



# Advanced Placement® (AP®) U.S. History (APUSHIST) A Syllabus

## Course Name

APUSHIST A

Advanced Placement® (AP®) U.S. History – Semester A

## Course Information

APUSHIST A is the first semester of this two-semester course.

In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

**Prerequisite:** None

This course has been authorized by the College Board® to use the AP® designation.

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## Course Delivery Method

Online

## Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [www.k12.ttu.edu](http://www.k12.ttu.edu).

## Course Objectives

After completing this course, you should be able to:

1. connect specific people, places, events, and ideas to the larger trends of U.S. history;
2. reason chronologically, interpret historical sources, and construct well-supported historical arguments;
3. understand primary and secondary sources through journal entries, essays, and visual presentations of historical content; and
4. respond to the positions of others in discussion activities while staking and defending claims of your own.

APUSHIST addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](http://www.tea.state.tx.us) website.

## Textbook and Materials

### **Textbook(s)**

AP U.S. History requires a college-level U.S. history textbook. Students may use any college-level U.S. history textbook to successfully complete the course.

Though students may use any college-level textbook, resources such as page references and scaffolded reading guides are provided in the course to support students who use any of the following texts:

- *America's History*, 9th ed. James A. Henretta et al. (Bedford, Freeman, & Worth, 2018). ISBN-10: 1-319-21466-5 / ISBN-13: 978-1-319-21466-1.  
Acceptable alternate: 8th ed. (2014). ISBN-13: 9781457628931.
- *American History: Connecting with the Past*, 14th AP ed. Alan Brinkley. (McGraw-Hill, 2011). ISBN-10: 0076621421 / ISBN-13: 9780076621422.
- *America: A Narrative History*, 11th ed. David E. Shi (W.W. Norton, 2019). ISBN-10: 0393689697 / ISBN-13: 9780393689693.  
Acceptable alternate: 10th ed. (2016). ISBN-13: 9780393265934.  
Acceptable alternate: 9th ed. (2013). ISBN-13: 9780393912623.

## **Materials**

There are no required materials for this course.

## **Technical Requirements**

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://Adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

## **Technical Skill Requirements**

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

## **Coursework**

The graded assignments within each unit are formative in nature. This means that they are designed to assist you in applying and demonstrating the unit concepts, as well as identifying areas in which you need additional review. You may use all the unit's learning activities to assist you as you complete the graded assignments.

## **Submitting Assignments**

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

All course work will be completed in the Apex system (quizzes, discussions, practice assignments, journals, etc.). When submitting a Practice Assignment, you will submit it through the **Apex system > Messages > New Message** tool and choose your instructor. This will be the place where you upload file attachments showing your work on the assignment. Your instructor will receive the assignment submission and grade it, then provide feedback that will be sent back to you through Apex messages.

## **Course Organization**

This course consists of five units and a final exam. Each unit contains the following:

- Introduction and Instructions

- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

Each unit includes several activities that present content knowledge. Each unit also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

## Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the units and complete assignments, more will unlock for you.

Unit	Topic	Approximate Time for Completion
<b>Unit 1</b>	Transformation in North America (1491-1754)	Four weeks
Lesson 1	Thinking Like a Historian	
Lesson 2	First Peoples of North America	
Lesson 3	European Colonialism in North America	
Lesson 4	Labor in British Colonial American	
Lesson 5	Struggle for Power in North America	
Lesson 6	Wrap-Up	
<b>Unit 2</b>	Birth of a New Nation (1754-1800)	Four weeks
Lesson 1	The Road to Independence	
Lesson 2	Declaring and Winning Independence	
Lesson 3	Republican Governments	
Lesson 4	Political Debates in the Early Republic	
Lesson 5	Wrap-Up	
<b>Unit 3</b>	Growing Pains of the New Republic (1800-1848)	Four weeks
Lesson 1	Defining Democracy (1800-1848)	

Unit	Topic	Approximate Time for Completion
Lesson 2	The Early Industrial Revolution	
Lesson 3	Creating a Republican Culture	
Lesson 4	Slavery and Southern Expansion	
Lesson 5	Religion and Reform	
Lesson 6	Wrap-Up	
<b>Unit 4</b>	Expansion, War, and Reconstruction (1844-1877)	Four weeks
Lesson 1	Manifest Destiny and Westward Expansion	
Lesson 2	Sectional Crisis	
Lesson 3	The Civil War	
Lesson 4	Reconstruction and the New South	
Lesson 5	Wrap-Up	
<b>Unit 5</b>	Semester Wrap-Up	One week
Lesson 1	Semester Review and Wrap-Up	
<b>Final Exam</b>	Units 1-5	

## Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (\*) indicate that these are summative assessments for the course.

