



# Independent Study | in Idaho

HIST 111  
United States  
History I

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# Course Guide

Independent  
Study | in Idaho

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## History 111 United States History I

University of Idaho  
3 Semester-Hour Credits

**Prepared by:**

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University of Idaho

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**4-Hist 111: United States History I****3 Semester-Hour Credits: U-Idaho****Welcome!**

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about lessons, exams, and grading.

**Policies and Procedures**

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

**Course Description**

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Political, diplomatic, economic, social, and cultural history; earliest times to the present. Hist 111: to 1877. U-Idaho students: May be used as core credit in J-3-d, as a social science, and American diversity.

*Prerequisite: None.*

*Recommended: An English composition course.*

*15 graded lessons, 3 proctored exams*

Students may submit up to 3 assignments at a time and 6 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

**Course Materials**

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**Required Course Materials**

- Hyser, Raymond M., and J. Chris. Arndt. *Voices of the American Past: Documents in U.S. History*. 4th ed. Vol. 1. Boston, MA: Thomson Wadsworth, 2008. ISBN-10: 0-495-09674-1. ISBN-13: 978-0-495-09674-0.
- Keene, Jennifer D., Saun Cornell, and Edward T. O'Donnell. *Visions of America American History: A History of the United States*. Vol. 1. Upper Saddle River, NJ: Prentice Hall, 2010. ISBN-10: 0-321-05309-5. ISBN-13: 978-0-321-05309-1.
- Sklar, Kathryn Kish. *Women's Rights Emerges Within the Anti-Slavery Movement, 1830-1870: A Brief History with Documents*. Boston, MA: Bedford/St. Martin's, 2000. ISBN-10: 0-312-10144-9. ISBN-13: 978-0-312-10144-2.

**Course Delivery**

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This course is available online. An electronic course guide is accessible through BbLearn at no additional cost. Refer to your *Registration Confirmation Email* for instructions on how to access BbLearn.

**Course Introduction**

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This course will provide an introduction into the complex nature of the United States' diverse history. Knowledge of U.S. traditions and cultural expectations increases awareness concerning the country's diversity. Rather than memorizing lists of names and dates, explore the concepts and patterns of history.

More importantly, try to understand the people involved in those patterns. Imagine what it was like to live in different situations and environments. This will aid in understanding the history of the United States. In addition, this will allow you to discover the human drama of history, which produces stories that are frequently more compelling than fiction.

History 111 explores the origins of a variety of cultures, groups, and individuals that helped form the foundations of the United States. As you examine the text, maps, and required readings, you are expected to consider and analyze numerous aspects of life in the United States from its beginnings to the Reconstruction Era following the Civil War. Critically examine the material and form conclusions on how the United States developed and how this impacts us today.

As you investigate the past, pay special attention to the diverse groups and individuals that helped create and develop the United States. The interactions of the various segments of the population, their actions, ideas, and the impact of their daily lives led to the nation we live in now. Keep this in mind when studying the interactions of settlers with Native Americans and African slaves, reform movements, expansionism (national and international), and such concepts as Manifest Destiny. Upon completion of this course, you should have a better understanding of how these patterns of history impact the decision-making process in the United States today, as well as how these ideas have created some powerful social and cultural movements.

## **Course Objectives**

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1. The primary objective for this course is to provide students with a better understanding of the cultures that form the United States population, and how this diversity continues to impact daily events.
2. This course is intended to enable the student to (a) understand the population who lived within this period of history, (b) analyze and contemplate historical events, and (c) recognize how the population's reactions to historical events guided U.S. history and changed American society.
3. Grading for this course is based on recognition of basic factual information, the ability to reach conclusions as to why events occurred, and support conclusions with factual information acquired from the texts.

## **Lessons**

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Most lessons include the following components:

- lesson objectives
- reading assignment
- map exercise
- introductory lecture
- written assignment

### Study Hints:

- Answer all questions presented when writing essays. When presenting identifications, include the historical significance of the item.
- Use the maps at the end of this course guide for map exercises. Make photocopies of the blank maps since you will need them for each lesson.
- Complete all reading assignments.
- Keep a copy of every lesson submitted.
- Set a schedule allowing for course completion one month prior to your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken web page or URL.

### Exams

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- You must wait for grades and comments on lessons prior to taking subsequent exams.
- For your instructor's exam guidelines, refer to your *Registration Confirmation Email*.

Refer to *Grading* for specific information on lesson/exam points and percentages.

### Proctor Selection/Scheduling Exams

All exams require a proctor. At least 2 weeks prior to taking your first exam, submit the completed *Proctor/Exam Request Form* (available at [uidaho.edu/isi](http://uidaho.edu/isi), under *Forms*) to the ISI office. ISI mails all exams directly to the proctor after receiving the *Proctor/Exam Request Form*. You must schedule the examination time with your proctor prior to each exam. The proctor administers the exam and returns it to the ISI office.

### Grading

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The course grade will be based upon the following considerations:

There are a total of 450 points possible for the completion of this course:

- The fifteen submitted lessons count 10 points each for a total of 150 points or 33% of the final grade.
- The three exams are worth 100 points or 22.3% each, for a total of 300 points or 67% of the final grade.
- Total for all lessons: 33% (2.2% each)
- Total for all exams: 67% (22.3% each)
- A = 405–450    B = 360–404    C = 315–359    D = 270–314

The grading criteria for the **Exam Essay Responses** include the following:

1. Accurately presents the material requested in the questions
2. Completely covers the breadth of issues posed in the questions
3. Refers to and integrates appropriate examples from the textbooks to illustrate statements
4. Reflects on the implications of the issues posed in the questions as they relate to a broad overview of United States history
5. Written in a legible and well-organized style with concepts and illustrative examples clearly articulated

The grading criteria for the **Exam Identifications** include:

1. A clear statement explaining the item
2. A statement that illustrates why the item is relevant or significant to the historical process

The final course grade is issued after all lessons and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

### **About the Course Developer**

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Your course developer is Kenneth Faunce, an Adjunct Professor of History and American Studies at the University of Idaho. He received his Ph.D. in history and historical archaeology from the University of Idaho in 2000. He has taught a variety of courses at the University of Idaho and Washington State University in history, American studies, and anthropology. Before coming to the University of Idaho, he worked for the federal government for several years as an archaeologist and historian.

### **Contacting Your Instructor**

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Instructor contact information is posted in the *Course Rules* document on your BbLearn site

## Assignment Submission Log

- Hyser, Raymond M., and J. Chris. Arndt. *Voices of the American Past: Documents in U.S. History*.
- Keene, Jennifer D., Saun Cornell, and Edward T. O'Donnell. *Visions of America American History: A History of the United States*.
- Sklar, Kathryn Kish. *Women's Rights Emerges Within the Anti-Slavery Movement, 1830-1870: A Brief History with Documents*.

Send the completed *Proctor Information Form* to the ISI office at least two weeks prior to scheduling your first exam.

