

Bridge Year 11 Social Studies/UMA HTY 103

Early American History

From the exploration of America to 1877. The development of democracy, growth of the West, slavery and sectionalism, the Civil War, and Reconstruction.

Prerequisite: ENG 101

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Room 107 Monday - Friday

Overarching Questions:

- What is progress?
- What does it mean to be “civilized”?
- What does it mean to be “American”?
- How do you evaluate “freedom”?
- When is violence justified?

Goals of this Course:

Together, we will explore the roots of modern America, while uncovering the characters and events of prevailing themes persistent in United States History. Themes will include: the struggle for civil rights, migration, an experiment in democracy, power & influence, territorial expansion, and economic development. Other themes will surely be discovered along the way. We will use our collective knowledge of early American history to assess the progress of our nation as we analyze current issues in the context of those themes.

What you Need:

1. Google Account - Drive for document sharing (peer and teacher review); Blogger for daily blogs.
Login ID: _____
Password: _____
2. Gilder Lehrman Account - Great resource for primary and secondary sources.
Login ID: _____
Password: _____
3. Three Ring Binder - to organize course materials and notes.

A People’s History of the United States by Howard Zinn ISBN-13: 978-0-06-083865-2

Units of Study:

It is impossible to completely separate the many threads of American History. However, below is a list of the units that we will apply our themes to.

Unit	Zinn Chapter(s)	DBQ Unit
1. The New World - European Exploration, Mercantilism and Colonization	Chapter 1	Early Jamestown: Why did so many colonists die?
2. Building a Nation - Slavery and Economic Development	Chapter 2, 3	
3. E Pluribus Unum - Independence and the Aftermath	Chapter 4,5	Valley Forge: Would You have Quit --Or-- The Ideals of the Declaration: Which is the most important
4. The Other Half - Women in Early America	Chapter 6	
5. "American Genocide" - Native Cultures, Manifest Destiny, Jacksonian Democracy	Chapter 7, 8, 10	How Democratic was Andrew Jackson. --And-- Was the U.S. Justified in Going to War with Mexico
6. "House Divided" - The Politics of Slavery and Abolitionism	Chapter 9	What caused the Civil War? --And-- How Revolutionary was the American Revolution?
7. Maine National History Day - Topic of Your choosing in the them "Take a Stand"		

Assessments & Learning Activities:

Class will consist of various learning activities (formative) and concept assessments (summative). It is expected that both will be submitted on time in order to receive comprehensive feedback. Students in need of extensions should consult with me prior to deadlines. Examples of the types of assessments and activities are listed here:

Formative: Class Notes, Document Stations, Document Analyses, Text-Book Analyses, Film Clip Reviews, Jig Saws, Four Corners.

Summative: DBQ Essays, Speeches, Presentations, Projects, Graded Oral Discussions, Short Response Tests. There will be 2-3 summative assessments per unit or 4 - 6 per quarter.

I advise you to keep all past work neatly in your binder for referral in later units, mid-term and final assessments.

Guided Oral Discussion (G.O.D.):

There are two parts to a G.O.D. - Written and Oral. You will receive Guiding Questions for each set of readings (ranging from 4-10 questions) which you will respond to using textual evidence from the reading, including page numbers. The completed Guiding Questions will be your entrance ticket into the Guided Oral Discussion. In the discussion we will address the questions, using text evidence to support responses. At this point you can draw from the collective wisdom of the class and make additional annotations. The following class you will submit a revised written G.O.D.

Maine National History Day Competitions (MNHD):

Each student will pick a theme from those listed or developed in consultation with teacher and develop a project exploring the theme "Taking a Stand" in the context of our early American study. The project will be refined, revised and updated during the winter and spring in preparation for presentation at the Maine National History Day Competitions on April 8, 2017 at the University of Maine in Orono. The revised project and presentation will constitute a 3rd Quarter Summative Assessment. You must be present for credit. A variety of projects are possible including: Papers, Performances, Exhibits, Documentaries, and Web Sites.

Mid-Term Assessment:

In preparation for your MNHD, the Mid-Term evaluation will be the Process Paper and Annotated Bibliography for your (or your groups) project.