Unit	Weeks	Assignments
1	1-4	1.1.1 Journal: Can History Be Objective? 1.1.3 Quiz: Periods and Themes in U.S. History 1.1.5 Quiz: Historical Thinking Skills: Periodization 1.1.6 Practice: Periodization and Your Life 1.2.2 Quiz: First Peoples of North America 1.2.3 Journal: Perspective in Academic and Oral Histories 1.2.5 Quiz: First Peoples and the Environment 1.2.7 Quiz: Making Arguments, Using Evidence 1.2.8 Practice: North America Before the Columbian Exchange 1.3.2 Quiz: European Colonialism in North America 1.3.3 Discuss: Status of Indigenous Peoples Today 1.3.5 Quiz: Migration and Settlement in Colonial America

Unit	Weeks	Assignments
		1.3.7 Quiz: Patterns of Colonization in North America 1.3.8 Practice: Assessing Colonial Relations 1.4.2 Quiz: Labor in British Colonial America 1.4.3 Journal: Primary Sources and Colonial Labor 1.4.5 Quiz: Colonial American Economies 1.4.7 Quiz: Comparing Regional Labor Systems 1.4.8 Practice: Economic Opportunity in Colonial America 1.5.2 Quiz: Struggle for Power in North America 1.5.3 Explore: Events That Shaped the Atlantic World 1.5.5 Quiz: The Atlantic World in Colonial America 1.5.7 Quiz: Causation and the Rise of Self-Government 1.5.8 Practice: Document Based Questions *1.6.2 Test (CS): Transformation in North America: 1491-1754
<b>2</b>	5-8	2.1.2 Quiz: The Road to Independence 2.1.3 Journal: The Causes of the French and Indian War 2.1.5 Quiz: American Identity Before 1776 2.1.7 Quiz: Causes of the American Revolution 2.1.8 Practice: Competing Conceptions of Identity 2.2.2 Quiz: Declaring and Winning Independence 2.2.3 Explore: Revolutionary War-Paths to Victory 2.2.5 Quiz: Global Impact of the Declaration of Independence 2.2.7 Quiz: Interpreting the Patriot Victory 2.2.8 Discuss: Myths of the Revolution 2.3.2 Quiz: Republican Governments 2.3.3 Journal: State Constitutions: Tempering Democracy 2.3.5 Quiz: Making Republican Governments 2.3.7 Quiz: Writing Historical Narratives 2.3.8 Practice: The Ideals of the American Revolution 2.4.2 Quiz: Political Debates in the Early Republic 2.4.3 Discuss: The Revolution and American Society 2.4.5 Quiz: Political Crisis of the 1790s 2.4.7 Quiz: Anatomy of the Revolution: Historical Argument 2.4.8 Practice: Liberty versus Order in the 1790s *2.5.2 Test (CS): Birth of a New Nation: 1754-1800
<b>3</b>	9-12	3.1.2 Quiz: Defining Democracy: 1800-1848 3.1.3 Journal: Two Early Reactions to the Louisiana Purchase 3.1.5 Quiz: Jeffersonian Democracy 3.1.7 Quiz: Jacksonian Democracy 3.1.8 Practice: Major Decisions of the Marshall Court