Lesson	Reading Assignment	Written Assignment	Date Submitted
1	<i>Visions of America</i> , Volume 1, Chapter 1: "People in Motion," pages 2–33  <i>Voices of the American Past</i> , Volume 1, Chapter 1: "Diverse Beginnings," pages 1–20	2 essays 10 identifications	
2	<i>Visions of America</i> , Volume 1, Chapter 2: "Models of Settlement," pages 34–63  <i>Voices of the American Past</i> , Volume 1, Chapter 2: "Emerging Colonial Societies," pages 21–37	2 essays 10 identifications	
3	<i>Visions of America</i> , Volume 1, Chapter 3: "Growth, Slavery, and Conflict," pages 64–95  <i>Voices of the American Past</i> , Volume 1, Chapter 3: "Toward an American Identity," pages 38–55	2 essays 10 identifications	
4	<i>Visions of America</i> , Volume 1, Chapter 4: "Revolutionary America," pages 96–127  <i>Voices of the American Past</i> , Volume 1, Chapter 4: "Coming of the Revolution," pages 56–75	2 essays 10 identifications	
5	<i>Visions of America</i> , Volume 1, Chapter 5: "A Virtuous Republic," pages 128–157  <i>Voices of the American Past</i> , Volume 1, Chapter 5: "Creating the New Nation," pages 76–102	2 essays 10 identifications	

**Make arrangements with your proctor to schedule Exam 1.**



<b>Lesson</b>	<b>Reading Assignment</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
<b>6</b>	<i>Visions of America</i> , Volume 1, Chapter 6: “The New Republic,” pages 158–189  <i>Voices of the American Past</i> , Volume 1, Chapter 6: “The Limits of Republicanism,” pages 103–124	2 essays 10 identifications	
<b>7</b>	<i>Visions of America</i> , Volume 1, Chapter 7: “Jeffersonian America,” pages 190–219  <i>Voices of the American Past</i> , Volume 1, Chapter 7: “The New Nation and Its Place in the World,” pages 125–142	2 essays 10 identifications	
<b>8</b>	<i>Visions of America</i> , Volume 1, Chapter 8: “Democrats and Whigs,” pages 220–251  <i>Voices of the American Past</i> , Volume 1, Chapter 8: “The Rise of Democracy,” pages 143–159	2 essays 10 identifications	
<b>9</b>	<i>Visions of America</i> , Volume 1, Chapter 9: “Workers, Farmers, and Slaves,” pages 252–281  <i>Voices of the American Past</i> , Volume 1, Chapter 9: “Society and Economy in the North,” pages 160–179	2 essays 10 identifications	
<b>10</b>	<i>Voices of the American Past</i> , Volume 1, Chapter 10: “Social Reform,” pages 180–197	1 essay	
<b>Make arrangements with your proctor to schedule Exam 2.</b>			
<b>11</b>	<i>Visions of America</i> , Volume 1, Chapter 10: “Revivalism, Reform, and Artistic Renaissance,” pages 282–315	2 essays 10 identifications	
<b>12</b>	<i>Visions of America</i> , Volume 1, Chapter 11: “To Overspread the Continent,” pages 316–341  <i>Voices of the American Past</i> , Volume 1, Chapter 11: “Manifest Destiny,” pages 198–215	2 essays 10 identifications	

<b>Lesson</b>	<b>Reading Assignment</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
<b>13</b>	<p><i>Visions of America</i>, Volume 1, Chapter 12: “Slavery and Sectionalism,” pages 342–373</p> <p><i>Voices of the American Past</i>, Volume 1, Chapter 12: “Slavery and the Old South,” pages 216–233, Chapter 13: “Origins of the Civil War,” pages 234–251</p>	2 essays 10 identifications	
<b>14</b>	<p><i>Visions of America</i>, Volume 1, Chapter 13: “A Nation Torn Apart,” pages 374–403</p> <p><i>Voices of the American Past</i>, Volume 1, Chapter 14: “The Civil War,” pages 252–270</p>	2 essays 10 identifications	
<b>15</b>	<i>Women’s Rights Emerges within the Anti-Slavery Movement, 1830–1870</i> . Read entire book.	1 essay	
<b>Make arrangements with your proctor to schedule Exam 3.</b>			

## Lesson 1

### People in Motion: The Atlantic World to 1590

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 1.1 Discuss characteristics of the people from the three continents that were involved in populating the Americas.
- 1.2 Understand competing visions of America.
- 1.3 Examine the impact of the Columbian Exchange.
- 1.4 Indicate the motives and the consequences of European colonization.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 1: “People in Motion,” pages 2–33
- *Voices of the American Past*, Volume 1, Chapter 1: “Diverse Beginnings,” pages 1–20

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                      |            |             |
|----------------------|------------|-------------|
| 1. Mesoamerica       | 4. England | 7. Portugal |
| 2. Newfoundland      | 5. France  | 8. Guinea   |
| 3. Mississippi River | 6. Spain   |             |

#### **Introductory Lecture**

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European exploration and colonization of the Atlantic world in the fifteenth and sixteenth centuries created a collision between the civilizations of the Americas, Africa, and Europe. The Americas had been inhabited for at least fifteen to twenty thousand years before Columbus arrived. In the thousands of years before this encounter, a variety of civilizations and cultures had evolved in the Americas. Some resembled the stateless societies of Africa, based on kinship, while others resembled the cultural centers or rising nation-states of Africa and Europe.

The arrival of the Europeans began a process of political, economic, and biological encounter that radically transformed the lives of the peoples who inhabited Europe, Africa, and the Americas. The Columbian Exchange moved plants, animals, foods, and diseases around the world and altered the lives of people from all walks of life. The European search for wealth led to the oppression and enslavement of indigenous peoples. The decline of native populations due mainly to disease and exploitation resulted in European colonizers turning to African slaves to meet the labor demand.

Portugal and Spain took the lead in overseas expansion, but quickly the English, French, Dutch, and others joined in the competition. By the end of the sixteenth century, the Spanish Empire in the Americas was larger in size than the ancient Roman Empire. This did not last, as England, a latecomer in the race to control the Atlantic, surpassed Spain. Within a century, England would become the preeminent power in the Atlantic world. The impact of the Europeans on the Americas and Africa was immense. The Americas developed, combining traits and traditions from all three continents, which then formed the unique countries and cultures of North and South America.

As you proceed through this course, notice the connections of the events during the different time periods. History does not occur in a vacuum, and one event often leads to another. What is important are the concepts and processes that shaped the formation of the United States and how these are connected to the world at large.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

How were the cultures of Europe, Africa, and the Americas similar or different? How did these similarities or differences influence the interactions of the different peoples from these three areas? How did these relationships affect American culture?

#### *Essay 2*

What was the Columbian Exchange and what was its impact on the Americas and the settlement of the Americas? How did the Columbian Exchange change the lives of people on the three continents? How did it change the world?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                           |                |                         |
|---------------------------|----------------|-------------------------|
| 1. Aztecs                 | 5. Jesuits     | 8. William Bradford     |
| 2. capitalism             | 6. John Smith  | 9. Northwest Passage    |
| 3. Renaissance            | 7. plantations | 10. Spanish Inquisition |
| 4. Bartolomé de Las Casas |                |                         |

## Lesson 2

### Models of Settlement, 1590–1710

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 2.1 Compare and contrast the methods of colonization in each colony.
- 2.2 Understand the success of the colonization efforts in North America.
- 2.3 Assess the role of the environment on the development of the Chesapeake colonies.
- 2.4 Compare and contrast aspects of the New England and Chesapeake colonies.
- 2.5 Compare family life in New England with that of the Chesapeake Bay area.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 2: “Models of Settlement,” pages 34–63
- *Voices of the American Past*, Volume 1, Chapter 2: “Emerging Colonial Societies,” pages 21–37

#### **Map Exercise**

---

Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                 |                      |             |
|-----------------|----------------------|-------------|
| 1. Jamestown    | 4. Chesapeake Bay    | 7. Florida  |
| 2. Boston       | 5. Massachusetts Bay | 8. Carolina |
| 3. Philadelphia | 6. Jamaica           |             |

#### **Introductory Lecture**

---

Virginia’s Jamestown, founded in 1607, became the first successful English colony, even though it encountered problems. A few colonists became wealthy through tobacco production, but many suffered misery and death in the new colony. England’s experience in Jamestown provided them with many useful lessons about how to structure colonial enterprises politically and make them profitable. Lord Baltimore, the proprietor of Maryland, learned from this, which helped his colony avoid many of the problems that Jamestown suffered.

