

# Villa Victoria Academy

## Honors United States History I Course Curriculum

2014 - 2015

### **Course Description:**

The study of United States history from pre-Columbian period to Reconstruction will introduce you to the nation's political, economic, socio-cultural, diplomatic, and intellectual history from 1492 to 1877. The goal of the course is to understand the forces, correlations, and discourses at work in the periods that we study and 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 analyze, synthesize, and evaluate both primary and secondary sources, as well as 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 entire two-year course into nine (9) units, logically referred to as periods; each period of time includes three (3) key concepts which employ multiple thematic learning objectives. The narrative structure is supported by the textbook, selected primary and secondary sources, and limited audiovisual sources. Topics for the first year 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. Specifically, this course will cover Periods (Units) 1 through 5 or 1492 to 1877.

### **Course Curriculum:**

#### **Period 1: 1491-1607 (2 Weeks Total)**

#### **Textbook Reading:**

*The American Pageant.*

**Chapter 1. "New World Beginnings: 33,000 B.C.E.–1769 C.E."**

**Chapter 2. "The Planting of English America: 1500-1733"**

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**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.

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.

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**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 Columbian Exchange**

Early exploration and conquest of the Spanish and Portuguese led to major changes, including epidemics, racially-mixed populations, among the peoples involved on both sides of the Atlantic, particularly with the advent of Columbian Exchange

The introduction of European-style slavery and European diseases further changed the economy and demographics of the Atlantic Rim. Spanish and Portuguese slaving activities also led to changes in Africa as well.

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

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**Key Concept 1.3 – Contacts among American Indians, Africans and Europeans challenge the world views 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.

American Indians and Africans who were brought to the Americas responded to their treatment by Europeans by trying to maintain some political and cultural autonomy. Many cultural and linguistic characteristics were preserved.

The rise of mercantilism further encouraged European imperial competition.

**Primary and Secondary Source Readings:**

Excerpts from:

Juan de Sepulveda’s “A Second Democritus: on the just causes of war with the Indians” and Bartolome de Las Casas’ “A Short Account of the Destruction of the Indians.”

Students will be asked to compare the attitudes and policies of different European colonizers toward the American Indian cultures based on these two documents. How might these attitudes be explained in light of European perspectives?

**Student Activities:****Unit Activities:**

Class discussions on the rise of the English state, the Glorious Revolution, and the French and Indian War.

Debate on Separatists, Puritans, Quakers, and the Crown.

Document analysis activity: The Mayflower Compact.

Historical interpretations lesson: Adam Smith and the Market System.

By drawing on selections from *The American Nation*, students write an essay that explores the evolution of identity based on race, ethnicity, and nationality.

Students write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the 16th century.

Using **maps** in the textbook and others found on the Internet, chart the European trade routes goods and compare them to the routes and goods that made up the Columbian Exchange. How were the two networks interrelated and what impact would this have had on all the cultures involved?

Using the textbook and Internet sources, compare and contrast the **layouts of native villages** in Pre-Columbian America? What does the layout of each village indicate about that group's way of life? How were they both similar and different?

Compare and contrast the **statuary, paintings, and ceremonial art** found at Mississippian sites in Georgia (Etowah Indian Mounds, Kolomoki Mounds) with the art and statuary illustrated in the textbook. What conclusions can be drawn about possible interaction among Indian cultures in Pre-Columbian America?

**In-class essay:**

Evaluate the impact of the Columbian Exchange on Europe, Africa, and the Americas.

**Period 2: 1607 – 1754 (CR3) (6 Weeks)****Textbook Reading:*****American Pageant***

**Chapter 2. "The Planting of English America: 1500-1733"**

**Chapter 3. "Settling the Northern Colonies: 1619-1700"**

**Chapter 4. "American Life in the Seventeenth Century: 1607-1692"**

**Chapter 5. "Colonial Society on the Eve of Revolution: 1700-1775"**

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**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. The Chesapeake and southern British colonies maintained ties with Caribbean economies playing a role in British mercantilism. Slavery was a part of this system, particularly in the southern colonies.

#### Primary Source Reading:

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

What does Richard Frethorne's letter to his parents say about the life of an indentured servant?