Unit	Weeks	Assignments
		<p>3.2.2 Quiz: The Early Industrial Revolution</p> <p>3.2.3 Journal: Debating the Value of Industry</p> <p>3.2.5 Quiz: Transforming the American Economy</p> <p>3.2.7 Quiz: Documenting the Industrial Experience</p> <p>3.2.8 Practice: The Impact of the Early Industrial Revolution</p> <p>3.3.2 Quiz: Creating a Republican Culture</p> <p>3.3.3 Explore: Republic, Republicanism, or Republican Party?</p> <p>3.3.5 Quiz: Republicanism and Early American Culture</p> <p>3.3.7 Quiz: Contextualizing Republicanism</p> <p>3.3.8 Discuss: Cultural Values of the Early Republic</p> <p>3.4.2 Quiz: Slavery and Southern Expansion</p> <p>3.4.3 Journal: Mapping the Missouri Compromise</p> <p>3.4.5 Quiz: Slavery and Regional Identity</p> <p>3.4.7 Quiz: Patterns of Regional Identity</p> <p>3.4.8 Practice: African American Perspectives</p> <p>3.5.2 Quiz: Religion and Reform</p> <p>3.5.3 Discuss: Debating Reform</p> <p>3.5.5 Quiz: Cultural and Religious Reform</p> <p>3.5.7 Quiz: Causes of Reform Movements</p> <p>3.5.8 Practice: American Reformers</p> <p>*3.6.2 Test (CS): Growing Pains of the New Republic: 1800-1848</p>
4	13-16	<p>4.1.2 Quiz: Manifest Destiny and Westward Expansion</p> <p>4.1.3 Journal: Mapping Patterns of Settlement</p> <p>4.1.5 Quiz: Trends in Westward Expansion</p> <p>4.1.7 Quiz: Interpreting the Impact of Expansion and Immigration</p> <p>4.1.8 Discuss: Ethics of The Mexican-American War</p> <p>4.2.2 Quiz: Sectional Crisis</p> <p>4.2.3 Explore: Could the Sectional Crisis Have Been Avoided?</p> <p>4.2.5 Quiz: Sectional Crisis: North and South</p> <p>4.2.7 Quiz: Causes of the Civil War</p> <p>4.2.8 Practice: The Constitutionality of Secession</p> <p>4.3.2 Quiz: The Civil War</p> <p>4.3.3 Explore: Comparing Advantages and Disadvantages</p> <p>4.3.5 Quiz: Events and Outcomes of the War</p> <p>4.3.7 Quiz: Synthesizing Interpretations of the War</p> <p>4.3.8 Practice: Write Your Own Interpretation of the War</p> <p>4.4.2 Quiz: Reconstruction and the New South</p> <p>4.4.3 Journal: Lincoln's Plans for Reconstruction</p> <p>4.4.5 Quiz: Competing Models for Reconstruction</p>

Unit	Weeks	Assignments
		4.4.7 Quiz: Evaluating Reconstruction 4.4.8 Discuss: Who Achieved Their Reconstruction Goals? *4.5.2 Test (CS): Expansion, War, and Reconstruction: 1844-1877
5	17	*5.1.2 Exam: Semester 1 Exam

## Course Detailed Description

### UNIT 1: TRANSFORMATION IN NORTH AMERICA: 1491-1754

#### LESSON 1: THINKING LIKE A HISTORIAN

##### 1.1.1 Journal: Can History Be Objective?

Compare two different depictions of the same historical figure and write about bias and objectivity in historical interpretation.

*Duration: 20 mins; Scoring: 10 points*

##### 1.1.2 Study: Periods and Themes in U.S. History

Describe historians' use of themes to understand U.S. history and identify the major periods used in AP U.S. History.

*Duration: 45 mins*

##### 1.1.3 Quiz: Periods and Themes in U.S. History

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

##### 1.1.4 Study: Historical Thinking Skills: Periodization

Explain the application of the skill of periodization in chronological reasoning and historical interpretation.

*Duration: 45 mins*

##### 1.1.5 Quiz: Historical Thinking Skills: Periodization

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

##### 1.1.6 Practice: Periodization and Your Life

Construct a timeline of your life events and describe how periodization and themes affect interpretation in historical narrative.

*Duration: 1 hr; Scoring: 40 points*

#### LESSON 2: FIRST PEOPLES OF NORTH AMERICA

##### 1.2.1 Read: First Peoples of North America

Describe pre-contact societies of North America before the arrival of Europeans and the impact of the Columbian Exchange.

*Duration: 2 hrs*

##### 1.2.2 Quiz: First Peoples of North America

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

##### 1.2.3 Journal: Perspective in Academic and Oral Histories

Respond in writing to the question "who is best qualified to tell the history of American Indians?"

*Duration: 20 mins; Scoring: 10 points*



#### **1.2.4 Study: First Peoples and the Environment**

Explain how interactions with the natural environment shaped the institutions and values of various pre-Columbian groups living on the North American continent prior to and after contact with European settlers.

*Duration: 45 mins*

#### **1.2.5 Quiz: First Peoples and the Environment**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **1.2.6 Study: Making Arguments, Using Evidence**

Describe different methods that historians use to construct arguments to study the past.

*Duration: 45 mins*

#### **1.2.7 Quiz: Making Arguments, Using Evidence**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **1.2.8 Practice: North America Before the Columbian Exchange**

Write an argumentative essay based on evidence on how European settlers were able to dominate North America.