Settlers of the Chesapeake were driven mainly by profits, but in New England, settlers added a new religious set of motivations that shaped their colonial experience. Dissatisfied with the Church of England, Pilgrims and Puritans voyaged to America with the hope that they might create purified churches and communities organized around their religious values. The Puritans believed that they were creating “a city on the hill,” and that they were the chosen ones. This belief shaped their formation of the New England colonies.

The mainland English colonies enjoyed less material prosperity than the English “sugar islands” of the Caribbean. These islands produced enormous wealth and their transition to slave-based economies led the way for the development of slavery on the mainland. The need to furnish the Caribbean islands with food and supplies provided the economic rationale for the creation of the colony of Carolina, as well.

Following Lord Baltimore’s lead, colonies were formed in New York, New Jersey, and Pennsylvania. William Penn founded Pennsylvania in order to apply Quaker principles and establish friendly relations with the Native Americans. Few colonists other than Penn and Roger Williams, the founder of Rhode

Island, were interested in developing peaceful relations with their Native American neighbors. American society of the latter seventeenth century experienced a number of conflicts, including warfare with Native Americans, political crises, and Salem witchcraft accusations. By the end of the century the English colonies would enter into a new phase of stability with an increased population and a more refined society.

## **Written Assignment**

---

- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What were the reasons for the early failures of Jamestown and why did the colony eventually succeed? Why did the pattern of settlement in the Chesapeake and New England colonies differ? What ideas shaped each region?

#### *Essay 2*

What were the major crises of the late seventeenth century and how did they develop? What role did conflict play with the Native Americans? How did the Salem witchcraft trials relate to this crisis?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                   |                      |                         |
|-------------------|----------------------|-------------------------|
| 1. tobacco        | 5. John Winthrop     | 8. William Penn         |
| 2. Lord Baltimore | 6. Roger Williams    | 9. mercantilism         |
| 3. proprietor     | 7. Bacon's Rebellion | 10. Glorious Revolution |
| 4. Separatism     |                      |                         |

## Lesson 3

### Growth, Slavery, and Conflict, 1710–1763

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 3.1 Understand the development of the American colonies.
- 3.2 Assess the role and importance of slavery in the colonies, and understand the development of African American culture.
- 3.3 Understand the role of religious revivals and the impact of the Great Awakening.
- 3.4 Compare and contrast the development of the colonies and the differences between urban and rural areas.
- 3.5 Discuss the impact of the French and Indian War on the colonies.

#### **Reading Assignment**

---

- *Visions of America*, Volume 1, Chapter 3: “Growth, Slavery, and Conflict,” pages 64–95
- *Voices of the American Past*, Volume 1, Chapter 3: “Toward an American Identity,” pages 38–55

#### **Map Exercise**

---

Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |               |                       |             |
|---------------|-----------------------|-------------|
| 1. Georgia    | 4. New York           | 7. Montreal |
| 2. New Jersey | 5. Mississippi River  | 8. Albany   |
| 3. Delaware   | 6. Great Lakes region |             |

#### **Introductory Lecture**

---

The transformation of the American colonies into a more refined, prosperous part of the British Empire occurred slowly over the course of the eighteenth century. Travelers to Philadelphia, for example, would have been impressed by the fine houses, elegant coaches, and other signs of prosperity. Visitors would also have seen signs of the Enlightenment: a fine lending library, the American Philosophical Society, and a new university. The city was home to scientists of international renown, such as Benjamin Franklin. Visitors to the Colonies might also have encountered the great evangelist George Whitefield on one of his tours. Even if they missed one of Whitefield’s revivals, they could read about him in the expanding press.

This new growing prosperity and refinement was not shared equally by all Americans. African slaves worked in harsh conditions in rice or tobacco fields in the South, while slavery was solidified in urban areas and seaport towns in the mid-Atlantic and New England, as well. Many average laborers in towns and cities and the farmers in the countryside had fewer opportunities to improve their economic conditions as the century progressed. The enormous growth in the population in the Colonies meant that land was becoming scarce. Colonists started looking at the fertile Ohio area as a possible source of new land. However, the French and their Native American allies were eager to prevent this. The French and Indian War (the Seven Years War) settled the future of this important region. The decisive defeat of the French by the British removed the main threat to American colonists, and a major competitor for the potential wealth of these new lands. This also increased trading opportunities. Although colonists viewed the defeat of the French as opening up vast new territory for settlement, the British government wanted to maintain peaceful relations with the powerful Native American nations of the region. The British

government would begin to limit the expansion of settlement to the West. Also, the need to pay off the war debt and the conflict over the future of western lands would put colonists and their rulers in England on a collision course.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What was the impact of slavery on the colonies? How did slavery differ in various regions of the colonies? What effect did slavery have on the development of African American culture?

#### *Essay 2*

How did life in the colonies become more refined, and how did it differ from England? What role did religion play in this development? How did the French and Indian War impact life in the colonies?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                       |                      |                          |
|-----------------------|----------------------|--------------------------|
| 1. Enlightenment      | 5. middle ground     | 8. George Whitefield     |
| 2. Great Awakening    | 6. James Oglethorpe  | 9. Pontiac               |
| 3. middle passage     | 7. Benjamin Franklin | 10. Proclamation of 1763 |
| 4. indentured servant |                      |                          |



## Lesson 4

### Revolutionary America, 1764–1783

#### Lesson Objectives

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 4.1 Understand the impact of the Stamp Act and the Intolerable Acts.
- 4.2 Discuss the major events of the Revolutionary War.
- 4.3 Explain the political debates and issues that rose out of the Revolution.
- 4.4 Compare the impact of the Revolution on women, African Americans, and Native Americans.

#### Reading Assignment

- *Visions of America*, Volume 1, Chapter 4: “Revolutionary America,” pages 96–127
- *Voices of the American Past*, Volume 1, Chapter 4: “Coming of the Revolution,” pages 56–75

#### Map Exercise

Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                 |                 |                    |
|-----------------|-----------------|--------------------|
| 1. Williamsburg | 4. Quebec       | 7. Savannah        |
| 2. Lexington    | 5. Valley Forge | 8. King’s Mountain |
| 3. Fort Niagara | 6. Yorktown     |                    |

#### Introductory Lecture

After the French and Indian War, Britain wanted to bring the American colonies closer into its empire. Britain imposed new rules and taxes in order to do this and to pay for the costs of the war. American resistance to British policy would force the thirteen colonies to declare their independence and wage war against the most powerful empire in the world. Americans at the start of this resistance were convinced that they were simply defending the cherished rights of Englishmen. The ideals of the Enlightenment had a major influence.

