.

During this time, writers and thinkers emerged such as the Transcendentalists who emphasized the value of human intuition, non-conformity, and the belief that truth could be found in nature.

Utopian communities emerged in response to a desire to form concrete expressions of perfectionist visions of just society.

Artists and writers in the Age of Romanticism rebelled against Deism’s reliance upon reason and emphasized nature, emotion, and spontaneity.

Primary Source Reading:

The Seneca Falls Declaration of Sentiments and Resolutions

Sarah Grimke, “Letters on the Equality of the Sexes, 1838.”

Images from the Hudson River School of painting

Topic: The Peculiar Institution

The invention of the cotton gin transformed cotton into America’s most valuable cash crop, thus cementing the commitment to slavery.

Cotton culture, southern society and the impact of the plantation system became a part of the national debate over slavery and continental expansion.

A small but powerful group of planters owned more than half of all slaves, harvesting most of the region’s cotton and tobacco while the majority of white families in antebellum South owned no slaves.

African American culture maintained strong kinship networks and a “separate” culture despite

forced separations and uprooting of families as slavery spread westward.

Early efforts in the anti-slavery movement were encapsulated in the American Colonization Society's endeavor to return freed slaves to Africa. These efforts largely failed.

The rise of abolitionist movements at the same time as extensive national expansion further polarized the nation on the issue of slavery as Southerners defended slavery as "positive good". William Lloyd Garrison, Frederick Douglass, and others led the abolitionist movement. Differences in perspectives on women's rights and the necessity of taking political action to oppose slavery split the American Anti-Slavery society into factions.

Regional economic differences led to different settlement patterns and political expectations, as the country moved into both national and international world markets.

Market changes were reflected in shifting political alliances. Regional interests conflict with national concerns.

Primary Source Readings:

David Walker's *Appeal to the Colored Citizens of the World*

Harriet Jacobs *The Life of a Slave Girl*, and

The Liberator, September 3, 1831.

Secondary Sources:

Paintings in the text of plantation life and the lives of northern factory workers

Excerpts from:

U.B. Phillips' *American Negro Slavery*

Stanley Elkins' *Slavery*, and

Kenneth Stampp's *The Peculiar Institution: American Slavery in the South*

Topic: Immigration in Antebellum America (1815-1860)

Immigration and the increase in nativism, women in the work place, the factory system, the transportation revolution and expansion west brought further change to the nation.

Economic changes caused by the market revolution affected migration patterns gender and family relations, and distribution of political power.

During the 1840s and 1850s, Irish immigration was the most significant in number, settling in fast-growing cities along the Northeast coast, avoiding the South so as not to compete with slave labor.

During the 1840s and 1850s, German immigrants comprised the second largest influx and were a

very diversified group settling in the rural areas of the Midwest.

The Know-Nothings were the first nativist political party in the United States, directing hostility to Catholic immigrants from Ireland and Germany.

Primary Source Readings:

Excerpt “Realities of Irish Life” (1847) by W. Steuart Trench, a land agent for Irish estates during the Famine.

Excerpt: Letter from Charles Steinway to his brother C.F. Theodor Steinway. Charles is in New York City, Theodor is in Seesen, a town in the Duchy of Brunswick in what is now northwestern Germany.

Period 5: 1844 – 1877 (10 Weeks)

Textbook Reading:

The American Vision

Chapter 10. “Sectional Conflict: 1848-1860”

Chapter 11. “The Civil War: 1861-1865”

Chapter 12. “Reconstruction: 1865-1877”

Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. (4 Weeks)

Topic: Manifest Destiny and Economic Determinism

Texas remained an independent republic for nine years before becoming a state as President Jackson recognized that Americans were badly divided over the issue of another admission of a slave state.

Supporters of Manifest Destiny, the push for new lands and markets believed that acquisition was foreordained.

The annexation of Texas and territorial expansion emerged as key issues in the 1844 presidential campaign and James K. Polk’s presidency.

Territory acquired by war led to increased ideological and political conflict and opponents, including Abraham Lincoln, Henry David Thoreau, many Whigs, and most New England abolitionists, opposed the Mexican War as a result.