*Duration: 1 hr; Scoring: 40 points*

### **LESSON 3: EUROPEAN COLONIALISM IN NORTH AMERICA**

#### **1.3.1 Read: European Colonialism in North America**

Describe how the Protestant Reformation and the growth of mercantilism in Europe led to intensified colonization of North America during the 17th century.

*Duration: 2 hrs*

#### **1.3.2 Quiz: European Colonialism in North America**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

#### **1.3.3 Discuss: Status of Indigenous Peoples Today**

Compare and discuss significant political, social, economic, and cultural long-term impacts of European colonization on the indigenous peoples of North America.

*Duration: 20 mins; Scoring: 10 points*

#### **1.3.4 Study: Migration and Settlement in Colonial America**

Describe how European expansion and colonialism affected the people on both sides of the Atlantic.

*Duration: 45 mins*

#### **1.3.5 Quiz: Migration and Settlement in Colonial America**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **1.3.6 Study: Patterns of Colonization in North America**

Explain demographic changes from colonization in North America during the 17th and 18th Centuries.

*Duration: 45 mins*

#### **1.3.7 Quiz: Patterns of Colonization in North America**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **1.3.8 Practice: Assessing Colonial Relations**

Write an essay to explain patterns of Indian-settler relations in colonial North America.

*Duration: 2 hrs; Scoring: 80 points*

## **LESSON 4: LABOR IN BRITISH COLONIAL AMERICA**

### **1.4.1 Read: Labor in British Colonial America**

Identify and describe the labor systems used in the New England, Middle, Chesapeake, and Southern colonies.

*Duration: 2 hrs*

### **1.4.2 Quiz: Labor in British Colonial America**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **1.4.3 Journal: Primary Sources and Colonial Labor**

Analyze three primary sources and write about labor systems in three different American colonies.

*Duration: 20 mins; Scoring: 10 points*

### **1.4.4 Study: Colonial American Economies**

Identify and describe how colonial economies developed and integrated into the British-American slave economy.

*Duration: 45 mins*

### **1.4.5 Quiz: Colonial American Economies**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **1.4.6 Study: Comparing Regional Labor Systems**

Understand the factors that led to the use of slavery and other labor systems in the regional economies of the British colonies.

*Duration: 45 mins*

### **1.4.7 Quiz: Comparing Regional Labor Systems**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **1.4.8 Practice: Economic Opportunity in Colonial America**

Write two letters from the perspective of an indentured servant in 1700.

*Duration: 1 hr; Scoring: 40 points*

## **LESSON 5: STRUGGLE FOR POWER IN NORTH AMERICA**

### **1.5.1 Read: Struggle for Power in North America**

Describe how secular, religious, and British attempts to control North America influenced the evolution of the colonies.

*Duration: 2 hrs*

### **1.5.2 Quiz: Struggle for Power in North America**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **1.5.3 Explore: Events That Shaped the Atlantic World**

Research the political, economic, cultural, and social changes that influenced the Atlantic World.

*Duration: 20 mins; Scoring: 10 points*

#### **1.5.4 Study: Shaping the Culture of Colonial America**

Examine how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era.

*Duration: 45 mins*

#### **1.5.5 Quiz: The Atlantic World in Colonial America**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **1.5.6 Study: Causation and the Rise of Self-Government**

Explain how changing colonial religious ideals and Enlightenment beliefs shaped the rise of Self-Government in Colonial America.

*Duration: 45 mins*

#### **1.5.7 Quiz: Causation and the Rise of Self-Government**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **1.5.8 Practice: Document Based Questions**

Answer a document-based essay question examining the connection between the Enlightenment and the Great Awakening and the emergence of republican ideals in the American colonies.

*Duration: 1 hr; Scoring: 40 points*

### **LESSON 6: WRAP-UP: TRANSFORMATION IN NORTH AMERICA: 1491-1754**

#### **1.6.1 Review: Transformation in North America: 1491-1754**

Prepare for the unit test by reviewing key concepts and skills.

*Duration: 1 hr*

#### **1.6.2 Test (CS): Transformation in North America: 1491-1754**

Take a computer-scored test to assess what you have learned in this unit.

*Duration: 50 mins; Scoring: 40 points*

## **UNIT 2: BIRTH OF A NEW NATION: 1754-1800**

### **LESSON 1: THE ROAD TO INDEPENDENCE**

#### **2.1.1 Read: The Road to Independence**

Identify how competing interpretations of American identity and democratic ideals shaped the Independence movement.