#### Assignments:

Write a critique of French, Spanish, and British approaches to colonizing. Which would have had the greatest impact on native people and why?

Use the **maps** in the textbook illustrating the patterns of the colonial explorations of the French, Spanish, and British, and information from the previous chapter about the different Indian cultures that existed in those areas to add to the critique of how and why settlement of the different parts of North America were handled so differently.

How do the **charts** in the textbook outlining changes in the labor force in the Chesapeake in the 1600s indicate lasting changes in both the direction of agriculture and the demographics of that region? What might be the implications for this area over the next century?

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**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.

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

#### Student Activity:

#### Primary Source Reading:

John Winthrop's "Model of Christian Charity."

How are the motivations for this colony different from others being established by the British?

Using the **illustrations** in the textbook of colonial families, along with additional images from the Internet, what conclusions can be drawn about children and childhood in middle and upper

class families during the colonial era? How and why would this have been different for children living closer to the frontier?

Using **images** of houses in the Chesapeake and New England, explain how climate and geography played a role in shaping life styles in those two colonial areas.

### **DBQ on Chesapeake and New England Colonies (ETS 1993)**

Students will be asked to compare and contrast the Chesapeake and Massachusetts Bay colonies

#### **Primary Source Readings:**

Read excerpts from Cotton Mather’s “Wonders of the Invisible World” and the testimony of “Witnesses against Accused Witch Susanna Martin.” How do these documents offer evidence of important attitudes, beliefs and behavior in seventeenth century New England?

Using the **maps** in your texts of colonial settlement and the **chart** illustrating population growth in the seventeenth century, explain why colonial development was following the patterns it was. What geographic and economic forces were shaping this pattern of growth?

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**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 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.

Conflicts developed among different colonies, between colonists and native peoples and between colonists and British officials over access to land and resources. These social and economic conflicts led to changes in all three cultures. Colonists increasingly saw themselves as able to manage their own affairs and resent British efforts to enforce mercantilist policies.

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

#### **Primary Source Reading:**

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

What does this reading say about the differences between the Old Lights and the New Lights, and why did the Great awakening have such an appeal to those in the backcountry? How does this illustrate larger changes taking place in colonial society?

**Essay Assignment:** using an 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.

**Primary Source Reading:**

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

How would a slave trader of the time who considered himself a good Christian answer the points made in the reading?

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**Topic: The Duel for North America**

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. Efforts to reassert British control after the war led to stronger colonial resistance.

**Student Activity:**

**DBQ: The French and Indian War (ETS 2004)**

In what ways did the French and Indian War (1754-63) alter the political, economic, and ideological relations between Britain and its American colonies?

**Historiography:**

Students will discuss whether it was America that was “Europeanized” or if Europe was actually “Americanized” by reading excerpts from 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*. They will be asked to evaluate and compare and contrast each historian’s view of how cross cultural influences impacts the Atlantic Rim populations and write a critique in which they offer their own evaluations of the different perspectives.

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End of 1st Quarter     **Unit Test – Chapters 1-5**

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**Period 3: 1754 – 1800 (CR3) (8 Weeks)**

**Textbook Readings:**

***American Pageant.***

**Chapter 6. “The Duel for North America: 1608-1763”**

**Chapter 7. “The Road to Revolution: 1763-1775”**

**Chapter 8. “America Secedes from the Empire: 1775-1783”**

**Chapter 9. “The Confederation and the Constitution: 1776-1790”**

**Chapter 10. “Launching the New Ship of State: 1789-1800”**

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**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 War for the Empire; 1754-1763**

The end of the French and Indian War led to clear disputes between the colonists and Great Britain over economic autonomy, the right to expand west of the Appalachians, and relations with native peoples. Colonists began to think of themselves as other than simply British subjects and found themselves more willing to consider resistance.

Using the **maps** in Chapter 6 of the text, explain how the French and Indian War changed the hopes and aspirations of most American colonists. How did British decisions about the changes in this territory lead to the next step toward revolution?

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**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: Salutary Neglect and The Great Awakening.**

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. **(ID1) (WXT1) (POL1) (POL5) (WOR1) (CUL2) (CUL4)**

**Primary Source Readings:**

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

*Common Sense*            Thomas Paine

*The Declaration of Independence*

John Locke, "Two Treatises of Government,"

Rousseau, "The Social Contract," and

Montesquieu, "The Spirit of the Laws,".