Westward expansion increasing immigration, and the debate over slavery led to questions and conflicts over cultural identity, citizenship, and access to and protection of individual rights.

Primary Source Readings:

Polk's War Message and Abraham Lincoln's "Spot Resolution"

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. (3 Weeks)

Topic: Renewing the Sectional Struggle

The 1840s and 1850s saw increasing controversy over slavery, regional and demographic changes and territorial expansion. Lines were increasingly drawn between the North and the South as sectionalism intensified.

Primary Source Readings:

John C. Calhoun on the "Slavery Question"

William Grayson, "The Hireling and the Slave"

Henry Hammond's "Letter to an English Abolitionist, 1845."

Topic: Drifting Toward Disunion

Attempts at compromise, including oppositional perspectives of the Wilmot Proviso and popular sovereignty, the controversy of the Fugitive Slave Act in the Compromise of 1850, and the heightened sectionalism resulting from the Kansas-Nebraska Act failed to bring about solutions, leading to the bitter election of 1860 and the secession of the southern states.

The formation of the Republican Party resulted from the repeal of the Missouri Compromise following the Supreme Court's ruling in the Dred Scott case and the declaration that black people were not citizens of the United States.

Primary Readings:

Heffner - *Documentary History of the United States: Chapters 11 and 12*

Roger B. Taney Majority Opinion, *Dred Scott v. Sandford*

Abraham Lincoln's *First Inaugural Address*.

Speech of Robert Tombs to the Georgia Legislature on November 13, 1860

Speech of Alexander H. Stephens on November 14, 1860.

Topic: The Furnace of the Civil War

Lincoln's election ended attempts at compromise and the country moved on to war.

Delaware, Maryland, Kentucky, and Missouri were slaveholding Border states that remained in the Union and Kentucky in particular, provided essential industrial and agricultural resources.

The Confederate States of America immediately represented the seven states in the Deep South and the belief that Western territories would become free states, thus increasing the imbalance in the representation in the Senate.

The firing on Fort Sumter & Lincoln's call for troops forced the Upper South to choose.

The North had advantages in population, industrial capacity, and railroad mileage while the South had advantages in the possession of able military commanders and having the fight in their own territory. Ultimately, the North won through greater resources, strong presidential leadership, the moral push for emancipation, and failure of European countries to come to the aid of the South.

Key Civil War battles (Caveat! only with regard to the APUSH exam) included Antietam, Vicksburg, and Sherman's march on Atlanta.

The War changed the relationship between state and federal governments, through social and economic powers remained largely unchanged.

Topic: Key Congressional Actions following Secession of Southern States

Republicans dominated Congress following the secession of the Southern states and promptly passed a series of landmark acts with far-reaching social and economic consequences.

The Homestead Act, 1862

The Morrill Land Grant Act, 1862

The First Transcontinental Railroad, 1862

The National Banking Act, 1863

Topic: African Americans and the Civil War

Plantation life was disrupted by the Civil War and resulted in thousands of escaped slaves seeking refuge behind Union lines. These slaves were given an official term, Contraband and the First Confiscation Act authorized Union troops to "seize all property", including slaves.

The Emancipation Proclamation only freed slaves living in states that had rebelled against the Union but did not free slaves in the Border states. It also permitted blacks to join the federal army, which Frederick Douglas supported. Blacks were not paid as much as white soldiers of equal rank and many lost their lives.

Primary Source Readings:

Heffner - *A Documentary History of the United States: Chapters 13 and 14*

The Emancipation Proclamation

The Gettysburg Address

"Three days of Terror: The New York City Draft Riots"

Poster urging blacks to join the war effort

<http://www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif>

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about federal government power and citizenship rights. (3 Weeks)

Topic - The Ordeal of Reconstruction

Restoring the Union presented many challenges and Lincoln's response was to propose the Proclamation of Amnesty and Reconstruction in his Ten Percent Plan.

Lincoln's Second Inaugural Address expressed forgiveness and peace but his assassination a little more than a month later prevented any fulfillment of his plan.

President Johnson issued his own Reconstruction plan which offered amnesty as well but Southern intransigence led to demands for the Black Codes.