Final Assessment:

Reflect on the overarching questions listed at the beginning of this outline. Connect current issues and challenges to the themes uncovered during the course. Evaluate the effectiveness of our "democratic experiment" based on the enduring themes, historical and contemporary events. Develop your project in any of the modes listed in the "Mid-Term" section.

Academic integrity means that a student's work is the product of his/her own effort. Violations of academic integrity include such behaviors as cheating, fabrication, and plagiarism, and are

described more fully in the UMA Student Academic Integrity Code which is published in the online UMA Student Handbook as well as the Hermon High School Student Handbook. Each student is responsible for learning the standards of academic integrity, and ensuring that his/her work meets these standards. Failure to do so may result in appropriate sanctions consistent with UMA Student Academic Integrity Policy. If you have questions about the academic integrity of your work, discuss these with your instructor before submitting the work.

Course Resources:

- Selections from *A People's History of the United States* by Howard Zinn
- Jamestown & the Powhatan:
<http://ngm.nationalgeographic.com/static-legacy/ngm/jamestown/>
- Avalon Project - <http://avalon.law.yale.edu/>
- Lewis and Clark Exhibit - http://www.lewisandclarkexhibit.org/index_flash.html
- "The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record"
<http://hitchcock.itc.virginia.edu/Slavery/index.php>
- "Lincoln's Contested Legacy" -
<http://www.smithsonianmag.com/history/lincolns-contested-legacy-44978351/?no-ist>

Weekly Agenda:

September 6 - 9 T,TH	Introductory Exercise; Themes; Reasons for Exploration; Columbus Letter; Papal Bull - Doctrine of Discovery 1493
September 12 - 16 M,W,F	G-L - Berlin " <i>Discovery of America & Transatlantic Slave Trade</i> "; Workshop Wednesday (WW); Exploration Quiz - Columbus Resource search & Analysis
September 19 - 23 T,TH	G.O.D - Zinn Ch. 1; Rough Draft - Columbus a Hero or Villain?
September 26 - 30 M,W,F	G-L - Mancall " <i>Imperial Rivalries</i> "; WW; Mercantilism; Final Draft - Columbus
October 3 - 6 T,Th	G-L Fea Lecture " <i>Gold, Gospel and Glory</i> "; Colonization Brochure; Jamestown Document-Based Question (DBQ) Intro
October 11 - 14 W,F	G-L Horn, " <i>Jamestown & the Founding of English America</i> "; Jamestown DBQ Doc Analysis; Jamestown Rough Draft & Peer Edit
October 17 - 21 T,Th	Jamestown Revision; G.O.D. - Zinn Ch. 2 & 3.
October 24 - 28 M,W,F	G-L Bremer, " <i>The Thirteen Colonies</i> "; WW; G-L Demos, " <i>Colonization and Settlement 1585-1763</i> ";

Oct 31 - Nov 4 T,TH	French & Indian (7 Years War); G-L Holton, " <i>Unruly Americans in the Revolution</i> "
November 7 - 10 M,W	DBQ - Valley Forge/Ideals of Declaration; DBQ Doc Analysis; Rough Draft & Peer Edit.
November 14 - 18 M,W,F	G.O.D. - Zinn Ch. 4 & 5; WW; DBQ Final Draft
Nov 28 - Dec 2 T, Th	UMA Essay #1 - Competing Choices on the Ratification of the Constitution - Constitution, <i>Federalist 10</i> , Elbridge Gerry's Objections: <i>Letter to MA legislature</i> , Lee's <i>Objections to the Constitution</i> .
December 5 - 9 M,W,F	G.O.D. - Zinn Ch. 6; WW; G-L Ellis, <i>The Early Republic</i>
December 12 - 16 T,TH	Maine National History Day (MNHD) Topic Development
December 19 - 23 M,W, F	UMaine - Fogler Library - MNHD Resource Collection
January 3 - 6 W, F	MNHD Project Development - Review Annotated Bibliography
January 9 - 13 T, Th	MNHD Project Development - Process Paper
January 17 - 20 T, Th	Process Paper & Annotated Bibliography Due (Mid Term)
January 23 - 27 M,W,F	G-L Onuf, <i>The Age of Jefferson & Madison</i> ; WW; War of 1812
Jan 30 - Feb 3 T, Th	Louisiana Purchase; Manifest Destiny
February 6 - 10 M,W,F	DBQ - Jacksonian Democracy Intro & Doc Analysis; WW; Rough Draft & Peer Edit
February 13 - 17 T,Th	DBQ Final Draft; G-L Widmer, " <i>The Age of Jackson</i> "
Feb 27 - March 2 M,W	G-L Warshauer, " <i>Andrew Jackson and the Constitution</i> ";