By the time the Declaration of Independence was published in 1776, many Americans’ ideals had evolved from being outraged British subjects, and their claims asserted the fundamental rights of all men. What began as colonial resistance became a genuine revolution. The ideals of equality and liberty stemming from the Enlightenment that inspired the American Revolution would eventually transform American society. At first, white men were the greatest beneficiaries of the Revolution. The ideals of the Enlightenment infused the first constitutions drafted by the individual states. These new governments would experiment with how to apply these abstract principles. Pennsylvania went the farthest in implementing the ideals of democracy. However, Pennsylvania’s radical experiment in **unicameralism** would be left behind in favor of the more typical **bicameral** model favored by most states. Only New Jersey decided that all citizens should be equal and allowed women to vote. Still, the ideals of the Revolution influenced women’s roles and also helped slaves in the northern states to push for the abolition of slavery.

Native Americans did not experience many benefits from the Revolution, as many of them supported the British. As the young republic encountered new problems, including how to raise money to operate, Americans began to re-examine their political institutions. Also, Americans had to come to grips with the

democratic ideals unleashed by the Revolution. The new United States would have to discard the Articles of Confederation in favor of documents that supported a new more powerful central government. The new country's experience with constitutional government was only just beginning.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What were the main goals of Britain's new policies toward the Colonies? What impact did these new policies have on the formation of the Revolution?

#### *Essay 2*

What were the major turning points of the American Revolution? How did the outcome of the Revolution impact society in the Colonies and the various groups of peoples living there?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                     |                           |                                |
|---------------------|---------------------------|--------------------------------|
| 1. Intolerable Acts | 5. Boston Massacre        | 8. Declaration of Independence |
| 2. Stamp Act        | 6. Paul Revere            | 9. unicameralism               |
| 3. Common Sense     | 7. John and Abigail Adams | 10. Treaty of Paris            |
| 4. George Grenville |                           |                                |

## Lesson 5

### A Virtuous Republic, 1783–1789

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 5.1 Understand the issues and problems with the Articles of Confederation.
- 5.2 Discuss the movement for constitutional reform and the development of the U.S. Constitution.
- 5.3 Understand the major issues involved in the development of the U.S. Constitution.
- 5.4 Explain the role of the Federalists and Anti-Federalists in the constitutional debate.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 5: “A Virtuous Republic,” pages 128–157
- *Voices of the American Past*, Volume 1, Chapter 5: “Creating the New Nation,” pages 76–102

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                          |                    |                |
|--------------------------|--------------------|----------------|
| 1. Lake Ontario          | 4. Spanish America | 7. Maine       |
| 2. Lake Erie             | 5. Ohio River      | 8. Connecticut |
| 3. British North America | 6. Concord         |                |

#### **Introductory Lecture**

---

The concept of virtue was written into the first American constitutions drafted after Independence. The leaders of the Colonies agreed that republicanism could only survive if virtue was encouraged. Preachers made appeals to virtue from the pulpit, and newspapers supported it on a regular basis. Even art and architecture of the period were influenced by the concept. No aspect of American life was exempt from the republican emphasis on the need for a virtuous citizenry. Every citizen was expected to cultivate virtue.

The creation of a virtuous republic proved far more difficult, however. Under the Articles of Confederation, America faced many challenges. Without the power to tax, the government was at the mercy of the states as all money had to come from the states. The individual states seemed incapable of putting the interests of the nation ahead of their own. Other problems such as Shays’s Rebellion alarmed many notable politicians. This uprising of farmers in western Massachusetts seemed to forewarn of America’s dissolution. For nationalists, America’s salvation lay in a stronger central government. These supporters of constitutional reform successfully formed a convention to reform the structure of the Articles of Confederation. The new Constitution that Americans adopted created a much more powerful central government.

The Constitution was a bold new experiment in republican government based heavily on Enlightenment ideals. It abandoned the traditional republican emphasis on virtue and substituted in its place a system of checks and balances designed to prevent any branch of government from becoming a threat to liberty. The creation of the Constitution did not eliminate the serious divisions within American society. The Anti-Federalists’ fears were not all laid to rest. However, the Constitution did set the terms under which subsequent generations would debate important political questions.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What were the problems with the Articles of Confederation? How did this lead to the development of the United States Constitution?

#### *Essay 2*

What was the main issue in the debate between the Federalists and Anti-Federalists? What impact did this have on the development of the Constitution?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                              |                  |                                 |
|------------------------------|------------------|---------------------------------|
| 1. Articles of Confederation | 5. James Madison | 8. Anti-Federalists             |
| 2. Virginia Plan             | 6. George Mason  | 9. Great Compromise             |
| 3. Shays's Rebellion         | 7. Federalists   | 10. Northwest Ordinance of 1787 |
| 4. Constitutional Convention |                  |                                 |

## Exam 1 Information

**Make arrangements with your proctor to schedule Exam 1.**

**Prior to taking this exam:**

- You must submit lessons 1–5 to your instructor before taking this exam.
- Please do not take this exam until you have received graded lessons 1–5 back from your instructor.
- Do not submit any subsequent lessons until you have taken this exam.

**Exam components:**

- This exam covers lessons 1–5.
- This is a closed-book, closed-notes exam.
- There are three sections to this exam: identifications, map questions, and essays.
- This exam is worth 100 points.
- Time limit: 2 hours.

**Items to take to the exam:**

- photo identification
- V number
- pen

**Exam grades and comments:**

Graded exams will not be returned to you.

## Lesson 6

### The New Republic, 1789–1800

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 6.1 Understand the issues in launching the new government.
- 6.2 Compare Alexander Hamilton’s and Thomas Jefferson’s visions of the Republic.
- 6.3 Understand the issues with the major conflicts of the new country at home and abroad.
- 6.4 Explain the role of partisanship in the new republic.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 6: “The New Republic,” pages 158–189
- *Voices of the American Past*, Volume 1, Chapter 6: “The Limits of Republicanism,” pages 103–124

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |              |              |                   |
|--------------|--------------|-------------------|
| 1. France    | 4. Natchez   | 7. Saint Domingue |
| 2. Louisiana | 5. Kentucky  | 8. Spain          |
| 3. Florida   | 6. Tennessee |                   |

#### **Introductory Lecture**

---

The 1790s in America was a period of political tension at home and a series of crises abroad. The French Revolution, as it became more violent and bloody, polarized American political life. Federalists argued that the French Revolution was proof that an excessive devotion to liberty and equality threatened peace and stability. Republicans fully embraced the French Revolution, and only slowly withdrew their support due to its violent nature. Alexander Hamilton was the leading proponent of Federalist policy. He supported a pro-British foreign policy, a strong federal government, and an economic policy favoring the development of a complex commercial economy. The Republicans were led by Madison and Jefferson. They supported France and favored an economy in which small producers, farmers, and artisans dominated economic life. Republicans argued that state government, rather than the federal government, should foster economic development. Most political conflicts in the 1790s dealt with these two groups arguing their points and declaring the other side’s actions as unconstitutional. Federalists supported a policy of broad construction, believing that in its sphere of authority the new government had wide latitude to adopt whatever policies seemed expedient to accomplish its aims. Republicans supported a policy of strict construction, looking at the Constitution in a literal fashion. Even though conflict over the economy, foreign policy, and the meaning of key provisions of the Constitution led to intense political passion, the majority of Americans did not want political parties since they believed that parties would lead to division and an undemocratic control of the government. The peaceful transition of power from Federalists to Republicans in the 1800 election demonstrated that the structure of government created by the Constitution was solid and working. However, Jefferson, Madison, and other Republicans had to come to grips with the transition of moving from being opponents of the government to being in positions of power.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What was Hamilton's theory of constitutional interpretation, and how did it differ from Jefferson's theory? How did Hamilton's economic plan relate to this?

