

Chisholm Trail Academy



United States History, up to the Civil War

Academy Credit: 1 Unit; Southwestern Adventist University Credit (Hist 111): 3 hours Fall 2008

M W F: Section 1, 7:45-9:10 a.m.; T Th F: Section 2, 7:45-9:10 a.m.

Teacher: Mr. Ben Jones III; SWAU Liaison: Professor Steve Jones

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Course description

This class is a brief account that considers the great ideas, themes, and persons who have affected the lives of the citizens and impacted the development of the United States of America. The class is taught from a chronological perspective that takes into consideration the laws of cause and effect. Students are given opportunity to research and share ideas and concepts with the class both in written and verbal form.

Major topics of discussion include: The American Revolution, formation of the United States Federal government, geographical and economic growth of the nation, the American Civil War.

Books, Journals, Newspapers, etc.:

- America, Pathways to the Present. Prentice Hall. Needham, MA. 2003 Edition
- Tombstone/Epitaph of Thomas Jefferson
- The Journals of the Lewis and Clark Expedition. by Meriwether Lewis, William Clark, Gary E. Moulton, Thomas W. Dunlay, University of Nebraska--Lincoln Center for Great Plains Studies, American Philosophical 1983
- The Narrative Life of Frederick Douglass An American Slave
- The Confessions of Nat Turner. William Styron 1967
- Uncle Tom's Cabin. Harriet Beecher Stowe 1852
- Killer Angels. Michael Shaara 1975
- The Pioneer Life of Licking County (Ohio). Ben Jones, Excerpts.

Internet Resources

www.ourdocuments.gov

Declaration of Independence
George Washington's Farewell Address
Emancipation Proclamation
Gettysburg Address

Methods of Instruction

This is a lecture-based class, complemented with outside readings, written essays, and in-class videos and discussion. Students will make and perform brief powerpoints of biographical sketches of "great" Americans.

General Education Objectives

General Education objectives that this course addresses are:

- Expose students to broad areas of knowledge
- Encourage the improvement and refinement of students' academic skills

To achieve expected outcomes relative to those objectives, students passing this class will be able to:

- Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas
- Read literary texts analytically, seeing relationships between form and content

- Understand the various elements of the writing process, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising written text
 - Use the conventions of standard written English
 - Write an organized, coherent, and effective essay
 - Recognize basic features and concepts of world geography
 - Recognize basic features and concepts of the world's political and economic structures
 - Recognize appropriate investigative and interpretive procedures in the social sciences
 - Demonstrate basic computer skills appropriate to information literacy
 - Utilize interpretive reasoning, strategic reasoning, and adaptive reasoning in all academic subjects
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General purpose of the course

This course is to give you a good, basic overview of United States history from discovery to the Civil War and to provide a solid foundation for more detailed courses in American history.

Specific Objectives

To gain a broad overview of the first half of American history, as well as the chronologies of that time period. This overview will include the following.

The objectives of the class are

- To broaden students' overall knowledge of the subject area.
- To increase students' writing skills through test elements and essays.
- To increase students' knowledge of rudimentary historical geography.
- To recognize and enhance Christian beliefs and values through the study of American history
- To understand the unique role that the United States has in the world today
- To develop critical thinking and expression skills in the interpretation of human events
- To develop an appreciation of the diversity of the American cultural landscape
- To understand the importance of cause and effect in the development of our nation
- To recognize how the "American way of life" has impacted the rest of the world
- To discuss the role of the individual and his/her responsibility to the state

General Class Requirements:

- To read all reading materials when assigned (See below)
- To take 2 unit examinations each semester
- To take 1 (comprehensive) semester examination at the end of each semester
- To complete class oral presentations (1 each semester)
- To analyze historical issues and express them clearly in oral and written form
- To take quizzes and do homework assignments responsibly
- To actively participate in class discussions and activities

Specific Course Requirements/

1. Reading: Daily reading assignments in America, Pathways to the Present. (Quizzes are possible)
2. Additional reading: Dual credit recipients must read an additional book from list of suggestions, evaluated by use of written book reports and interview
3. Primary Source Materials: Speeches, Political Cartoons, letters, diaries, Maps etc.
4. Biographical Sketch PowerPoints: 3-4 minutes each
5. Discovery Essays: Four 2-3 pages each, handwritten only (instructions on separate sheet)
6. Two Nine Week Exams
7. One Semester Exam

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Plagiarism and Academic Dishonesty:

Academic integrity is a personal choice and a specific expectation of this class. Your assignments must be done by you and you alone. Plagiarism is the act of appropriating someone else's work and passing it off as your own. It is not tolerated. Cheating on examinations is also not tolerated. If I find any evidence that you have plagiarized an assignment or cheated on an exam, you will receive a zero score.

Late Assignments:

I *may* infrequently accept late assignments; however I judge them on a case-by-case basis. Any work that comes in after its due date will receive a significant grade penalty.

Examinations:

You will have two regular exams and a final. The final will include material covered since the last exam and a comprehensive element. Each exam will have a mixture of objective and subjective elements. Expect to ascertain the historical significance of events, and their causal relationships. The test will include map and primary source elements.

