

COURSE OUTLINE:

All reading assignments are from the above-named text.

| Week | Chapter and Assignment |
|------|---|
| 1 | Teacher's Introductory Lecture* |
| 2 | First half of Chapter 2: First Foundations |
| 3 | Second half of Chapter 2: First Foundations |
| 4 | First half of Chapter 3: The Empire Comes of Age |
| 5 | Second half of Chapter 3: The Empire Comes of Age |
| 6 | First half of Chapter 4: The Revolution Precipitated |
| 7 | Second half of Chapter 4: The Revolution Precipitated |
| 8 | First half of Chapter 5: The War of Independence |
| 9 | Second half of Chapter 5: The War of Independence |
| 10 | First trimester review and Test One |
| 11 | Chapter 6: From Colonies to Confederation |
| 12 | Chapter 7: The Federal Convention and Constitution |
| 13 | First half of Chapter 8: The Federalist Era |
| 14 | Second half of Chapter 8: The Federalist Era |
| 15 | Chapter 9: Jeffersonian Democracy |
| 16 | Chapter 10: The Second War With Great Britain |
| 17 | Chapter 11: Good Feelings and Bad |
| 18 | First half of Chapter 12: The Jacksonian Era |
| 19 | Second half of Chapter 12: The Jacksonian Era |
| 20 | First half of Chapter 13: The Two Sections |
| 21 | Second trimester review and Test Two |
| 22 | Second half of Chapter 13: The Two Sections |
| 23 | Chapter 14: Western Empire |
| 24 | Chapter 15: Peaceful Interlude |
| 25 | First half of Chapter 16: The Irrepressible Conflict |
| 26 | Second half of Chapter 16: The Irrepressible Conflict |
| 27 | First half of Chapter 17: The Civil War - An Overview |
| 28 | Second half of Chapter 17: The Civil War - An Overview |
| 29 | First half of Chapter 18: The Civil War - The Test of Arms |
| 30 | Second half of Chapter 18: The Civil War - The Test of Arms |
| 31 | First half of Chapter 19: Reconstruction |
| 32 | Second half of Chapter 19: Reconstruction |
| 33 | Third trimester review and Test Three |

***Week 1 Note:** Chapter 1 ("The New World") should be briefly covered by the teacher giving a lecture on the main explorers and adventurers in the New World. The students should understand how their explorations and discoveries set the stage for new nations in North America.

CHAPTERS 1-2

READING NOTES:

- **House of Burgesses** – The earliest example of a representative democratic body in colonial North America (VA).
- **Mayflower Compact** – Signed by Pilgrim passengers of the Mayflower in 1620, it indicated their desire to be governed by the will of the majority. As well, it became one of the foundation stones of American democratic institutions.
- **Squanto** – The lone Indian who taught the Pilgrims how to catch fish and plant corn during their first year at Plymouth.
- **New Netherland** – The Dutch colony in northeast colonial America, later to become New York under the British.
- **Vasco Núñez de Balboa** - Discovered the Pacific Ocean.
- **Ferdinand Magellan** - Explorer whose expedition was the first to sail around the world.
- **John Smith** - Leader of Jamestown credited with saving the colony through his peacemaking skills with the natives and planting corn.
- **Plymouth** - Original landing place of the Puritans in 1620; named by John Smith.
- **Sir Walter Raleigh** - Founded the colony of Virginia and named it after Elizabeth I.
- **John Williams** - Founded Rhode Island as a haven for people in favor of freedom of worship.

COMPREHENSION QUESTIONS:

1. Christopher Columbus was born in Genoa, Italy. Why did he sail from Spain?

Columbus got King Ferdinand and Queen Isabella of Spain to fund his voyages when he couldn't get support from Italy or Portugal. [p. 9]

2. What four expectations did the London Company have for the Jamestown colony?

The four expectations that the London Company had for the Jamestown Colony were the conversion of Indians, the location of gold, the discovery of the Northwest Passage, and production of all the commodities of Europe, Africa, and Asia. [p. 19]

3. What types of people were the first colonists of Jamestown?

The first colonists of the Jamestown Colony were primarily made up of decayed gentlemen, released prisoners, and a few honest artisans. [p. 19]

4. What saved the Virginia Colony? Who was responsible for bringing tobacco to the colony of Virginia?

The Virginia Colony was saved by tobacco culture. Tobacco had become popular in England and it became a significant export of the Jamestown Colony. John Rolfe, the husband of Pocahontas, is credited with procuring the first tobacco seeds from the West Indies. [p. 19]

5. Government of the people and the rule of law became fundamental principles of the English colonies with the establishment of what representative body?
The representatives were known as burgesses and comprised the House of Burgesses. Twenty-two were elected, two from each district, voted on by men of seventeen years old and upward. [p. 21]
-
-
6. Describe the farms and plantations of seventeenth-century Virginia.
Most farms and plantations were within a mile of the rivers. The average size of most farms was around 300-400 acres, and they were cultivated by the owner and his family and indentured white servants. Surrounding the cottage were fields for vegetables, orchards, and animals. Plantations had larger houses, more outbuildings, a store, and many acres. When there was no more room to expand, the owner would establish a second plantation, operated by his son or a trusted servant. [p. 22]
-
-
7. Who was responsible for the creation of the Maryland Colony? Why did he want it?
Sir George Calvert, Lord of Baltimore, was responsible for the creation of the Maryland Colony. He wanted his own colony for a feudal domain for his family and a refuge for members of the Catholic Church, of which he was one. [p. 23]
-
-
8. What did the pilgrim Puritans hope to create in the New World?
The Puritans were dissatisfied with the organization of the Church of England and what they saw as the moral corruption of English society. They hoped to create a new society that better fit their religious convictions and live a life approaching that advocated by the New Testament. [pp. 23, 25]
-
-
9. How did the Puritans differ from the Separatist Pilgrims?
The Puritans did not want to remove themselves from the Anglican church. They tried to work *within* the Church of England to reform it. They weren't looking for a new church. They wanted to see changes made to their existing church. [p. 23]
-
-
10. When was the Mayflower Compact signed, and why was it significant?
The Mayflower Compact was signed in 1620. It stated that the Pilgrims would be governed by the majority until more permanent provision could be obtained. It was significant because, alongside the Virginia Assembly of 1619, it was one of the foundation stones of American democratic institutions. [p. 25]
-
-