#### *Essay 2*

What effect did the French Revolution and revolution in Saint Domingue (the present nation of Haiti) have on American politics? What were the differences of the Federalist and Republican views of these events?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                       |                      |                            |
|-----------------------|----------------------|----------------------------|
| 1. Electoral College  | 5. Jay's Treaty      | 8. Alien and Sedition Acts |
| 2. Bill of Rights     | 6. Whiskey Rebellion | 9. Gabriel's Rebellion     |
| 3. Thomas Jefferson   | 7. XYZ Affair        | 10. Treaty of Greenville   |
| 4. Alexander Hamilton |                      |                            |

## Lesson 7

### Jeffersonian America, 1800–1824

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 7.1 Understand Thomas Jefferson’s administration and his policies.
- 7.2 Discuss the United States’ role in the world and the causes of the War of 1812.
- 7.3 Explain the impact of the Missouri Compromise.
- 7.4 Understand the role the Marshall Court played in the economy and the development of the United States.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 7: “Jeffersonian America,” pages 190–219
- *Voices of the American Past*, Volume 1, Chapter 7: “The New Nation and Its Place in the World,” pages 125–142

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                          |                    |                     |
|--------------------------|--------------------|---------------------|
| 1. Louisiana Purchase    | 4. Fort Clatsop    | 7. Oregon Territory |
| 2. Mississippi Territory | 5. Washington D.C. | 8. Missouri         |
| 3. St. Louis             | 6. Lake Erie       |                     |

#### **Introductory Lecture**

---

Thomas Jefferson’s election in 1800 ushered in a new era in American politics since the Republicans now controlled the executive branch and Congress. The judicial branch remained in the hands of Federalists with John Marshall at the helm. Marshall was able to strengthen the court without battling Jefferson. Jefferson stopped short of dismantling the powerful state created by Federalists. However, he did scale back the size of government. By shrinking the government, Jefferson effectively eliminated the threat that he believed Hamilton’s fiscal and military programs posed. He was able to do this without having to repudiate all the accomplishments of the two previous administrations. While Jefferson was a strong states’ rights supporter, he did not seriously weaken the powers of the federal government. While Jefferson did not fully assert all the powers his predecessors had claimed, he did not remove the power of the federal government since it might prove useful in pursuing his own vision of America’s future.

The purchase of Louisiana, which was an action consistent with Hamilton’s views, did not fit with Jefferson’s ideas, but he put this aside to make the purchase. When James Madison became president, leading Republicans had adopted much of Hamilton’s economic agenda. The War of 1812 and America’s difficult experiences supported the wisdom of many of Hamilton’s proposals. James Monroe learned from this and his administration sought a non-partisan synthesis of Jeffersonian and Hamiltonian values. Monroe’s presidency became known as the Era of Good Feelings, a time in which partisan rancor gave way to consensus and a new wave of nationalism. However, this did not last, as within a decade, partisan divisions resurfaced.



A new two-party system emerged in which party organization and identity would become central in American culture. Also, this led to a more powerful and well-organized American government eager to expand westward. The War of 1812 had a disastrous impact on Native Americans, as they lost a major ally in Britain. Finally, the cotton boom and introduction of new land strengthened slavery. The struggles over the Missouri Compromise foreshadowed what was to come. The issue of slavery, particularly the expansion of slavery, would play an increasingly important role in American public life.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What were Jefferson's ideals and style of politics? How did the Republican views influence America? What role did the Marshall Court play?

#### *Essay 2*

What were the main causes of the War of 1812? What were the most important consequences?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                         |                              |                            |
|-------------------------|------------------------------|----------------------------|
| 1. Louisiana Purchase   | 5. Sally Hemings             | 8. Battle of New Orleans   |
| 2. War Hawks            | 6. <i>Marbury v. Madison</i> | 9. Missouri Compromise     |
| 3. Era of Good Feelings | 7. Monroe Doctrine           | 10. Denmark Vesey Uprising |
| 4. James Marshall       |                              |                            |

## Lesson 8

### Democrats and Whigs, 1820–1840

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 8.1 Discuss the rise of Andrew Jackson and the concept of democracy.
- 8.2 Explain Jackson’s Indian policy and how it fit with his democratic ideals.
- 8.3 Understand how states’ rights related to Jackson’s presidency.
- 8.4 Understand the differences between the ideals and policies of Whigs and Democrats.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 8: “Democrats and Whigs,” pages 220–251
- *Voices of the American Past*, Volume 1, Chapter 8: “The Rise of Democracy,” pages 143–159

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                      |              |                   |
|----------------------|--------------|-------------------|
| 1. Mississippi River | 4. Indiana   | 7. Michigan       |
| 2. Ohio              | 5. Illinois  | 8. Trail of Tears |
| 3. Indian Territory  | 6. Nashville |                   |

#### **Introductory Lecture**

---

Between 1800 and 1828, American politics and society gradually became more democratic. Many foreign travelers to the United States noted the relatively democratic and egalitarian nature of American society. The new western states played a major role in this change in American life. The western states became more important, and politicians such as Davy Crockett and Andrew Jackson typified a new kind of political leader. Also, during this period many Eastern states adopted new constitutions that eliminated property qualifications for suffrage for nearly all white men. This only pertained to white men, however, as new barriers were created to prevent African Americans from participating in political life. Democrats, led by Andrew Jackson, focused on white male voters and showed little concern for the rights of blacks, Native Americans, or women. The Whigs, especially Daniel Webster and Henry Clay, made their Senate careers supporting greater government involvement in the economy. Also, they differed from the Democrats in that they defended the rights of women, blacks, and Native Americans.

The protests against Cherokee removal galvanized many of Jackson’s opponents, and allowed for the Whigs to organize. The political techniques the Democrats and Whigs employed had become nearly indistinguishable by the election of 1840, but the two parties’ visions of politics and the policies they pursued were radically different. The Democrats supported the idea of states’ rights and opposed efforts of the national government in economic development. The Whigs became the champions of a stronger activist national government. The Whigs and the Democrats each had to deal with major changes in American political culture and economic life. Changes in technology, the expansion of the factory system, and expanding markets were transforming American life, and would lead to what was known as a *market revolution*. The Whigs fully supported the market, believing that government could help expand the new

market economy and promote American prosperity. Democrats had to accept the necessity of the market, but were wary of the change. They were concerned that government would manipulate the market economy to further the interests of a wealthy elite.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

How did Andrew Jackson's idea of democracy develop? What role did states' rights play? How did this relate to Jackson's policy of Native American removal?