The Black Codes enacted by Southern state legislatures were designed to limit freedom of African Americans by depriving them of civil rights.

The Radical Republican program of Reconstruction included military occupation of the South and the enactment of the Fourteenth and Fifteenth Amendments.

The Fourteenth Amendment invalidated the Dred Scott decision and also protected legislation guaranteeing civil rights to African Americans by requiring both state and federal government to provide all citizens with equal protection of the law and due process.

The Fifteenth Amendment provided suffrage for Black males while denying the vote to women.

The House of Representatives impeached President Johnson for obstructing enforcement of Reconstruction legislation enacted by Congress.

Sharecropping becomes a significant element in the South's agricultural economy and left a trap in the cycle of debt and poverty.

Civil War and Reconstruction altered the balance of power between states and the federal government, as well as the balance among the three branches of government. Many social and economic patterns remained unchanged although much change was promised.

Constitutional changes involving citizenship, particularly for African-Americans, women, and other minorities, led to new political and social conflicts.

The emergence of the Ku Klux Klan reflected the deeply entrenched racial prejudices and committed horrible crimes against blacks and resulted in the fall of Republican governments in the South because there was no support for black voters.

Southern scorn was also directed at the carpetbaggers and scalawags.

Northern interest waned in the endeavor to restructure Southern society as other issues competed for the attention of legislators and President Grant, including Western expansion, Indian wars, tariffs, and railroad construction.

The Compromise of 1877 ended Reconstruction.

Primary Source Readings:

Heffner - *A Documentary of the United States: Chapter 15*

Lincoln's Second Inaugural Address

Abraham Lincoln, Ten Percent Plan

Andrew Johnson, Reconstruction Plan

Mississippi Black Code

<http://chnm.gmu.edu/courses/122/recon/code.html>

Political cartoons about Reconstruction from both northern and southern newspapers.

Topic: The New South

Led by Henry Grady, New South advocates supported developing an industrial base in the South.

Redeemer-led governments successfully used literacy tests and poll taxes to evade the Fifteenth Amendment and disfranchise black voters.

The Supreme Court decision in *Plessy v. Ferguson* upheld Jim Crow segregation by approving "separate but equal" facilities for African Americans.

Ida B. Wells was an early civil rights pioneer and an outspoken opponent of lynching in the South.

Booker T. Washington encouraged African Americans to avoid political agitation and pursue vocational education to promote economic progress. Conversely, W.E.B. DuBois opposed Washington's program of accommodation and favored a program of "ceaseless agitation" to obtain full economic, social, and political equality.

Primary Source Readings:

Laws in Relation to Freedmen, U.S. Sen. 39th Congress, 2nd Sess. Senate Executive Doc. No. 6.

Henry Grady, "The New South" Speech (December 22, 1886)

Excerpt from Ida B. Wells, *Crusade for Justice: The Autobiography of Ida B. Wells*

<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/aarwellsexrpt.htm>

Booker T. Washington, "Signs of Progress Among the Negroes," "Awakening of the Negro"

W.E.B. DuBois, "Strivings of the Negro People" (August, 1897, *Atlantic*)

Topic: The West: A Clash of Cultures

The West was no longer seen as The Great American Desert and the opportunities offered to the miners, farmers and ranchers altered the landscape. But the mythical "frontier" popularized by dime store novels and movies bore little resemblance to these images.

A diverse group of miners, cattlemen, and farmers, settled the West in the decades following the Civil War.

Significantly, Irish and Chinese workers helped build the transcontinental railroads and that black pioneers called Exodusters settled in Kansas.

Helen Hunt Jackson's *A Century of Dishonor* documented the wrongs inflicted on Native Americans including broken treaties and corrupt government practices.

The Dawes Act forced Native Americans to give up tribal lands and become self-supporting farmers, forcing assimilation into mainstream American culture.

Turner's famous Frontier Thesis, posited the frontier experience as having profound effect on the American character by promoting individualism and democracy.

Primary Source Readings:

Hofstadter, "Myth of the yeoman farmer"

Frederick Jackson Turner "Frontier Thesis."

Excerpt from Jackson's *A Century of Dishonor*

End of 4th Quarter

Review for Final Exam - Cumulative (1 Week)
