
Website: [www.mp Reese. wee bly.com](http://www.mp Reese. wee bly.com)

**Course Description:** This course is the first semester of the US History survey. Successful completion of this course, along with HIST 1302 (the second half of the US History survey) is a requirement for earning a bachelor’s degree at any university in Texas. This course begins in pre-Columbus North America and ends during the Reconstruction era following the US Civil War. Make no mistake: this is a college course. However, I have designed the class in such a way that it does not possess the “make or break” nature of many college courses. The grading system is a hybrid that bridges the gap between a conventional high school course and a college course. We will have multiple assignments, daily opportunities for remediation and tutoring, and a comprehensive overall grade calculation. In other words, while we will work hard in this course, do not worry! If you do the work, you will do very well!

**Overall Course Goals:**

1. Compare the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.
2. Analyze how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
3. Explain why the Americas attracted Europeans, why they brought Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
4. Analyze the development of political, religious, and social institutions in the English colonies.
5. Discuss the values and institutions of European economic life which took root in the colonies, and how slavery reshaped European and African life in the America.
6. Describe the struggle for Empire between the European powers in America.
7. Explain the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
8. Describe the impact of the American Revolution on politics, economy, and society.
9. Analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the Articles of Confederation, U.S. Constitution, and the Bill of Rights.
10. Explain United States territorial expansion between 1801 and 1861, the establishment of a foreign policy, and how it affected relations between regions of the United States, with Native Americans, and with external powers.
11. Discuss how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
12. Analyze the extension, restriction, and reorganization of political democracy after 1800.
13. Describe the sources and character of American cultural, religious, and social reform movements in the ante-bellum period.
14. Explain the causes of the Civil War.
15. Describe the course and character of the Civil War and its effects on the American people.
ASSIGNMENTS AND GRADING

The major tasks of this course center on critical reading and writing. We shall use learning about US History as a vehicle for developing critical reading, reasoning, and writing skills. To this end, there are five categories of assignments in this course:

1) **Essay Outlines** [appear in the TEAMS Grade Book as “Outlines”]: Before reading each chapter, students must read a list of specific essay questions relevant to that chapter. These questions inform the critical reading of each chapter. Students are to craft a specific thesis statement that directly answers the question being asked and briefly outline supporting arguments, built on information gathered from the textbook, that defends the thesis statement. Again, the objective is to promote critical reading, reasoning, and writing. I have provided a sample essay response outline as a part of this syllabus (see attachment). The average score earned for the essay outline category of assignment will weigh as 10% of each of your nine weeks grade. I shall drop the lowest two scores from this category.

2) **Analysis-Synthesis-Evaluation Exercises** [appear in the TEAMS Grade Book as “ASEE”]: Assignments in this category shall be completed during class sessions. I will employ three specific activities in conjunction with the Analysis-Synthesis-Evaluation Exercises: 1) the Structured Academic Controversy (SAC), 2) Opening Up the Textbook (OUT), and 3) American History – Historiographical Analysis (AH-HA). There are three separate attachments to this syllabus that describe the means and objectives of each of these activities. The average score earned for the Analysis-Synthesis-Evaluation Exercises category of assignments will weigh as 10% of your nine weeks grade. I shall drop the lowest two scores from this category.

3) **Quizzes** [Appear in the TEAMS Grade book as “Daily Quiz”]: This category of assignment is designed to test students’ knowledge and comprehension level mastery of the textbook material. There shall be a brief quiz at the beginning of nearly every class day. The average score earned for the Daily Quiz category of assignments will weigh as 10% of your nine weeks grade. I shall drop the lowest two scores from this category.

4) **Individual Writing Assignments** [Appear in the TEAMS Grade book as “IWA”]: This category of assignment is designed to expand students’ critical reasoning and writing skills. Students shall complete three Individual Writing Assignments throughout the course of the semester, one during the first nine weeks and the remaining two in the second nine weeks. I have included a detailed description of this category of assignments in the attachments section of the syllabus. The average score earned for the Individual Writing Assignment category of assignments will weigh as 30% of your nine weeks grade. While I shall NOT drop the lowest score earned on this category of assignment, students have the option of submitting a fourth Individual Writing Assignment that may replace the lowest grade earned in this category. See syllabus attachment for a detailed explanation of the Individual Writing Assignment.