Compare their ideas to the text of the *Declaration of Independence* and the essay *Common Sense*. Explain in a **short essay** how the ideals of the Enlightenment play a part in shaping the new American identity.

Explain how the two **paintings** of the Boston Massacre found in the text illustrate two completely different evaluations of what happened that day? How can the differences in perspective be accounted for?

Using the **chart** of the demographics of British colonial society on the eve of the revolution, evaluate difficulties the British might face in the event that was broke out.

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**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: 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.” 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.

Using the **political cartoons** in the text and additional examples from the Internet from the Revolutionary War period, compare and contrast different opinions expressed about the American Revolution. How can these different perspectives be explained? What do the images say about how the different sides viewed each other?

**Primary Source Readings:**

Compare Patriot George R. T. Hewes “Memoir” about the Boston tea Party with Loyalist Daniel Leonard’s “To the Inhabitants of the Province of Massachusetts Bay, 1774-1775.”

What do these two accounts say about the justifications of those on each side of the fight?

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**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* were addressed in the new *Constitution*, though issues of states’ rights vs. federal power, remained unresolved.

Also 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 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:**

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

*The Articles of Confederation*

*The Constitution of the United States*

*Federalist Number Ten*

After reading both *The Articles of Confederation* and *The Constitution*, explain how *The Constitution* solved most of the problems created by *The Articles*. How are enlightenment values reflected in both documents.

Evaluate the arguments made in *Federalist Number Ten* for a republic. What are the strengths as well as the weaknesses of Madison's argument?

Read Joseph Brandt's "Address to British Secretary of State Lord Germain, 1766," and his "Message of Governor of Quebec, Frederick Haldiman, 1783." What becomes of American Indians during and after the Revolution?

**Student Activity: (POL-1)**

**Debate at Philadelphia; Should the Articles of Confederation be amended so as "to make them workable?"**

**(See: ETS 1995)**

To what extent had the colonists developed a sense of their own identity and unity as Americans by the eve of the Revolution?

**Historiography** – How revolutionary was the American Revolution? Students will examine the views of different historians including the Whig view of the Revolution as almost a divinely ordained progress to those of writers like Carl Becker who saw the event in terms of class conflict. They will also read excerpts from Gary Nash and Bernard Bailyn, who stressed a more ideological resentment of British control. Students will be asked to write a position paper evaluating the different points of view and defending the one they feel is most logical.

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## **Topic: The Constitution and the Age of Federalism**

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.”

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

Using the **Chart of Hamilton’s Financial Structure** in the text, explain his plans for the new nation’s economy and his need for a Bank of the United States. What might some segments of the new nation found objectionable in his plans?

### **Primary Source Readings:**

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

*Federalists and Republicans, the Constitutionality of the Bank*

*Washington’s Farewell Address*

*Kentucky and Virginia Resolutions*

Apply Washington’s warnings and recommendations in his *Farewell Address* to the current situation of the United States. What would he have to say about today and why?

Explain the *theory of nullification* and how it is introduced by the Virginia and Kentucky Resolutions? How could its popularity be explained by experiences gained during the Revolutionary War? What are some more recent examples of this theory?

Using the **chart** in the text illustrating the similarities and differences between the Federalists and Anti-Federalists, explain which party would have appealed to the different segments of society in the new Republic and why.

### **DBQ on the American Revolution (ETS 1999)**

To what extent did the American Revolution fundamentally change American society? Address the political, social, and economic effects of the revolution in the time period 1775-1800.

### **End of 2nd Quarter**

**Review for Midterm Chapters 1-10 (1 Week)**

## **SPRING TERM- YEAR ONE**

### **Period 4: 1800 – 1848 (CR3) (6 Weeks)**

**Textbook Reading:**

*American Pageant*

**Chapter 11. “The Triumphs and Travails of the Jeffersonian Republic 1800–1812.”**

**Chapter 12. “The Second War for Independence & the Upsurge of Nationalism 1812–1824.”**

**Chapter 13. “The Rise of a Mass Democracy 1824–1840.”**

**Chapter 14. “Forging the National Economy 1790–1860”**

**Chapter 15. “The Ferment of Reform and Culture 1790–1860”**

**Chapter 16. “The South and the Slavery Controversy 1793–1860”**

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**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 First Modern Mass Democracy**

Democracy became more participatory, although debates remained over the scope of federal power and the rights and responsibilities of individuals.