March 6 - 10 M,W,F	G.O.D. - Zinn Ch. 7 and 8;
March 13 - 17 T,Th	DBQ - Was the U.S. Justified in Going To War with Mexico Intro & Doc Analysis; DBQ Rough Draft & Peer Edit
March 20 - 24 M,W,F	DBQ Final Draft; WW; MNHD Project
March 27 - 31 T,Th	G.O.D. - Ch. 10; MNHD Project
April 3 - 7 M,W,F	MNHD Presentations/Revisions
April 10 - 14 T,Th	G-L Bernstein, " <i>The Marshall and Taney Courts: Continuities and Changes</i> ", Landmark Cases in Early American History
April 24 - 28 M,W,F	G-L Mintz, " <i>John Brown: Villain or Hero?</i> "; WW; G-L Levin, " <i>The Failure of Compromise</i> "
May 1 - 5 T, Th	DBQ - Cause of the Civil War? Intro & Doc Analysis; DBQ Rough Draft
May 8 - 12 M,W,F	DBC Final Draft; G.O.D. - Zinn Ch. 9; WW; G-L McCutcheon " <i>Lincoln and Presidential Power</i> "
May 15 - 19 T, Th	<i>Lincoln</i>
May 22 - 26 M,W,F	G-L Ayers, " <i>Reconstruction</i> "; WW; UMA Essay # 2 - Reconstruction: Assessing the Decisions website "America's Reconstruction: People and Politics After the Civil War"
May 30 - June 2 W, F	UMA Essay # 2 - Reconstruction: Assessing the Decisions website "America's Reconstruction: People and Politics After the Civil War"
June 5 - 9 T,Th	DBQ - How Revolutionary was the American Revolution?

Hermon High School Graduation Standards:

SSGS 2 Civic Engagement B: Evaluate how people influence government and work for the common good.

SSGS 3 Civics & Government A: Evaluate current issues current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.

SSGS 4 Economics D: Compare different economic systems in a variety of regions and groups including Maine Native Americans, the United States and various regions of the world; explain the relationship between the region's economic system and its government and the resulting costs and benefits.

SSGS 5 Geography E: Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of Earth's surface historically and in the present.

SSGS 6 History A: Apply an understanding of the forces of continuity to analyze the evolution of historical eras, the persistence of enduring themes and the significance of turning points of current issues in Maine, Maine Native American Cultures, the Nation and the World.

SSGS 6 History B: Select and organize evidence from primary and secondary sources to support an historical interpretation or argument.

SSGS 6 History C: Trace and evaluate the development of democratic ideals, the persistence of enduring themes in and their impact on societal issues, trends and events.

SSGS 6 History D: Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities, different groups hold in their perspectives.

SSGS 6 History E: Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasonable interpretation of evidence.

SSGS 1 Process, Knowledge & Skills B: Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgements about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.

SSGS 1 Process, Knowledge & Skills C: Evaluate various explanations and authors differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis.

SSGS 1 Process, Knowledge & Skills D: Develop informative/explanatory text about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.

ADA Accommodations:

If you have a disability which may affect your ability to participate fully in this course, it is your responsibility to request accommodations promptly. Contact the Learning Support Services Office on your campus, or Coordinator of Student Services at your campus or center to discuss

possible assistance. Accommodations must be requested each semester, and are not provided retroactively. More information can be found at: <http://www.uma.edu/disabilityservices.html>.