5) **Exams** [Appear in the TEAMS Grade book as “Exams”]: This category of assignment is designed to evaluate students’ mastery of topics and concepts central to US History at all levels of understanding: knowledge, comprehension, application, analysis, synthesis, and evaluation. The exams shall be writing intensive, with few, if any, multiple choice questions. The average score earned for the Individual Writing Assignment category of assignments will weigh as 40% of your nine weeks grade. While I shall NOT drop the lowest score earned on this category of assignment, students have the opportunity of raising their scores on each exam by re-working incomplete or inaccurate responses.

**Overall Grade**: Your overall grade which shall appear on your EPCC transcript is calculated as follows: 1st Nine Weeks Average = 45%, Second Nine Weeks Average = 45%, Final Exam = 10%.
REMEDIATION AND TUTORING

I am 100% committed to empowering my students to achieve academic success. To this end, early intervention with students needing additional assistance is essential. The Quizzes and Essay Outlines are my primary means of formative assessments that will help me to identify students in need of additional support. If a student’s grade falls below a 75, he or she shall be assigned mandatory tutoring that will take place in my room (C326) on the mornings which that student has my class, from 8:05am to 8:40am and/or (depending on the circumstances) Monday afternoons between 4pm and 5pm (also in my classroom).

CLASS PROCEDURES

Work Standards.

1. All work will be your own (with the obvious exception of group work). If you plagiarized homework you will receive a PLAG “0” and an “U” on the next report card and a referral. Plagiarism includes copying and pasting Internet articles, cutting and pasting pictures without giving a source, copying someone else’s work, thinly veiled paraphrasing without source citing. Any paper I suspect of being plagiarized will be reviewed by at least one other teacher. Once confirmed, you may be given a make up assignment on the potential costs of plagiarism. Second incident and I will request a parent/Teacher/Administrator conference to end the problem. Academic dishonesty on an exam is an automatic 0%.

2. All work will be neat. Remember, you are trying to communicate with me. If I can not read your work, I can not grade it. I will ask you to rewrite it legibly, and you will receive a “XMT” until it is resubmitted. If it is not redone by the end of the six weeks, you will receive a grade of zero. The same holds true for tests with an excused absence.

3. All work will be on time. Late work will be accepted at the cost of 10% per day up to a maximum of 30% off the final score. If you fail to turn in an assignment, you will be assigned to Saturday School, the following weekend.

4. For work done on computers, use Arial, Courier New, or Times Roman New font in a maximum of 12 pitch and a minimum size of 10 pitch.

Attendance. Attendance is critical to success in this class. Excessive absences will greatly reduce your chances of passing. If you miss for any reason more that 10% of the meetings of this class, you will lose credit. This means that after your 5th absence, you will have to appeal for credit. Additional consequences for Unexcused Absences are below. **It is your responsibility to correct your record with the Attendance Office.** Unexcused Absence: 10 Points off of Class Participation Grade per absence and a U in Conduct on next six weeks report card.

