

U.S. HISTORY I
COURSE SYLLABUS
2011 - 2012
MR. MACOLINO

The Course:

U.S. History I is a full year discipline. The course encompasses the full story of the American experience, from the age of exploration and discovery, to the Civil War. Intense reading, writing, and research, coupled with an emphasis on analytical and critical thinking, and devotion to proper essay writing, this course will challenge students not only to learn data, but how to apply the data in a higher order of thinking context.

Course Goals & Aims:

Students will be able to:

1. Gain knowledge of the historical complexities of the American experience
2. Utilize specific historical data to bolster a thesis, position or an argument
3. Establish a knowledge of historical chronology
4. Analyze and evaluate historical data, and juxtapose information, using compare and contrast, and cause and effect
5. Interpret cartoons, readings, original documents, letters, etc, and make applicable.
6. Substantiate the theories of history in the context of a given era

Course Texts and Readings:

1. Jordan, Greenblatt, Bowes, The Americans
2. Danzer, Klor de Alva, Krieger, Wilson, Woloch, The Americans
4. Supplemental Readings for chapters
5. Handout Packets

Course Objective:

This course is designed to impart upon students the knowledge of the American experience in social, geographical, economical, and political histories. It is also to acclimate, and expose students to a college-like course, and prepare them for the higher education in the near future

Course Organization:

The US History I course will be comprised of three units from the Discovery Period to the Civil War. The units are further sub-divided into single chapters and sections,

and will be thoroughly dissected and examined. A complete list of these units, chapters and sections are attached.

Course Grading:

- Tests, Quizzes, Projects, Presentations, etc... worth 30% of overall grade
- Class Participation...worth 20% of overall grade
- Homework...worth 25% of overall grade (20% is automatically deducted for being late—then you have only 5 class days to hand in, otherwise it is an incomplete that can not be made up)
- Writing...5 writing assignments per marking period will be graded as 25% (divided into 2 grades: 1. Content, and 2. Grammar)

Course Success:

- ? It is essential to read all reading assignments given
- ? Time management skills are required as an essential tool
- ? Attendance is of the utmost importance...we will be moving very fast and can not wait for no one

COURSE OUTLINE:

Unit One:

Exploration and Discovery (5 Weeks)

Readings:

The Americans Chapters 1-4 (pg. 20-126)

Supplemental Readings

Handout Packets

- I. The New World (1492 - 1624)
 - water route to Asia
 - ? the explorers
 - ? Spain builds an empire
 - ? the French
 - ? the Dutch
- II. The English Colonization (1606 - 1733)
 - ? Jamestown
 - ? Plymouth colony
 - ? Massachusetts Bay colony
 - ? Englishmen & Indians
 - ? New England colonies
 - ? Middle Colonies
 - ? Southern Colonies
- III. 17th Century American Life (1607 - 1692)
 - ? the Chesapeake region
 - ? indentured servants & slavery
 - ? Bacon's Rebellion
 - ? Salem Witch Trials
- IV. Colonial Society Prior to Revolution (1700 - 1775)
 - ? colonial religion
 - ? the colonial economy
 - ? The Great Awakening
 - ? politics, culture and education
- V. Duel for North America (1608 - 1763)
 - ? New France & The Indians
 - ? Anglo-Franco economic & geographical rivalry
 - ? The French and Indian War
 - ? Pontiac's Rebellion & The Proclamation of 1763
- VI. Revolution (1763 - 1783)
 - ? mercantilism
 - ? The Stamp, Townshend, and Intolerable Acts crisis?
 - ? The Boston Tea Party
 - ? The Continental Congress
 - ? Lexington and Concord

- ? Bunker and Breeds Hills
- ? Declaration of Independence
- ? the battles
- ? American Division (patriots and loyalists)
- ? the allied French
- ? ?The World Turned Up-Side Down? (Yorktown)
- ? The Paris Peace Treaty

DBQ: -The Albany Plan of Union/The New England Confederation/Penn's Plan of Union

Essay: Comment on the extent to which each of the following contributed to a more democratic society in the American colonies: a) the Great Awakening b) immigration c) the Zenger case

Activity: Create a chart showing the differences in the three colonial regions (New England, Middle & Southern colonies) chart should explain the reason for founding, the respective charters, dates, facts, figures, people, economic base, education, political and social structure.