#### *Essay 2*

How did the Whig Party develop? What were the main beliefs of the Whigs and how did this differ from those of the Democrats?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                               |                     |                     |
|-------------------------------|---------------------|---------------------|
| 1. American System            | 5. Bank Veto Speech | 8. Daniel Webster   |
| 2. spoils system              | 6. Panic of 1837    | 9. Anti-Masons      |
| 3. nullification              | 7. Martin Van Buren | 10. Thomas Skidmore |
| 4. Indian Removal Act of 1830 |                     |                     |

## Lesson 9

### Workers, Farmers, and Slaves, 1815–1848

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 9.1 Understand the role of the market revolution in the economy of the United States.
- 9.2 Explain the changes brought to America by the Industrial Revolution.
- 9.3 Understand the role and influence of slavery in the United States.
- 9.4 Discuss how life and society changed over this period.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 9: “Workers, Farmers, and Slaves,” pages 252–281
- *Voices of the American Past*, Volume 1, Chapter 9: “Society and Economy in the North,” pages 160–179

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                  |              |               |
|------------------|--------------|---------------|
| 1. National Road | 4. Wisconsin | 7. Chicago    |
| 2. Erie Canal    | 5. Arkansas  | 8. Pittsburgh |
| 3. Canada        | 6. Lowell    |               |

#### **Introductory Lecture**

---

Indications of the market revolution were seen in America with the rise of capitalism as early as 1776. By the 1840s it was running full speed and changing American life.

The market revolution transformed life in the United States. Agriculture became more efficient, allowing farmers and laborers to produce increasing amounts of food. Improved transportation such as railroads and canals reduced the cost of transporting raw materials to port cities and industrial centers. Industrialization spread mainly in the northern United States and manufactured goods travelled rapidly throughout the nation. Technological developments such as the steam-powered printing press and the telegraph led to an expansion in newspapers, which brought Americans the latest news and advertisements for an ever-expanding variety of products.

The market revolution also transformed work by increasing industrialization. The production of goods was done increasingly by workers in factories rather than by artisans. Several different models of industrial development emerged, ranging from small mill villages in New England to sprawling industrial metropolises like New York. The large cities of America were transformed by mass immigration into multiethnic and multiracial urban centers. These urban centers led to new forms of leisure and politics, as well as rising rates of crime and disorder that prompted the creation of modern police forces.

A very different economic and social system developed in the South, based on an expanding cotton economy that relied on the labor of a growing slave population (around four million by 1860). Southern cotton became the nation’s top export, supplying the textile factories of Europe as well as the American North. Even though most white Southerners did not own slaves, slavery shaped the politics, economy, and

culture of the South. Slavery varied by region in the South. However, most slaves lived lives of hardship, deprivation, and abuse. Even with the horrors of slavery, African Americans preserved their idea of family life. Also, they developed a thriving culture that provided important resources to cope with the difficulty of their lives. African American slaves also developed tactics that allowed them to resist the authority of their masters in subtle but effective ways.

## **Written Assignment**

---

- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

What impact did the market revolution and the Industrial Revolution have on American society? What role did technology play in this transformation?

#### *Essay 2*

How did slavery shape Southern society? How did slavery impact non-slaveholders in the South? How did slaves adapt religion and other aspects of life? What role did resistance and revolt play in African American culture?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                      |                   |                           |
|----------------------|-------------------|---------------------------|
| 1. Waltham System    | 5. Helen Jewett   | 8. <i>State v. Mann</i>   |
| 2. Lowell Experiment | 6. tenant farmers | 9. Nat Turner's Rebellion |
| 3. Five Points       | 7. Black Belt     | 10. spirituals            |
| 4. Erie Canal        |                   |                           |

## **Lesson 10**

### **Social Reform and Societal Change, 1800–1848**

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 10.1 Understand the reform crusade that swept America in the early nineteenth century.
- 10.2 Explain the role of women and African Americans in the reform movement.
- 10.3 Discuss the impact this movement had on society and economics of the period.

#### **Reading Assignment**

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*Voices of the American Past*, Volume 1, Chapter 10: “Social Reform,” pages 180–197

#### **Introductory Lecture**

---

The economic and social changes that swept America before the American Civil War were accompanied by a reform crusade that attempted to morally revitalize the country. Poor conditions due to the Industrial Revolution, rapid urban growth, and a new religious revival all added to the reform movement. Many reformers worked all on all types of issues. Dorothea Dix, one of the first of many reformers during the nineteenth century, pioneered a movement to improve conditions for the mentally ill. Her report on conditions in Massachusetts prisons and almshouses showed horrific conditions for those who had a mental disease as well as those who were unable to maintain a profession or a wage. In some cases, people who were curable or did not belong in prison were placed there because they had nowhere else to go. Dix insisted that there must be a concerted effort to help these people, starting with government officials and legislatures.

Horace Mann, an innovator in early American education, wrote in his account that many cities in the new union were not nourished enough mentally because of a lack of libraries and books. He said that a system of public libraries would bring together men and women alike and unify the nation with a common knowledge. He felt that the uneducated mind was subject to ignorance and a life of despair. At the end of his report, he stated that the interest in these public libraries was far reaching, as many citizens had voted for it. He further stated that the interest in educating the youth existed and needed to exist in order to ensure intelligent citizenry and leadership.

Lyman Beecher and others denounced intemperance, or, alcoholism. A strong point in their work was that alcohol should be viewed as a type of slavery. They related intemperance to the numbers of poor and mentally ill, numbering those “enslaved” by alcohol at nearly 500,000. The reformers believed that temperance must be met by the entire nation as a whole, and not as a regional solution. Intemperance attitudes, by way of the common good, would have to be addressed before the nation could press forward. Other reformers such as Sarah Grimke argued for gender equality, and a large women’s rights movement was created with the Seneca Falls Convention. Many reformers came out of the growing abolitionist movement, and the fight to end slavery continued to grow in strength as it spread across the North. All of these movements wanted to fix the problems of America and ensure that the United States lived up to its democratic ideals.

## **Written Assignment**

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- One written essay must be submitted for grading for this lesson.
- The essay accounts for 100% of the lesson grade.
- The essay should be no more than five and no less than four double-spaced typed pages using 12 point Times New Roman font.
- This assignment is worth up to 10 points of the final course grade.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essay**

100 points

What was the driving force behind the reform movement of the early nineteenth century? What was the role of women and African Americans in the reform movement? What impact and influence did the reform crusade have on American life and culture? Use examples of several major reform movements during this period.

## Exam 2 Information

**Make arrangements with your proctor to schedule Exam 2.**

**Prior to taking this exam:**

- You must submit lessons 6–10 to your instructor before taking this exam.
- Please do not take this exam until you have received graded lessons 6–10 back from your instructor.
- Do not submit any subsequent lessons until you have taken this exam.

**Exam components:**

- This exam covers lessons 6–10.
- This is a closed-book, closed-notes exam.
- There are three sections to this exam: identifications, map questions, and essays.
- This exam is worth 100 points.
- Time limit: 2 hours.

**Items to take to the exam:**

- photo identification
- V number
- pen

**Exam grades and comments:**

Graded exams will not be returned to you.