Communications. Two-way communication is essential. Please, ask questions before, during and after class. I am available during my conference periods to help you. I can be reached either by telephone/sms text (929-4042) or E-mail (mpreese@episd.org).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Class Activities</th>
<th>Instructions for Next Session</th>
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<tbody>
<tr>
<td>Day 1: 8/22,23</td>
<td>History and Historiography</td>
<td>Read essay questions for chapter 1 (located elsewhere in syllabus). Read pages 3-35. Outline a response for each essay question (See example outline).</td>
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| Day 5: 9/1,2 | **Hour Exam 1 (Ch 1-3)**
Chapter 4: The Empire in Transition. | Read essay questions for chapter 4 (located elsewhere in syllabus). Read pages 104-129. Outline a response to each essay question. |
| Day 9: 9/14,15 | **Hour Exam 2 (Ch 4-5)**
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<th>Day</th>
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<tr>
<td>Day 15:</td>
<td>9/30, 10/3</td>
<td>Chapter 8: Varieties of American Nationalism</td>
<td>Outline a response to essay questions 6-10.</td>
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<td>Class time provided for discussing first Individual Writing Assignment.</td>
<td>Outline a response to essay questions 1-4. First Individual Writing Assignment is DUE at beginning of class.</td>
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<tr>
<td>Day 17:</td>
<td>10/7, 10</td>
<td><strong>First Individual Writing Assignment is Due.</strong></td>
<td>Outline a response to essay questions 5-8.</td>
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<td>Chapter 9: Jacksonian America. OUT: Indian Removal.</td>
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<td>Day 18:</td>
<td>10/11, 12</td>
<td>Chapter 9: Jacksonian America cont. SAC: Jackson – Democratizing Force or Savage Racist?</td>
<td>Prepare for third hour exam.</td>
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<td>Day 19:</td>
<td>10/13, 14</td>
<td><strong>Hour Exam 3 (Ch 6-9)</strong></td>
<td>Read essay questions for chapter 10 (located elsewhere in syllabus). Read pages 262-295.</td>
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<tr>
<td>Day 25:</td>
<td>10/31, 11/1</td>
<td>Chapter 12: Antebellum Culture and Reform. AH-HA: Gone With the Wind.</td>
<td>Outline a response to essay questions 4-6. Polish up the finishing touches on the final draft of your Second Individual Writing Assignment.</td>
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<tr>
<td>Day 26:</td>
<td>11/2, 3</td>
<td><strong>Second Individual Writing Assignment is Due.</strong></td>
<td>Prepare for Hour Exam 4.</td>
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<td>Chapter 12: Antebellum Culture and Reform cont. SAC: Elizabeth Cady Stanton – Universal Suffragist or More Complicated?</td>
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<td>Day 27:</td>
<td>11/4, 7</td>
<td><strong>Hour Exam 4 (Ch 10-12)</strong></td>
<td>Read essay questions for chapter 13 (located elsewhere in syllabus). Read pages 342-369.</td>
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<td>Outline a response to essay questions 1-5.</td>
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<td>Day</td>
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<td>Day 30</td>
<td>11/15,16</td>
<td>Chapter 14: The Civil War. SAC: Secession - State’s Rights or Slavery</td>
<td>Outline a response to essay questions 6-10.</td>
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<td>Day 32</td>
<td>11/28,29</td>
<td>Chapter 14: The Civil War cont. AH-HA: Remembering the U.S. Civil War</td>
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<tr>
<td>Day 35</td>
<td>12/6,7</td>
<td>Chapter 15: Reconstruction and the New South cont. SAC: 14th Amendment – Sacred or an Anachronism</td>
<td>Outline a response to essay questions 11-14.</td>
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<td>Day 36</td>
<td>12/8,9</td>
<td>Chapter 15: Reconstruction and the New South cont. <strong>Hour Exam 6 (Ch 15)</strong></td>
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<td>Day 37</td>
<td>12/12,13</td>
<td><strong>Third Individual Writing Assignment is Due.</strong></td>
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<td>Day 38</td>
<td>12/14,15</td>
<td>Final Exam</td>
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ASEE (Analysis-Synthesis-Evaluation Exercise) Type I:
The Structured Academic Controversy (or SAC)

The Structured Academic Controversy protocol was developed by Roger T. Johnson and David W. Johnson, co-directors of the University of Minnesota’s Cooperative Learning Center (http://www.co-operation.org/). Successful participation in a SAC helps students move beyond either/or debates to craft a more nuanced synthesis of responses to important questions relevant to the study of US History.

Classroom Procedures

Step 1 Preparation

a. Partners prepare evidence to support their position.

Step 2 Presentation and Listening

a. Pair A presents their position using supporting evidence.
b. Pair B restates to Pair A’s satisfaction.
c. Pair B presents their position using supporting evidence.
d. Pair A restates to Pair B’s satisfaction.

Step 3 Consensus Building

a. Abandon roles.
b. Using supporting evidence, build consensus regarding the question—or at least identify where your differences lie.
c. Consider the question: How should we judge people from the past?

Graded Assignment

Students shall work in their assigned small groups to write a one page explanation of their findings. This must include a summary of the nature of the academic controversy, and an explanation of the key differences between the major positions that define the controversy. Students will argue whether or not differences in positions in this controversy stem from differences in values, assumptions, and/or perspectives. Finally, students shall identify the common values and concerns of each side of the debate that may function as a starting point for reaching a meaningful consensus.
ASEE (Analysis-Synthesis-Evaluation Exercise) Type II: Opening Up the Textbook (or OUT)

Rationale and Purpose
Any survey history textbook (a history textbook that covers vast numbers of years and topics) must be concise and abridged. While the textbook we are using is one of the best US History survey textbooks on the market, it is inevitable at times that complex topics, events, and people are covered in a less-than-comprehensive fashion. The objective of an OUT ASEE is to provide the students with supplemental primary source documents (documents that were produced in the time being studied) central to the topic, event, or person being considered and to write a more comprehensive description and interpretation of that topic, event, or person. In other words, students will write an extension of the textbook’s account that could be inserted into the textbook and result in a more nuanced understanding of that topic, event, or person.