Test Schedule

Exam I will cover reading assignments, discovery essay data, and lectures up to and including the Revolution. Exam II will cover reading assignments, discovery essay data, and lectures over transitions, and American growth. Exam III (Semester examination) covers reading assignments, discovery essay data, and lectures regarding the Civil War, and a comprehensive element.

Grading: Grades will be given according to the following scale:

A	96-100	C+	77-79
A-	90-95	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83*	D	64-66
		D-	60-63

***Only students earning 80-100 above will be eligible to receive college credit.**

I consider class attentiveness, absences, discussion participation, and overall attitude in evaluation of borderline final grades. I will round up no borderline grade unless it first hits the .5 mark of the number below the grade break.

Make-up Exams:

Make every effort to take your exams at the scheduled time. If you need to make-up one of the exams, it is your responsibility to arrange it with me. I will not track you down to arrange it. Make-ups will differ from the original test and may include additional questions.

Attendance:

Excessive absences will lower your grade and may cause you to fail the course. If you miss more than 15 per cent of the class, any credit that is given will be at the discretion of the Academic Standards and Curriculum Committee. The stringent CTA attendance policy is in full effect for this class, which, if disregarded, will bring about discipline from the CTA administration. This may include fines and in school suspensions when appropriate.

Behavior:

Disruptive talking and conversations in the room while I'm lecturing will not be permitted. If a problem develops, any student who disrupts the flow of the class will be dismissed from the classroom and not permitted to return until there is a personal conference with me. If such behavior continues, any student who continues to cause problems will be dismissed from the class on a permanent basis and encouraged to earn credits for this class elsewhere.

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Tentative Class Calendar

Week 1	Topic	Text Reading
Aug 18-22	Renaissance Europe: Flat or Round? Spanish, French, English "Coming to America" A "new" world	
Week 2		
Aug. 25-29	Quotes on America British Empire (Foreign Policy Colonial "New" Traditions <i>Liberty-1-the Idea</i> Independence or-Revolution Video-American Revolution-PBS.	Text, Ch 3 <i>Common Sense</i>
Week 3		
Sept. 1-5	<i>Liberty-2-the Sweat</i> <i>Liberty-3-the Blood</i> George Washington-a Stubborn Hero Turning Point-Saratoga Battle of Yorktown Victory! Treaty of Paris Examination I	Text, Ch 4
Week 4		
Sept. 8-12	Articles of Confederation: Strengths/Weaknesses/Accomplishments US Constitution James Madison Compromises Separation of Powers Federalism	Text, Ch 5
Week 5		
Sept. 15-19	Discovery Essay I Due: Creating the Capitol City, Washington, DC Thomas Jefferson & the Election of 1800 Louisiana Purchase Causes of War of 1812 War of 1812 "Westward Ho"	Text, Ch 6
Week 6		
Sept. 22-26	Discovery Essay II Due: Life in Pawtucket, RI Era of Good Feelings Nationalism/Jackson Tariff disputes, John C. Calhoun, Null and Void Principle	Text, Ch 8
Week 7		
Sept. 29-Oct. 3	Introduction/Assignment of Student projects: Research	

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an Invention/Development or Information for a Biographical

Week 8

Oct. 6-10 Sketch for a class PowerPoint presentation of 3-4 minutes.
See other sheet for student choices

Week 9

Oct. 13-17 Classroom student PowerPoint presentations Text, Ch 9, S2

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Presentation of Civil War Topics List Begins:

## Week 10

Oct. 20-24 Differences of North and South Text, Ch 10  
Land Ordinances of 1785, 1787  
Cotton Gin - Increase in Cotton Production  
Louisiana Purchase 1803  
Missouri applies for statehood 1819  
Missouri Compromise 1820

## Week 11

Oct. 27-31 Discovery Essay III Due: Manifest Destiny Text, Ch 10, Con'd  
Slavery  
Slave rebellions, runaways, and the Underground Railroad  
Tariff Act of 1828, Null and Void Principle - John C. Calhoun  
Rise in Abolition Literature  
William Lloyd Garrison - *Liberator*  
Frederick Douglas-PBS Video  
Killing of Lovejoy  
Anti-Slavery Society 1833

## Week 12

Nov. 3-7 Admission of Texas 1845 Lecture Notes-Q  
Wilmot Proviso  
Free Soil Party  
California Gold Rush 1849  
Compromise of 1850

## Week 13

Nov. 10-14 Uncle Tom's Cabin Lecture Notes-Q  
Kansas-Nebraska Act 1854  
Republican Party 1857  
Dred Scott Decision

## Week 14

Nov. 17-21 Lincoln-Douglas Debates Lecture Notes-Q  
John Brown Raid on Harpers Ferry 1859  
Election of Abraham Lincoln 1860  
Abraham Lincoln-Discovery Channel Video/discussion

**November 24-28 Thanksgiving Vacation**

**Week 15**

Dec. 1-5      Discovery Essay IV Due: Topic for reflection: Can One Person Change History?  
Southern Succession      Text, Ch 11  
Lincoln Inauguration January 1861  
Firing on Fort Sumter April 1861  
Abraham Lincoln-man/Commander in Chief/martyr

**Week 16**

Dec. 8-12      Civil War      Text, Ch 11 Con'd

**Week 17**

Dec. 15-19      Semester Examination

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Student's Signature

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Parent's Signature