*Duration: 2 hrs*

#### **2.1.2 Quiz: The Road to Independence**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

#### **2.1.3 Journal: The Causes of the French and Indian War**

Write an analysis of the causes of the French and Indian War and how the war affected relations between Britain and its colonies.

*Duration: 20 mins; Scoring: 10 points*

#### **2.1.4 Study: American Identity Before 1776**

Analyze how competing perceptions on the American identity and emerging democratic ideals shaped the movement for independence.

*Duration: 45 mins*

**2.1.5 Quiz: American Identity Before 1776**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

**2.1.6 Study: Causes of the American Revolution**

Evaluate the major causes of the American Revolution, analyzing which factors leading to the Revolutionary War were most significant.

*Duration: 45 mins*

**2.1.7 Quiz: Causes of the American Revolution**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

**2.1.8 Practice: Competing Conceptions of Identity**

Write an essay explaining the status of identity and unity before the start of the American Revolution.

*Duration: 1 hr; Scoring: 40 points*

**LESSON 2: DECLARING AND WINNING INDEPENDENCE****2.2.1 Read: Declaring and Winning Independence**

Summarize the key events that led to victory and the birth of the new nation.

*Duration: 2 hrs*

**2.2.2 Quiz: Declaring and Winning Independence**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

**2.2.3 Explore: Revolutionary War-Paths to Victory**

Write a brief essay explaining the linkages between key events in the Revolutionary War, and identifying which factors were most significant in the Patriot victory.

*Duration: 20 mins; Scoring: 10 points*

**2.2.4 Study: Global Impact of the Declaration of Independence**

Evaluate the political thoughts of Paine and Jefferson and to explain the global impact of the Declaration of Independence.

*Duration: 45 mins*

**2.2.5 Quiz: Global Impact of the Declaration of Independence**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

**2.2.6 Study: Interpreting the Patriot Victory**

Interpret the work of historians concerning the patriot victory in the American Revolution.

*Duration: 45 mins*

**2.2.7 Quiz: Interpreting the Patriot Victory**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

**2.2.8 Discuss: Myths of the Revolution**

Analyze and evaluate a historian's interpretation of the reasons for the American victory in the war for independence.

*Duration: 40 mins; Scoring: 20 points*

*continued →*

## **LESSON 3: REPUBLICAN GOVERNMENTS**

### **2.3.1 Read: Republican Governments**

Describe the political challenges the United States faced in the years immediately following the American Revolution.

*Duration: 2 hrs*

### **2.3.2 Quiz: Republican Governments**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **2.3.3 Journal: State Constitutions: Tempering Democracy**

Evaluate John Adams's views and speculate about what he would think of our present-day government.

*Duration: 20 mins; Scoring: 10 points*

### **2.3.4 Study: Making Republican Governments**

Understand the development of the Articles of Confederation, the Constitution, and the Bill of Rights.

*Duration: 45 mins*

### **2.3.5 Quiz: Making Republican Governments**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **2.3.6 Study: Writing Historical Narratives**

Study how to write an evidence-based essay that demonstrates your interpretation of a historical event.

*Duration: 45 mins*

### **2.3.7 Quiz: Writing Historical Narratives**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **2.3.8 Practice: The Ideals of the American Revolution**

Write an essay evaluating whether the Articles of Confederation or the Constitution “better fulfilled” the ideals of the American Revolution.

*Duration: 1 hr; Scoring: 40 points*

## **LESSON 4: POLITICAL DEBATES IN THE EARLY REPUBLIC**

### **2.4.1 Read: Political Debates in the Early Republic**

Identify factors that led to the first major party system in the early Republic.

*Duration: 2 hrs*

### **2.4.2 Quiz: Political Debates in the Early Republic**

Take a quiz to assess your understanding of the reading material.

*Duration: 20 mins; Scoring: 20 points*

### **2.4.3 Discuss: The Revolution and American Society**

Discuss your view of the impact of the Revolutionary War on American society.

*Duration: 20 mins; Scoring: 10 points*

### **2.4.4 Study: Political Crisis of the 1790s**

Examine how arguments over the meaning and interpretation of the Constitution affected U.S. politics during the political crisis of the 1790s.

*Duration: 45 mins*

#### **2.4.5 Quiz: Political Crisis of the 1790s**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **2.4.6 Study: Anatomy of the Revolution: Historical Argument**

Describe how historians use historical argumentation through the analysis of evidence to construct persuasive arguments about the past.

*Duration: 45 mins*

#### **2.4.7 Quiz: Anatomy of the Revolution: Historical Argument**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **2.4.8 Practice: Liberty versus Order in the 1790s**

Write an essay comparing and contrasting the ratification debate to present-day political debates.