Classroom Procedures

Step 1 Preparation
Students work in their assigned small groups to critically read the provided handouts that contain supplemental primary source document accounts of the topic, event, or person being studied.

Step 2 Discussion and Writing
Students work in their assigned small groups to identify key items that are revealed by the primary source documents that are omitted from the textbook account. Students then re-write the textbook account with this new learning in mind.

Step 3 Presentations
Each small group will briefly summarize the improvements they made to the textbook account, with emphasis on how their revised version of events brings a deeper understanding of the topic, event, or person.

Graded Assignment
I shall grade the written product of each small group for its coherence, level of analysis, organization, and overall thesis (argument).
ASEE (Analysis-Synthesis-Evaluation Exercise) Type III: American History – Historiographical Analysis (or AH-HA)

**Rationale and Purpose**

Historiography is a spring board to achieving analysis, synthesis, and evaluation-level understanding in topics central to the study of history. Simply put, if history is what historians say happened, historiography is the evolution of what historians say happened. The historiography of the Reconstruction era (period immediately following the US Civil War when the South was rejoined to the US) is a prime example of this concept. Historians writing in the early twentieth century (1900s) understood the failure of Reconstruction as a product of the inferiority of freed and former slaves in the South. The consensus position of historians in this period is that Reconstruction failed because blacks were inferior to whites and that they were not ready or capable for self-government. Needless to say, historians in the 21st century understand the failure of Reconstruction in a completely different way. Today, historians blame Reconstruction’s failures on a combination of Southern resistance to Reconstruction policies, ineptitude and corruption among Federal officials, and a lack of social, economic, and political support for former enslaved persons.

The purpose of the AH-HA exercise is to ask the following: Does the manner in which past historians understood a topic, event, or person reveal more about the actual topic, event, or person being studied or more about the period of time in which those historians lived and worked? In the case of my example, the answer is surely the latter! Historians in the early twentieth century lived and worked during the nadir of race relations in the US; historians today live and work in the post-Civil Rights era United States, so surely our understanding of Reconstruction will have evolved to acknowledge this broader societal shift in values and beliefs.

**Classroom Procedures**

**Step 1 Preparation**

Students work in their assigned small groups to critically read the provided handouts that contain various explanations of historical topics, events, or people written by past historians.

**Step 2 Discussion and Writing**

Students will work in their assigned small groups to identify key elements that reveal how a historical topic is understood has evolved over time. Students will collaborate in their assigned small groups to write a one-page summary of their findings. The summary must have a strong overall thesis (argument).

**Step 3 Presentations**

Each small group will briefly summarize their findings for the class.

**Graded Assignment**

I shall grade the written product of each small group for its coherence, level of analysis, organization, and overall thesis (argument). It is essential that each AH-HA written exercise have a clear, unifying argument (thesis).
Chapter 1

1. Do you think there were important differences among the ways that the Spanish, French, English, and Dutch each reacted to the New World? If so, what were they? If not, why not?

2. Who do you think was more affected by the first interactions between Europe and the New World – the Native Americans or the Europeans? How and why?

3. Was European immigration to the New World motivated more by economic or cultural factors? Explain.

Chapter 2

1. Compare the experiences of the Roanoke colony with those of the Jamestown colony and explain what factors led to the failure of the former and the eventual success of the latter.

2. What were the critical differences between the English settlements in Virginia and Massachusetts?

3. Why did slavery emerge as a major labor source in the North American colonies by the end of the seventeenth century?

4. What steps did England take to establish greater control over her North American colonies? Why were they not always successful?

5. Compare the colonization efforts of England, Spain, and France in the New World.

Chapter 3

1. Discuss the differences between the demographics of the colonial South and the colonial North.

2. Assess the beginnings of slavery in North America (in the main text) and argue which historical explanation for its origins (from the section “Debating the Past”) seems most accurate.