**Student Activity:**

**Primary Source Reading:**

“The Journals of the Lewis and Clark Expedition, 1805”

What qualities of the Shoshone did the explorers admire? In what ways had the Indians already been influenced by the ways of white Americans? How might the Indians have described the explorers?

Using the **paintings** of George Catlin, who followed in the footsteps of Lewis and Clark, what can be learned about the culture of the Indians who lived along the upper Missouri? In what ways was Catlin different from many who studied and wrote of American Indian culture in his time?

Using the **map** of the Louisiana Purchase and the West, what issues could be anticipated in future United States dealings with both Indian tribes and European countries who had a presence on this continent?

**Primary Source Reading:**

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

*Marbury v. Madison. Chief Marshall for the Supreme Court*

Supreme Court decisions asserted federal power over that of the states and fulfill the Constitution’s vision of the role of the Court.

Read Marshall's decision in *Marbury v. Madison* and assess the validity of his argument in favor of the need for a strong central government

**DBQ on The Debate over the Constitutional Interpretation (ETS 1998)**

With respect to the federal constitution, the Jeffersonian Republicans are usually characterized as strict constructionists who were opposed to the philosophy of broad construction advocated by the Federalists. To what extent was this accurate in the time period 1801-1817?

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**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**

Nationalism, The War of 1812, The Era of Good Feeling, The American System, the diplomacy of expansion, helped to forge a new national identity

**Primary Source Reading:**

Read an excerpt from Thomas S. Woodcock's diary, "An account of a trip to the 'Falls of Niagara'" and study the **map** in the text of the route of the Erie Canal. Who might have supported the canal and who would have opposed it? How does the canal change the economy of the nation?

**Student Activity:**

**DBQ on The Lowell Girls**

Many historians believe that the Lowell Girls' actions were the first major step in upgrading women's status in society by providing them with a source of employment and independence. Assess the validity of this statement using the documents provided and your knowledge of the time period.

**Student Activity:**

**Debate on The Seneca Falls Convention, July 14, 1848**

"What factors led to the women's rights movement in this era and what goals were the women seeking?"

Using the documents, and your knowledge of the Seneca Fall Convention, assess the validity of this assessment

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**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 Rise of a Mass Democracy in the United States.**

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

**Student Activity:**

Using **images** from the **Hudson River School of painting**, create a presentation explaining how they represent illustrates new ideas about American identity in this time period.

Using the **chart** of voting results for the presidential election of 1828, explain how and why political power was shifting in the United States.

**Primary Source Readings:**

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

The Monroe Doctrine – How does this decision and policy reshape the position of the United States in this hemisphere and in the world?

Veto of the Bank Renewal Bill– Using **political cartoons** from the text as well as from the Internet, explain the different reactions to Jackson and his Bank Veto. Which view seems most plausible given the facts surrounding his decision and the eventual impact the veto had on the American economy?

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

What arguments did he make against the Cherokee removal and why was he unable to persuade Congress? What problems did the Cherokee face as they moved west?

**Historiography:** Students will be asked to determine just how “Democratic” Jacksonian democracy really was. They will read 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*. They will be asked to evaluate in an essay and in a class round table the changes Jacksonian politics and the coming of the market revolution made in American society, looking at people of different class, race and gender.

**DBQ on Jacksonian Democrats and their interpretation of the Constitution (ETS 1990)**

Jacksonian Democrats viewed themselves as the guardians of the United States Constitution,

political democracy, individual liberty, and equality of economic opportunity. In light of the documents and your knowledge of the time period 1820-1840, to what extent do you agree with their self-assessment?

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**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.

Regional specialization shaped settlement patterns and the national and international economies.

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.