*Duration: 1 hr; Scoring: 40 points*

### **LESSON 5: WRAP-UP: BIRTH OF A NEW NATION: 1754-1800**

#### **2.5.1 Review: Birth of a New Nation: 1754-1800**

Prepare for the unit test by reviewing key concepts and skills.

*Duration: 1 hr*

#### **2.5.2 Test (CS): Birth of a New Nation: 1754-1800**

Take a computer-scored test to assess what you have learned in this unit.

*Duration: 50 mins; Scoring: 40 points*

### **UNIT 3: GROWING PAINS OF THE NEW REPUBLIC: 1800-1848**

#### **LESSON 1: DEFINING DEMOCRACY: 1800-1848**

##### **3.1.1 Read: Defining Democracy: 1800-1848**

Explain how the administrations of Thomas Jefferson and Andrew Jackson shaped political and cultural elements of American society.

*Duration: 2 hrs*

##### **3.1.2 Quiz: Defining Democracy: 1800-1848**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

##### **3.1.3 Journal: Two Early Reactions to the Louisiana Purchase**

Write a brief essay comparing American Indian leaders' responses to American expansion.

*Duration: 20 mins; Scoring: 10 points*

##### **3.1.4 Study: Jeffersonian Democracy**

Explain how Jefferson's presidency affected U.S. expansionism and relations with foreign powers and American Indians.

*Duration: 45 mins*

##### **3.1.5 Quiz: Jeffersonian Democracy**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

##### **3.1.6 Study: Jacksonian Democracy**

Analyze the elections of 1824 and 1828 and the rise of the Jacksonian Democratic party.

*Duration: 45 mins*

### **3.1.7 Quiz: Jacksonian Democracy**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.1.8 Practice: Major Decisions of the Marshall Court**

Research a landmark court case from the mid-1800s and write a case brief summarizing the case.

*Duration: 2 hrs; Scoring: 80 points*

## **LESSON 2: THE EARLY INDUSTRIAL REVOLUTION**

### **3.2.1 Read: The Early Industrial Revolution**

Describe the most important factors that led to the early Industrial Revolution.

*Duration: 2 hrs*

### **3.2.2 Quiz: The Early Industrial Revolution**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **3.2.3 Journal: Debating the Value of Industry**

Analyze the impact of the Industrial Revolution by comparing demographic data from before and after industrialization hit the U.S.

*Duration: 20 mins; Scoring: 10 points*

### **3.2.4 Study: Transforming the American Economy**

Describe the social, political, and economic factors that led to the early industrial, market, and transportation revolutions.

*Duration: 45 mins*

### **3.2.5 Quiz: Transforming the American Economy**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.2.6 Study: Documenting the Industrial Experience**

Analyze personal accounts of the early industrial, market, and transportation revolutions.

*Duration: 45 mins*

### **3.2.7 Quiz: Documenting the Industrial Experience**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.2.8 Practice: The Impact of the Early Industrial Revolution**

Write a summary of one aspect of the social and economic effects of the early Industrial Revolution in the United States.

*Duration: 2 hrs; Scoring: 80 points*

## **LESSON 3: CREATING A REPUBLICAN CULTURE**

### **3.3.1 Read: Creating a Republican Culture**

Describe the changing characteristics of republican culture in the first half of the 19th century.

*Duration: 2 hrs*

### **3.3.2 Quiz: Creating a Republican Culture**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **3.3.3 Explore: Republic, Republicanism, or Republican Party?**

Compare the characteristics of republican culture historically and today.

*Duration: 20 mins; Scoring: 10 points*

### **3.3.4 Study: Republicanism and Early American Culture**

Explain how emerging democratic ideals and changing conceptions of national and regional identity shaped value systems, gender roles, and cultural movements.

*Duration: 45 mins*

### **3.3.5 Quiz: Republicanism and Early American Culture**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.3.6 Study: Contextualizing Republicanism**

Compare and classify how geography and the transportation revolution affected migration, the economy, and the expansion of different regional identities.

*Duration: 45 mins*

### **3.3.7 Quiz: Contextualizing Republicanism**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.3.8 Discuss: Cultural Values of the Early Republic**

Discuss if aristocratic republicanism limited development in the South.

*Duration: 20 mins; Scoring: 10 points*

## **LESSON 4: SLAVERY AND SOUTHERN EXPANSION**

### **3.4.1 Read: Slavery and Southern Expansion**

Describe the economic, political, social, and ethnic factors that shaped the emerging Southern identity.