3. How did the English colonists’ attitudes towards Indians compare with their views toward Africans?

4. How did immigration affect social and economic life in the colonies?

5. What were the critical differences between a southern plantation and a New England town?

6. Assess the character and nature of religion in colonial America.

7. Describe the technological status of eighteenth-century Americans by examining the development and limits of technology.
8. What effect did the Enlightenment and the Great Awakening have on life in British North America?

Chapter 4

1. Why was British rule in the colonies decentralized? What groups benefited from this and how?

2. Up until the 1760s, how did the British governance of the colonies shape the general attitudes of Americans regarding their rights and responsibilities within the British Empire?

3. What were the policy differences between Britain’s Navigation Acts (mid-1600s) and the various Acts passed after 1763?

4. Why did the Navigation Acts not spark colonial rebellion as did the Acts passed after 1763?

5. What effect did the French and Indian War have on the coming of the American Revolution?

6. Select any four colonial leaders and explain the specific role each played in the coming of the American Revolution.

7. Was the American Revolution avoidable? What did the British government do which inadvertently encouraged colonial rebellion?

Chapter 5

1. Weigh the advantages and disadvantages of each side in fighting the Revolutionary War.

2. Describe the significance France played in the American Revolution.

3. What impact did the American Revolution have on the rights and status of women?

4. What was the legacy of the American Revolution for Native Americans?

5. Characterize the debate over slavery in America immediately following the Revolution.

6. What was the American ideology of republicanism during the Revolutionary era?

7. Discuss the strengths and weaknesses of the structure of government as defined by the Articles of Confederation. Why did the Articles of Confederation ultimately fail? Why was pressure building for a new constitution during the second half of the 1780s?

8. Detail the problems facing the Confederation over the issue of western land and explain its success in resolving many of those problems.
Chapter 6

1. A number of major compromises were made at the Philadelphia convention. Discuss three of them in some detail.

2. Why was there such opposition to the proposed Constitution of 1787?

3. Why did states that initially opposed the proposed Constitution of 1787 ultimately ratify it?

4. Who were the primary authors of the Federalist Papers and what was the significance of these publications?

5. Characterize the “competing visions” the Federalists and the Republicans had for the country during the 1790s. Which side do you believe had the better vision and why?

6. Why was there so much opposition to political parties in the 1790s? Why did the Jeffersonians decide to create a political party?

7. What personal characteristics and political decisions contributed to making George Washington an effective president?

8. In what ways was the Adams administration an expression of the Federalist philosophy? In what ways was it not?

9. What was the long-term significance of the elections in 1800?

Chapter 7

1. Describe the main features of American education during the early nineteenth century.

2. What were the decisions made and actions taken by Thomas Jefferson during his administration which most significantly changed the role of the presidency in American politics?

3. Describe the importance of *Marbury v. Madison* in the evolution of the federal government.

4. What historical events and ideas disturbed church establishments and prompted the Second Great Awakening in American society? How did the Second Great Awakening compare with the First Great Awakening?

5. What evidence supports the claim that American technology underwent a “revolution” between 1790 and 1820?

6. In what ways was American nationalism strengthened in the early nineteenth century? In what ways was it challenged?

7. Why did the War of 1812 take place? What resulted from it?

8. What historical events exposed the instability and weakness of the American federal government during its first thirty years of existence? How was the authority of the government strengthened?
Chapter 8

1. How did the United States government attempt to stimulate economic growth during the early nineteenth century?

2. During the first decades of the nineteenth century, what role did the federal government play in “internal improvements” of transportation?

3. Compare life in the Old Northwest with life in the Old Southwest.

4. What factors motivated Americans to engage in a westward migration in the early nineteenth century? What type of American was more likely to move into the West?

5. Describe the “era of good feelings” and explain what happened to it.

6. By examining the Missouri Compromise, what can one learn about slavery as a political issue in the United States during the early nineteenth century?

7. What rulings by the Marshall Court enhanced its own power and that of the federal government?

8. Could the United States have enforced the Monroe Doctrine in 1823? Why or why not?

9. What was the long-term significance of the Monroe Doctrine?

10. Was the “corrupt bargain” of 1824 really corrupt? Explain.

Chapter 9

1. What changes in the political process occurred during the 1820s which support the claim that American democracy was on the rise? How “democratic” was the United States during the 1830s? Who was included in the political process and who was not?