Presentations of Revolutionary War events

Unit Two:

STARTING A NEW NATION (4 Weeks)

Readings:

The Americans Chapters 5-8 (pg. 130-268)

Supplemental Readings

Handout Packets

I. From Confederation to Constitution (1776 - 1790)

- ? The Articles of Confederation
- ? The Northwest Ordinance
- ? Shay's Rebellion
- ? Convention & Constitutional Ratification

II. The Federalist Era (1789 - 1800)

- ? the first presidency
- ? The Bill of Rights
- ? Hamilton's economic strategies
- ? political parties come about
- ? The Whiskey Rebellion
- ? The French Revolution impacts America
- ? Jay's Treaty
- ? The Alien and Sedition Acts
- ? Federalists vs. Anti-Federalists

III. The Age of Jefferson (1800 - 1812)

- ? The Revolution of 1800
- ? John Marshall's Supreme Court
- ? The Louisiana Purchase
- ? The Anglo-French War

IV. The War of 1812 and Nationalism (1812 - 1824)

- ? events leading to, and causes of the war
- ? opposition to the war
- ? battles
- ? The Treaty of Ghent
- ? The Hartford Convention
- ? James Monroe's "Era of Good Feelings"
- ? Henry Clay's "American System"
- ? The Missouri Compromise
- ? Canada & Florida
- ? The Monroe Doctrine
- ? transportation (roads, canals, railroads)

V. The Age of Jackson (1824 - 1840)

- ? John Quincy Adams & The Corrupt Bargain
- ? Andrew Jackson Looms Large
- ? the spoil system
- ? The Tariff of Abominations & the nullification crisis
- ? The Peggy Eaton Affair
- ? Indian removal act
- ? Jackson's war on the bank
- ? the two party system
- ? war for Texas Independence
- ? Jackson handpicks Martin Van Buren
- ? the panic of 1837
- ? William Henry Harrison & the "Log Cabin & Hard Cider Campaign of 1840"

DBQ: -A Staunch Feminist Advocates Equality, 1843

Essay: Explain how each of the following had an effect on the reform movements of 1820-1860: a) the Second Great Awakening b) the ideals of Jacksonian democracy c) American individualism

Compare and contrast the cult of domesticity with the goals of the Seneca Falls Convention.

Activity: Comprehensive debate; federalists vs. anti-federalist (are you a liberal or a conservative)

Designing public opinion surveys: American foreign policy issues in the 1790's

Creating who's who entries: individual contributions to the forming of the new government

Create a Bill of Rights Scrap Book

Supreme Court Cases: Marbury v. Madison (1803), McCulloch v. Maryland (1819), Gibbons v. Ogden (1824), Dartmouth College v. Woodward (1824), Worcester v. Georgia (1832)

Unit Three:

THE NEW NATION GROWS, THEN DIVIDES (5 Weeks)

Readings:

The Americans Chapters 9-12 (pg. 272-402)

Supplemental Readings

Handout Packets

I. Expansion and Conflict (1841 - 1848)

- ? Texas annexed
- ? Manifest Destiny
- ? James Polk; ?the dark horse?
- ? The Mexican War

II. The 1850's; The Decade of Crisis (1849 - 1861)

- ? The Compromise of 1850
- ? Stephen Douglas
- ? the Kansas-Nebraska Act
- ? Uncle Toms Cabin
- ? civil war in Kansas
- ? the Dred Scott Case
- ? financial panic of 1857
- ? the Lincoln-Douglas debates
- ? John Brown & Harpers Ferry
- ? Lincoln's Republican Victory
- ? secession

III. The Civil War (1861 - 1865)

- ? Fort Sumter
- ? advantages & disadvantages
- ? the Bull Run/Peninsula Campaign/Antietam/Fredericksburg
- ? Emancipation Proclamation
- ? economic impact of the war
- ? Grant & the western theater (Shiloh)
- ? cotton diplomacy
- ? Gettysburg
- ? wartime politics
- ? Appomattox & the end of the war
- ? The Lincoln Assassination
- ? Civil War legacy

DBQ: -An African American Abolitionist Decries the Fourth of July in 1852

Essay: ?Instead of uniting the country, the economic changes brought about by developments in industry, agriculture, and transportation from 1820 to 1860 produced more sectional conflicts and divisions.? Assess this statement, using the

development of the railroads as one of your examples.

To what extent was the free-soil movement both anti-slave and anti-black? To what extent do you think the motivation for the movement was economic in nature? Explain.

Activity: Creating historical data maps: battle site of the Civil War

Create a Civil War Booklet

Supreme Court Cases: Dred Scott v. Sanford (1857)

THIS SYLLABUS IS SUBJECT TO CHANGE DURING THIS ACADEMIC YEAR