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

**Primary Source Reading:**

Read an excerpt from Alex de Toqueville's *Democracy in America*. Who are the "three races" he finds in America? What future does he see for Europeans, Negroes and Indians and why?

Using the **maps** in the text of "Major Rivers, Roads, and Canals" and "The Railroad Revolution," what conclusions can be drawn about the economic development of the Northeast, the West and the South? How does this translate into political power?

Next, create a **map** illustrating the spread of cotton cultivation in the United States from 1800 to 1850. Overlay that with a diagram of railroad expansion during the same time. What are the implications of both for increasing sectionalism?

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**Topic: The Ferment of Reform and Culture**

The Second Great Awakening and the growth of reform and advances in education and the sciences led to changes in women's roles.

Blending Old World and New World ideas and influences led to the creation of a variety of new national cultures

Create a series of **political cartoons** portraying slavery as both a "necessary evil" and a "positive good." **Find contemporary writings** that take both positions and use them together with the cartoons to make a classroom display.

An alternative would be to **do the same activity for another reform movement**, for example, women's rights or abolition. Show both sides of the arguments made during this period.

**Primary Source Reading:**

*The Seneca Falls Declaration of Sentiments and Resolutions*– Evaluate the demands of this Declaration in light of the promises in the Constitution.

**Read:**

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

What did she see as the status of women and how were free women impacted by the lives of women in slavery? How could equality of the sexes be promoted?

**DBQ on Religion, Reform, and Renaissance in Antebellum America (ETS 2002)**

“Reform movements in the United States sought to expand democratic ideals.”

Assess the validity of this statement with specific reference to the years 1825-1850.

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**Topic: The Peculiar Institution**

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

The rise of abolitionist movements at the same time as extensive national expansion further polarized the nation on the issue of slavery.

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.

**Student Activity:**

**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.

What are the arguments made by these three readings? What are the implications for American society as a whole? How would different people have reacted to both of these pieces at the times in which they were written and why?

Using the **paintings** in the text of plantation life and the lives of northern factory workers, write justifications of slavery as both a “necessary evil” and a “positive good.”

**Historiography:** Students will discuss the nature of American slavery and how views of the effects it had on society have changed. They will read excerpts from U.B. Phillips’ *American Negro Slavery*, Stanley Elkins’ *Slavery*, and Kenneth Stampp’s *The Peculiar Institution: American Slavery in the South*. They will be asked to determine how interpretations of the slave experience have changed over the years since the end of the Civil War, and then to create their own ideas about how slavery has affected American society and culture today. Students will present an alternative analysis or view to the class for debate and discussion.

### **Period 5: 1844 – 1877 (CR3) (10 Weeks)**

**Textbook Reading:**  
*American Pageant*

**Chapter 17. “Manifest Destiny and Its Legacy 1841–1848”**

**Chapter 18. “Renewing the Sectional Struggle 1848–1854”**

**Chapter 19. “Drifting Toward Disunion 1854–1861”**

**Chapter 20. “Girding for War: The North and the South 1861–1865”**

**Chapter 21. “The Furnace of Civil War 1861–1865”**

**Chapter 22. “The Ordeal of Reconstruction 1865–1877”**

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**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**

Manifest Destiny, the push for new lands and markets, and territory acquired by war led to increased ideological and political conflict.

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.

#### **Student Activity: (ID2)**

##### **Primary Source Readings:**

After reading Polk’s War Message and Abraham Lincoln’s “Spot Resolution”, write an editorial in which they evaluate the justifications for going to war with Mexico.

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**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”

What are the different views of slavery presented here and how would different parts of the American public react to these opinions.

For an additional example, read Henry Hammond’s “Letter to an English Abolitionist, 1845.”

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**Topic: Drifting Toward Disunion**

Attempts at compromise, including popular sovereignty, the Compromise of 1850 and the Fugitive Slave Law, failed to bring about solutions, leading to the bitter election of 1860 and the secession of the southern states.

Using the **map** in the text of the Compromise of 1850, explain how this agreement changed the future of slavery and what its impact was on earlier national legislation.

**Primary Readings:**

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

*Dred Scott v. Sanford* – read this decision and evaluate the four main points made in the majority opinion. Explain how different people might have reacted at the time: a northern factory worker, an abolitionist, a southern planter, a free black living in New Orleans, a farmer on the frontier, a Chinese immigrant in California, a yeoman farmer in North Carolina.