2. What obstacles did Andrew Jackson see to American democracy? What steps did he take to reduce those obstacles?

3. What steps did Andrew Jackson take as president to strengthen the authority of the federal government? What did he believe should be the limit of that authority? How did Andrew Jackson’s ideals of democracy compare with Thomas Jefferson’s?

4. What role did political parties play during the 1830s and 1840s? Since 1790, how had the nation’s general perception of political parties as part of the democratic process changed and why?

5. Why did Andrew Jackson not consider native tribes to be a part of democratic America? How did his Indian removal policy fit into his concept of democracy?

6. What were the various tactics employed by the “Five Civilized Tribes” to resist removal? Why were these tactics ultimately unable to prevent their removal? What alternatives to Indian removal existed and why were they not taken?
7. For what reasons did Andrew Jackson oppose the doctrine of nullification and the Bank of the United States. What were the consequences of his successful defeat of the doctrine and the Bank?

8. Characterize the presidency of Martin Van Buren.

Chapter 10

1. How do you account for the terrific growth of American industry prior to the Civil War? Why did railroads become the key American industry in the nineteenth century?

2. Describe the immigrant experience in the United States in the 1830s and 1840s.

3. How did the rise of the factory system change the American family?

4. Examine technological developments in America between 1800 and 1860. What are the characteristic features in the advances made throughout this period?

5. What were the advances in new technology that had the greatest effect on the emerging American factory system during the first half of the nineteenth century?

6. How did the emergence of the factory system change the face of American labor during the first half of the nineteenth century?

7. How did American leisure time and activities during the 1830s and 1840s compare with leisure during the 1810s and 1820s?

8. How had the status and role of American women changed between 1800 and 1860?


Chapter 11

1. Explain why the Southern economy remained largely agricultural during the first half of the nineteenth century. In the first half of the nineteenth century, why did cotton become the major economic crop of the American South? What obstacles to industrialization existed in the South during the nineteenth century?

2. Prior to 1860, how did the role and status of Southern women compare to that of Northern women?

3. Describe the distinguishing class features of the people who were known as either “planters,” “plain folk,” “hill people,” or “crackers.”

4. Compare and contrast the working and living conditions of black Southern slaves to the lives of white Northern factory workers during the first half of the nineteenth century.

5. What is the difference between slave resistance and slave rebellion? Why was one more prevalent than the other?
6. Consider the American revolutionary era in the 1760s and 1770s with the slave revolts of the 1820s and 1830s. What factors made participants in the slave revolts much less likely to succeed in their struggle for independence?

7. Between 1800 and 1860, was slavery in the American South becoming stronger or weaker? Explain.

Chapter 12

1. What were the social factors which motivated the many reform movements in the North before the Civil War?

2. How do the ideas of nineteenth-century transcendentalism link to twentieth-century ecology? Why did most communal living “experiments” generally quickly fail?

3. Compare American medical care in the colonial period with medical care in the first half of the nineteenth century. What aspects of care had changed and what had remained the same?

4. Why did a feminist movement come into being in the United States during the 1840s?

5. Discuss the various ideas and divisions within the antislavery movement.

6. How could one argue that William Lloyd Garrison both helped and hurt the cause of abolition?

Chapter 13

1. Describe the territorial gains made by the United States between 1830 and 1860. Why was the United States able to add so much new territory to its control in the 1840s?

2. Compare the westward expansion of the United States during the first half of the nineteenth century with westward expansion during the eighteenth century. What was similar and what was different?

3. How did participants in the California gold rush differ from other migrants to the West prior to 1860?

4. How did the slave issue affect the United States’ westward expansion?

5. Why did the United States go to war with Mexico in 1846? What were the major consequences of the Mexican War?

6. Assess and rate the presidency of James K. Polk.

7. Why was the Compromise of 1850 written? How did it affect national politics?

8. Why did the Whig Party collapse and the Republican Party come into being?

9. Why were the Democratic presidents of the 1850s so ineffectual?

10. Between 1850 and 1860 what evidence suggests the South was becoming inflexible on the issue of slavery?
11. Since 1800, what were the factors in the regional development of the United States which made civil war more likely?