## Lesson 11

### Revivalism, Reform, and Artistic Renaissance, 1820–1850

#### **Lesson Objectives**

---

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 11.1 Understand the impact of the Second Great Awakening on American life.
- 11.2 Discuss the “cult of true womanhood” and its influence on women and the family.
- 11.3 Explain Utopian movements and their development.
- 11.4 Understand the changes in literature and popular culture during this period.

#### **Reading Assignment**

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*Visions of America*, Volume 1, Chapter 10: “Revivalism, Reform, and Artistic Renaissance,” pages 282–315

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                     |                 |                 |
|---------------------|-----------------|-----------------|
| 1. Brook Farm       | 4. New Harmony  | 7. Seneca Falls |
| 2. Oneida community | 5. Central Park | 8. Charleston   |
| 3. Nauvoo           | 6. Mount Auburn |                 |

#### **Introductory Lecture**

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The rapid pace of social, cultural, and political change due to the industrialization of America left many struggling to deal with the new developments. The Second Great Awakening drew many Americans back to religion. Leading revivalists also pushed Americans to take part in moral reform efforts, such as temperance. The most successful revivalist, Charles Grandison Finney, made use of the tools provided by the market revolution to more effectively spread the message of the Second Great Awakening. These tools included better communication and transportation networks. Also, a new ideal of domesticity and a “cult of true womanhood” emerged that defined women’s roles and attributes in opposition to the male-oriented values of the marketplace. These new ideals stated that women’s place was in the home and that they were inferior to men. One issue of concern was sexuality, specifically, controlling “dangerous” sexual impulses and promoting the idea of self-control and middle-class respectability. In response to the rapid pace of change a large number of different religious and secular utopian movements emerged. Older religious groups such as the Shakers attracted new followers, and new groups such as the Church of Jesus Christ of Latter-Day Saints (Mormons) attracted a wide following.

Most of the utopian groups experimented with some type of communal ownership of property, and many also experimented with new models of the family and sexuality. The Shakers did away with the family unit and sex and reconstituted themselves as a brotherhood and sisterhood. The Oneida community supported a form of free love and complex marriage in which men and women could each be married to multiple partners. Also, the middle of the nineteenth century saw unparalleled artistic achievement in American art and literature. Novelists such as Nathaniel Hawthorne and Herman Melville published important works, some of which explored the impact of the market on society. Writers such as Henry

David Thoreau and Ralph Waldo Emerson explored the mystical truths of nature in their prose. Painters such as Thomas Cole praised the value of nature and captured its wild beauty on canvas, while other artists tried to reconcile the growth of civilization and the shrinking wilderness.

Reform also influenced American architecture, leading to new designs for prisons, parks, cemeteries, and homes. The expansion of print material associated with the market revolution facilitated reform efforts. No group made more effective use of this change than abolitionists. The expansion of the literary marketplace also helped former slaves such as Frederick Douglass find an audience for firsthand accounts of the evils of slavery. The effectiveness of the abolitionists' campaign produced a backlash, helping to solidify a more militant defense of the institution of slavery. Many Americans who wanted to avoid all the changes tried moving west. This solution created a new set of problems as Americans encountered resistance from Native Americans and the region's Hispanic population. Westward expansion also fueled the controversy over slavery. Would the new western lands join the Union as free states or as slave states? The issue of slavery would come to dominate politics during this era.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

How did the Great Awakening develop, and how did it change American society? How did this movement relate to the market revolution and Jacksonian-style politics?

#### *Essay 2*

What impact did literature and popular culture have on American society? How were these reflected in the market revolution? How did popular culture reflect the ideals of the social reformers?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                             |                     |                       |
|-----------------------------|---------------------|-----------------------|
| 1. temperance               | 5. Joseph Smith     | 8. Frederick Douglass |
| 2. cult of true womanhood   | 6. Oneida community | 9. phrenology         |
| 3. Seneca Falls Convention  | 7. Lyceums          | 10. Transcendentalism |
| 4. Charles Grandison Finney |                     |                       |

## Lesson 12

### To Overspread the Continent, 1840–1848

#### Lesson Objectives

Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 12.1 Understand Manifest Destiny and its impact.
- 12.2 Discuss the role of race in Manifest Destiny.
- 12.3 Explain the westward expansion of the United States and the issues involved.
- 12.4 Discuss the role of slavery in westward expansion.

#### Reading Assignment

- *Visions of America*, Volume 1, Chapter 11: “To Overspread the Continent,” pages 316–341
- *Voices of the American Past*, Volume 1, Chapter 11: “Manifest Destiny,” pages 198–215

#### Map Exercise

Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |                      |                   |                |
|----------------------|-------------------|----------------|
| 1. Republic of Texas | 4. San Francisco  | 7. Portland    |
| 2. California        | 5. Independence   | 8. Mexico City |
| 3. El Paso           | 6. Salt Lake City |                |

#### Introductory Lecture

During the 1840s, Americans looked at the West as a land of economic opportunity and, in the case of the Mormons, as a place of religious refuge. Westward expansion was shaped by the doctrine of **Manifest Destiny**, a vision of America’s future where it was the God-given destiny of the United States to dominate North America. The establishment of the Overland Trail in 1840 led to large numbers of settlers migrating into California and the Oregon Territory. This led to increasing clashes between Native Americans and the United States. Despite the fact that these attacks claimed only a small number of casualties among westward emigrants, American popular culture cast Indians as a serious threat to settlement. Large numbers of settlers poured into the region of Mexico known as Texas. At first the Mexican government welcomed the newcomers, but by the early 1830s it became clear that many American settlers in Texas wanted the region to be annexed by the United States. A revolt by Americans led to the establishment of a Texas republic. However, annexation was stalled due to the issue of slavery. Support for annexation was strong in the South, but many Northerners opposed annexation since Texas, entering the Union as a slave state, would upset the balance of power. Brushing the opposition aside, President Tyler annexed Texas as a slave state in 1845.

President James K. Polk entered the White House determined to expand American territory by acquiring a large piece of northern Mexico. When Mexico rebuffed efforts to buy the territory, Polk and Congress seized on a border clash between American and Mexican forces in April 1846 to declare war on Mexico. The Mexican War resulted in the United States acquiring a large swath of new territory, but this reignited and intensified the already contentious issue of slavery. The Wilmot Proviso, a proposal to ban slavery from all of the territory acquired from Mexico, placed the issue of slavery at the very heart of American political debate, further straining the delicate political balance that held the nation together.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

How did Manifest Destiny develop and what was the role of race? What were the major issues that arose due to the westward expansion?