**DBQ on The Crisis of the Union and the Constitution of the United States (ETS 1990)**

“By the 1850s The Constitution, originally framed as an instrument of national unity, had become a source of sectional discord and tension and ultimately contributed to the failure of the union it had created.”

Using the documents, and your knowledge of the time period 1850-1861, assess the validity of this assessment?

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**Topic: Girding for War**

Repeated attempts at compromise ultimately fail and sectional tension took over political parties and the election of 1860.

Using the **charts** in the text of “Manufacturing by Sections in 1860” and “Immigration to the United States, 1860-1866” make an argument for why the North could have been expected to win the Civil War.

**Primary Source Documents:**

Abraham Lincoln's *First Inaugural Address*. What are the points Lincoln stresses and what does this say about his feelings about the coming war?

Compare the **speech** of Robert Toombs to the Georgia Legislature on November 13, 1860 to that of Alexander H. Stephens on November 14, 1860. How do these two men represent differing views of the coming Civil War in the state of Georgia? What might account for these differences?

Using the **photographs** in the "Visual Portfolio," evaluate the different views presented of free blacks and slaves. How can the differences be accounted for and what do these images say about the nature of the arguments both sides of the controversy made about the morality of slavery?

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**Topic: The Furnace of the Civil War**

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

Wartime diplomacy and economic changes in both the North and South resulted in new global connections for the country at the war's end. The position of women and issues of civil liberties in wartime reshaped domestic politics and views of personal rights.

The North won through greater resources, strong leadership, the moral push for emancipation, and failure of European countries to come to the aid of the South.

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

**Primary Source Readings:**

**Heffner - *A Documentary History of the United States: Chapters 13 and 14* (CR7)**

*The Emancipation Proclamation*

*The Gettysburg Address*

How do these two documents illustrate both changes in the aims of the war and attempts to bring the nation back together?

Next read "Three days of Terror" The New York City Draft Riots" – what challenges did the ideals of Abraham Lincoln face even in the North and why?

Using a **map of Georgia**, trace the route of Sherman's March to the Sea through the state. What were the long term effects of this campaign on the people and the development of this part of the state?

Using a **map of the city of Atlanta**, trace the major engagements of the fight for control of the city. What signs of this campaign can still be seen today?

### **Student Activity: (CUL-3)**

#### **John Brown; Freedom Fighter or Criminal?**

John Brown's raid on the federal armory at Harper's Ferry, Virginia (October, 1859) involved only a handful of abolitionists, freed no slaves, and was over in two days. Although many Northerners condemned the raid, by 1863 Brown had become a hero and martyr in the North.

However, in the South he was condemned as a criminal and murderer. Explore this argument within the context of Manifest Destiny, Brooks' attack on Sumner, and the secession of South Carolina.

This assignment can be done in a variety of ways including an imaginary dinner party, a debate, a series of editorials, or a research project.

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**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**

The 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.

#### **Primary Source Readings:**

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

Lincoln's Second Inaugural Address – What happened to Abraham Lincoln's hopes for a smooth and harmonious return to a united country at the end of the war? Why did things happen as they did?

Using the Internet, assemble a **portfolio of political cartoons** about Reconstruction from both northern and southern newspapers. Evaluate the different views expressed.

#### **DBQ on The Reconstruction Period (ETS 1996)**

In what ways, and to what extent, did the constitutional and social developments between 1860 and 1877 amount to a revolution?

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**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.

Examine the Amerindian cultures which existed in the region prior to the movement west.

Explore the other cultural factors which altered the landscape. These include: Indians, Mexicans, French, British Canadians, and Asians.

Examine the “myth of the yeoman farmer” as discussed by Hofstadter.

Familiarize the students with the work of Frederick Jackson Turner and his “Frontier Thesis.”

**DBQ on The Development of the West; 1840-1890 (ETS 1992)**

To what extent did the natural environment shape the development of the West beyond the Mississippi and the lives of those who lived and settled there? How important were other factors?

*End of 4th Quarter*

*Review for Final Exam - Cumulative (1 Week)*

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