*Duration: 2 hrs*

### **3.4.2 Quiz: Slavery and Southern Expansion**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **3.4.3 Journal: Mapping the Missouri Compromise**

Create a map illustrating the areas of expansion and compromise between free and slave states following the Missouri Compromise.

*Duration: 20 mins; Scoring: 10 points*

### **3.4.4 Study: Slavery and Regional Identity**

Analyze the development of African American group identity and resistance to the institution of slavery during the early 19th century.

*Duration: 45 mins*

### **3.4.5 Quiz: Slavery and Regional Identity**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.4.6 Study: Patterns of Regional Identity**

Describe patterns of regional and group identity that developed in the African American and southern communities.

*Duration: 45 mins*

### **3.4.7 Quiz: Patterns of Regional Identity**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*



### **3.4.8 Practice: African American Perspectives**

Compare first person narrative of 19th century African American experiences in different regions of the United States.

*Duration: 1 hr; Scoring: 40 points*

## **LESSON 5: RELIGION AND REFORM**

### **3.5.1 Read: Religion and Reform**

Explain how 19th century reform movements challenged the dominant economic and social order.

*Duration: 2 hrs*

### **3.5.2 Quiz: Religion and Reform**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

### **3.5.3 Discuss: Debating Reform**

Compare and discuss reformer ideologies and reactions of the early 19th century.

*Duration: 20 mins; Scoring: 10 points*

### **3.5.4 Study: Cultural and Religious Reform**

Evaluate the impact 19th century reform movements had on people historically and today.

*Duration: 45 mins*

### **3.5.5 Quiz: Cultural and Religious Reform**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.5.6 Study: Causes of Reform Movements**

Evaluate the roles of the Second Great Awakening and Transcendentalism in causing key reform movements during the first half of the 19th century.

*Duration: 45 mins*

### **3.5.7 Quiz: Causes of Reform Movements**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

### **3.5.8 Practice: American Reformers**

Research and write a historical biography of a famous American reformer.

*Duration: 2 hrs; Scoring: 80 points*

## **LESSON 6: WRAP-UP: GROWING PAINS OF THE NEW REPUBLIC: 1800-1848**

### **3.6.1 Review: Growing Pains of the New Republic: 1800-1848**

Prepare for the unit test by reviewing key concepts and skills.

*Duration: 1 hr*

### **3.6.2 Test (CS): Growing Pains of the New Republic: 1800-1848**

Take a computer-scored test to assess what you have learned in this unit.

*Duration: 50 mins; Scoring: 40 points*

## **UNIT 4: EXPANSION, WAR, AND RECONSTRUCTION: 1844-1877**

### **LESSON 1: MANIFEST DESTINY AND WESTWARD EXPANSION**

#### **4.1.1 Read: Manifest Destiny and Westward Expansion**

Identify the social, political, economic, and cultural motives behind Manifest Destiny and westward migration.

*Duration: 2 hrs*

#### **4.1.2 Quiz: Manifest Destiny and Westward Expansion**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

#### **4.1.3 Journal: Mapping Patterns of Settlement**

Create two maps contrasting geographic and demographic differences between European settlement during the colonial era and westward expansion in the 1840s.

*Duration: 20 mins; Scoring: 10 points*

#### **4.1.4 Study: Trends in Westward Expansion**

Explain the impact of western migration on political and social conflicts.

*Duration: 45 mins*

#### **4.1.5 Quiz: Trends in Westward Expansion**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.1.6 Study: Interpreting the Impact of Expansion and Immigration**

Interpret the impacts of expansion and immigration on American Indians and migrant communities.

*Duration: 45 mins*

#### **4.1.7 Quiz: Interpreting the Impact of Expansion and Immigration**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.1.8 Discuss: Ethics of The Mexican-American War**

Evaluate whether the Mexican-American War was justified, and compare to wars of the present-day.

*Duration: 40 mins; Scoring: 20 points*

### **LESSON 2: SECTIONAL CRISIS**

#### **4.2.1 Read: Sectional Crisis**

Describe domestic debates over U.S. expansionism and how they shaped the formation of regional identities leading up to the Civil War.

*Duration: 2 hrs*

#### **4.2.2 Quiz: Sectional Crisis**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

#### **4.2.3 Explore: Could the Sectional Crisis Have Been Avoided?**

Use historical evidence to respond to the question: "Could the sectional crisis have been avoided?"