12. Prior to his election as president, describe Abraham’s Lincoln’s positions on slavery.

13. Could the Civil War have been avoided?

Chapter 14

1. What advantages and disadvantages did each side have when the Civil War began?

2. How did Abraham Lincoln and Jefferson Davis compare as presidents and military commanders?

3. What problems did each side have as they mobilized to fight the Civil War?

4. Why did some Southern states remain in the Union in 1861, and what steps did the federal government take during the war to maintain their support?

5. Why was the South so confident of its “cotton diplomacy”? Why did it fail?

6. In what ways did women participate in the Civil War, and how did their activities compare with the involvement of women in the American Revolution?

7. What did the Emancipation Proclamation do and how did it alter the Civil War?

8. Describe the debate in the North over the involvement of African Americans in the Civil War and assess the significance of their participation in the war.

9. How did new technology change the strategy of war? Why was the death toll in the Civil War so tremendous? Why may the Civil War be described as the first “modern war”?

10. Why did 1863 prove to be such a pivotal year on the battlefield?

11. Which battle—Vicksburg or Gettysburg—was more significant in determining the outcome of the Civil War?

12. Given the material and manpower advantage of the North, what factors enabled the South to wage war as long as it did?

13. Why did the North have to effectively destroy much of the South in order to the win the Civil War?

14. Discuss the strengths and weaknesses of Ulysses Grant and Robert E. Lee as military commanders.
Chapter 15

1. In 1865, what major challenges faced the nation? How did the various plans for reconstructing the nation attempt to address those challenges?

2. How did Lincoln’s plan differ from those of the Radical Republicans?

3. How did the assassination of Abraham Lincoln affect Reconstruction?

4. Why did the elections of 1866 empower Radical Republicans?

5. Why has the presidency of Andrew Johnson generally been considered a failure by historians?

6. Why was Andrew Johnson impeached? Did he deserve to be removed from office?

7. What did the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution do? How successful was each in practice?

8. Assess the presidency of Ulysses S. Grant.

9. In what ways did Reconstruction succeed? In what ways did it fail? What has been its legacy?

10. “The slave went free; stood a brief moment in the sun; then moved back again toward slavery.” Explain this assessment by W. E. B. Du Bois of the Reconstruction Era by offering the historical evidence which supports each of the three parts of the quote.

11. Why would the legacy of Reconstruction matter throughout the twentieth century?

12. What was “new” and what was “old” in the “New South”?


14. Compare the conditions of black Americans living in the South in the 1850s with the 1870s.
How to Outline a Response to an Essay Question in Five Simple Steps.

1. Read the questions before you read the material (text book pages) that will discuss the issues central to the questions being asked. This will help you to focus your attention while reading.

2. After learning what the material (text book pages) reveals about the question(s) being asked, decide firmly what you are going to argue is the answer to the question. This is your thesis statement.

3. After forming your thesis statement, identify at least three supporting claims that reinforce what you are arguing in your thesis statement.

4. Likewise, identify 1-3 key pieces of evidence that backstop each of your supporting claims. Remember the ‘5 C’s of Historical Analysis’ at this point! Change, Causality, Context, Complexity, and Contingency are excellent points of departure for crafting a thoughtful essay.

5. Finally, consider the structure of your conclusion. A good conclusion must re-state your thesis, and briefly summarize your supporting claims.

Example Question:
Question: “Do you think there were important differences among the ways that the Spanish, French, English, and Dutch each reacted to the New World? If so, what were they? If not, why not?

Example Essay Response Outline (Abridged):

Thesis Statement (your actual answer to the question): There are several important differences in the ways in which the Spanish, French, English, and Dutch reacted to the New World.

Claim A (your first point that supports your thesis statement): Each country reacted to the indigenous peoples differently.

Evidence 1 (supports your first claim): Spain enacted an elaborate mission system to assimilate the indigenous peoples in ways that other colonizing nations did not.

Evidence 2: The English rigidly sought separation from indigenous peoples.

Evidence 3: The French forged close, direct ties with natives deep inside the continent.

Claim B: The overall objective of each colonizing nation was distinct, with important consequences.

Evidence 1: Spain eventually colonized vast amounts of land throughout Central America and what would become the SW United States. Spain came to directly control much of the indigenous population and was successful at mining gold and silver.

Evidence 2: English colonies originally hugged the coastlines of the Atlantic seaboard and quickly came to emphasize the cultivation of tobacco as a cash crop.

Conclusion: Restate the thesis and summarize your argument.