#### *Essay 2*

How did the annexation of Texas and the war with Mexico increase tensions over slavery? What actions were undertaken to solve the issue of the expansion of slavery into the West and the new territories acquired by war?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                   |                        |                                |
|-------------------|------------------------|--------------------------------|
| 1. rendezvous     | 5. Brigham Young       | 8. Treaty of Guadalupe Hidalgo |
| 2. Overland Trail | 6. James K. Polk       | 9. Wilmot Proviso              |
| 3. Liberty Party  | 7. Henry David Thoreau | 10. popular sovereignty        |
| 4. George Catlin  |                        |                                |

## Lesson 13

### Slavery and Sectionalism, 1848–1861

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 13.1 Understand why slavery was a major political issue.
- 13.2 Discuss the rise of the Republican Party and its role in the slavery debate.
- 13.3 Explain the issues that led to sectional tensions over slavery.
- 13.4 Understand the concept of popular sovereignty and its influence.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 12: “Slavery and Sectionalism,” pages 342–373
- *Voices of the American Past*, Volume 1, Chapter 12: “Slavery and the Old South,” pages 216–233, Chapter 13: “Origins of the Civil War,” pages 234–251

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |             |                         |                   |
|-------------|-------------------------|-------------------|
| 1. Kansas   | 4. Utah Territory       | 7. Harper’s Ferry |
| 2. Nebraska | 5. New Mexico Territory | 8. Fort Sumter    |
| 3. Iowa     | 6. Washington Territory |                   |

#### **Introductory Lecture**

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Despite sharing a common heritage, language, and political tradition, contentious issues, in particular, the issue of slavery, drove the North and South apart in the 1850s. While cultural, social, political, economic, and psychological factors contributed to the growing rift, all of these related to the institution of slavery, in one way or another. The controversial events of the decade contributed as well, including fugitive slave captures, Supreme Court decisions, and presidential elections. Half of the nation defined itself in terms of slavery; the other half in terms of its absence. By 1860, the rhetorical references to nation, the Constitution, and Manifest Destiny that once unified the sections carried little weight. The North and South embraced separate and distinct visions of their destinies. “We are not one people. We are two peoples,” argued Horace Greeley. “We are a people for Freedom and a people for Slavery. Between the two, conflict is inevitable” (*New York Tribune*, 1854). In 1861 these two peoples plunged into war: one in order to gain their independence, the other to deny it and preserve the Union. Neither side was prepared for the consequences that war would bring.

#### **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

**Essays**

70 points: 35 points each

*Essay 1*

Why did slavery emerge as a national issue after 1840 and how did this lead to the rise of the Republican Party? How did this relate to abolitionism?

*Essay 2*

What led increasing numbers of Northerners to believe that slaveholding interests controlled the national government? What was popular sovereignty and why did it fail? How did economics relate to the rising sectional tensions?

**Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                         |                                  |                            |
|-------------------------|----------------------------------|----------------------------|
| 1. Compromise of 1850   | 5. Know-Nothings                 | 8. Lincoln-Douglas debates |
| 2. Fugitive Slave Act   | 6. Bleeding Kansas               | 9. John Brown              |
| 3. Underground Railroad | 7. <i>Dred Scott v. Sandford</i> | 10. Crittenden Compromise  |
| 4. Kansas-Nebraska Act  |                                  |                            |

## Lesson 14

### A Nation Torn Apart, 1861–1865

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 14.1 Understand why the Border States were important to the success of the war.
- 14.2 Discuss the major events of the Civil War and their outcome.
- 14.3 Explain the issues that affected both Northern and Southern society during the war.
- 14.4 Understand the approaches to the war of both the union and the Confederacy.
- 14.5 Explain the social, economic and class differences in Southern society that contributed to their loss.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 13: “A Nation Torn Apart,” pages 374–403
- *Voices of the American Past*, Volume 1, Chapter 14: “The Civil War,” pages 252–270

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

- |              |                   |                  |
|--------------|-------------------|------------------|
| 1. Baltimore | 4. Bull Run       | 7. Andersonville |
| 2. Richmond  | 5. Fredericksburg | 8. Appomattox    |
| 3. Vicksburg | 6. Gettysburg     |                  |

#### **Introductory Lecture**

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When the Civil War began, both sides expected that they would emerge victorious in a few months. However, the conflict lasted four years, claiming more than 618,000 lives and leaving the South in total ruin. It also emancipated some four million slaves. The war settled three key long-standing questions. First, it established the supremacy of federal authority over state sovereignty. Second, the war answered with a firm “no” the question of whether a state possessed the right to secede. Finally, it resolved the question of whether slavery would persist in a nation founded on the principle that “all men are created equal.” The Civil War answered these key questions, but raised additional ones that would prove equally divisive. What was the status of the now defeated ex-Confederate states? How would they be restored to full membership in the Union? What was the civil and legal status of the freedmen? How far would the federal government go in protecting their freedom and rights?

#### **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

**Essays**

70 points: 35 points each

*Essay 1*

What were the major events and battles of the Civil War and how did they affect the outcome? What was the role of the Border States in this conflict?

*Essay 2*

Compare and contrast the Civil War's impact on Northern and Southern society. How did the war change life in the United States? How did it change the economy and the federal government?

**Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

Identify and explain the historical significance of the following terms. Items on the exams will be chosen from these terms.

- |                       |                              |                      |
|-----------------------|------------------------------|----------------------|
| 1. Border States      | 5. Trent Affair              | 8. Conscription Act  |
| 2. Robert E. Lee      | 6. Emancipation Proclamation | 9. John Wilkes Booth |
| 3. Ulysses S. Grant   | 7. Copperheads               | 10. Jefferson Davis  |
| 4. William T. Sherman |                              |                      |



## **Lesson 15**

### **Slavery and Women's Rights, 1820–1865**

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. After completing this lesson, you should be able to:

- 15.1 Understand how abolitionism impacted women's rights.
- 15.2 Explain the role of women in reform movements and the influence of reform on gender issues.
- 15.3 Discuss the impact this movement had on society and the economics of the period.

#### **Reading Assignment**

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*Women's Rights Emerges within the Anti-Slavery Movement, 1830–1870 (Read entire book.)*

#### **Introductory Lecture**

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The American women's rights movement grew out of abolitionism in direct but complex ways. The movement's early leaders began their fight for social justice in an attempt to end slavery. They learned from anti-slavery societies how to organize, publicize, and articulate a political protest. It was not long, however, before they also learned that many of the men who were opposed to slavery were also opposed to women playing active roles or taking speaking parts in the abolitionist movement. The attempt to silence women at anti-slavery conventions in the United States and England led directly to Elizabeth Cady Stanton's and Lucretia Mott's decision to hold the first Woman's Rights Convention in Seneca Falls, New York, in June 1848. One of the articles of belief proclaimed, at this and at subsequent conventions, that women were in some sense slaves, too. This was the beginning of a large and active movement to bring equality to women in all aspects of life.

#### **Written Assignment**

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- One written essay must be submitted for grading for this lesson.
- The essay accounts for 100% of this lesson.
- The essay should be no more than five and no less than four double-spaced typed pages using 12 point Times New Roman font.
- This assignment is worth up to 10 points of the final course grade.
- Address all aspects of the essay proposal using information from the text.
- Include some analysis and any conclusions you have reached based on what you have read.

#### **Essay**

100 points

How did the fight to end slavery turn into the fight for equality for women in the United States? What was the driving force behind the women's rights movement? What issues and leaders were central to this movement? Use specific examples from the book to support your argument.

## Exam 3 Information

**Make arrangements with your proctor to schedule Exam 3.**

**Prior to taking this exam:**

- You must submit lessons 11–15 to your instructor before taking this exam.
- Please do not take this exam until you have received graded lessons 11–15 back from your instructor.

**Exam components:**

- This exam covers lessons 11–15.
- This is a closed-book, closed-notes exam.
- There are three sections to this exam: identifications, map questions, and essays.
- This exam is worth 100 points.
- Time limit: 2 hours.

**Items to take to the exam:**

- photo identification
- V number
- pen

**Exam grades and comments:**

Graded exams will not be returned to you.

## Outline Map of the United States



## Outline Map of the World

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