*Duration: 20 mins; Scoring: 10 points*

#### **4.2.4 Study: Sectional Crisis: North and South**

Explain how emerging regional identities affected national debates over expansion and slavery.

*Duration: 45 mins*

#### **4.2.5 Quiz: Sectional Crisis: North and South**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.2.6 Study: Causes of the Civil War**

Describe the role that political, ideological, economic, social and environmental dynamics played in causing the Civil War.

*Duration: 45 mins*

#### **4.2.7 Quiz: Causes of the Civil War**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.2.8 Practice: The Constitutionality of Secession**

Write a brief essay addressing the constitutionality of secession.

*Duration: 1 hr; Scoring: 40 points*

### **LESSON 3: THE CIVIL WAR**

#### **4.3.1 Read: The Civil War**

Describe the course of the war between North and South, identifying political, diplomatic, social and economic consequences.

*Duration: 2 hrs*

#### **4.3.2 Quiz: The Civil War**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

#### **4.3.3 Explore: Comparing Advantages and Disadvantages**

Write a brief essay comparing the advantages of both the North and the South at the start of the Civil War.

*Duration: 20 mins; Scoring: 10 points*

#### **4.3.4 Study: Events and Outcomes of the War**

Describe the events of the war including the final outcome.

*Duration: 45 mins*

#### **4.3.5 Quiz: Events and Outcomes of the War**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.3.6 Study: Synthesizing Interpretations of the War**

Evaluate multiple historians' interpretations of the long and short-term outcomes of the Civil War and make connections to other points in history.

*Duration: 45 mins*

#### **4.3.7 Quiz: Synthesizing Interpretations of the War**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.3.8 Practice: Write Your Own Interpretation of the War**

Write an argumentative essay evaluating the long and short-term outcomes of the Civil War.

*Duration: 2 hrs; Scoring: 40 points*

### **LESSON 4: RECONSTRUCTION AND THE NEW SOUTH**

#### **4.4.1 Read: Reconstruction and the New South**

Identify how Reconstruction affected conceptions of national and regional identity.

*Duration: 2 hrs*

#### **4.4.2 Quiz: Reconstruction and the New South**

Take a quiz to assess your understanding of the material.

*Duration: 20 mins; Scoring: 20 points*

#### **4.4.3 Journal: Lincoln’s Plans for Reconstruction**

Write a journal response that hypothesizes how Lincoln’s plans for Reconstruction might have played out.

*Duration: 20 mins; Scoring: 10 points*

#### **4.4.4 Study: Competing Models for Reconstruction**

Examine how political debates on competing models for Reconstruction played out and summarize regional reactions to national policy changes.

*Duration: 45 mins*

#### **4.4.5 Quiz: Competing Models for Reconstruction**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.4.6 Study: Evaluating Reconstruction**

Evaluate the political, legal, and historical impact of Reconstruction.

*Duration: 45 mins*

#### **4.4.7 Quiz: Evaluating Reconstruction**

Take a quiz to assess your understanding of the material.

*Duration: 10 mins; Scoring: 10 points*

#### **4.4.8 Discuss: Who Achieved Their Reconstruction Goals?**

Write a short response evaluating which side achieved its goals between 1850 and 1877.

*Duration: 40 mins; Scoring: 20 points*

### **LESSON 5: WRAP-UP: EXPANSION, WAR, AND RECONSTRUCTION: 1844-1877**

#### **4.5.1 Review: Expansion, War, and Reconstruction: 1844-1877**

Prepare for the unit test by reviewing key concepts and skills.

*Duration: 1 hr*

#### **4.5.2 Test (CS): Expansion, War, and Reconstruction: 1844-1877**

Take a computer-scored test to assess what you have learned in this unit.

*Duration: 50 mins; Scoring: 40 points*

### **UNIT 5: SEMESTER WRAP-UP**

#### **LESSON 1: SEMESTER WRAP-UP**

##### **5.1.1 Review: Semester 1 Review**

Prepare for the semester exam by reviewing key concepts covered in this semester.

*Duration: 1 hr*

##### **5.1.2 Exam: Semester 1 Exam**

Take a computer-scored exam to demonstrate your mastery of concepts and skills covered in this semester.

*Duration: 50 mins; Scoring: 80 points*

*continued →*

## Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

## Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course. The summative assessments for this course are as follows:

- Unit Tests (**20% of Course Grade**)
- Final Exam (**30% of Course Grade**)

## Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.
- Apex Messages will be used for submitting assignments that your instructor must grade.

## Technical Difficulties

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and

date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.