

Florida Advanced Courses and Tests

U.S. History Course Framework

Effective Fall 2026

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The Florida Advanced Courses and Tests

The Florida Advanced Courses and Tests (FACT) enables qualified high school students to enroll in introductory, college-level studies that allow them to earn college credit. Each course offered through the Florida Advanced Courses and Tests (FACT) will provide students an opportunity to master essential subject matter content as well as develop critical analytic, argumentative, research, and study skills. Students learn to view challenging issues in the subject domain from different perspectives and form their own interpretations and opinions through rigorous consideration of evidence and counter-evidence. Through courses such as U.S. History, students will develop a profound understanding of American civilization as it has been transmitted and evolved since the founding of the republic and be prepared to apply that knowledge in college and throughout their lives. Student enrollment in FACT courses and success on accompanying /FACT examinations demonstrate to college admissions officers a student's willingness to take on the most challenging academic content and his or her ability to rise to that challenge.

The course framework is developed by academic faculty and other scholars in each subject field, with the process informed by review of relevant college syllabi and model college course frameworks as well as high school subject matter standards. FACT course frameworks define in detail the subject matter content and skills, required readings, and other sources that are necessary or useful for student success on the FACT examinations. Teachers can be confident about what students need to know to succeed in the course. Where one or more acceptable textbooks are available and appropriate to the course framework, a textbook recommendation is included but not required.

In addition to the course framework, FACT is developing detailed course curricula that include period-by-period lesson plans that teachers can choose to use if they want a detailed instructional roadmap for a course. Each detailed course curriculum is developed through a multi-stage process of teacher feedback and curriculum revision. The curriculum will include unit tests and other assessments. Research-based instructional design is a key element to enable a range of students to master the course subject matter. Feedback from teachers in high-fidelity implementations of the curriculum will guide an update and refinement of the curriculum.

FACT courses and exams are designed to meet the quality and rigor of equivalent college courses. All FACT course examinations meet psychometric technical standards to ensure that results are reported accurately according to the scores, achievement levels, and descriptions in the following table.

FACT Examination Scores: Achievement Level Descriptors

Achievement Level	Achievement Level Name	College Grade Equivalent	Description
5	Exceptional Mastery	A/A+	Student demonstrates comprehensive understanding of all complex concepts and relevant facts, and applies exceptional analytical and argumentation skills appropriate to the subject matter.
4	Superior Mastery	A-/B+/B	Student demonstrates superior understanding of key concepts and key facts, and applies superior analytical and argumentation skills appropriate to the subject matter.
3	Basic Mastery	B-/C+/C	Student demonstrates a foundational understanding of basic concepts and basic facts, and applies analytical and argumentation skills appropriate to the subject matter.
2	Partial Understanding	No credit recommendation	Student demonstrates rudimentary understanding of basic concepts and basic facts, and applies some reasoning skills appropriate to the subject matter.
1	Little to No Understanding	No credit recommendation	Student demonstrates little to no understanding of even basic concepts and basic facts, and applies minimal reasoning skills appropriate to the subject matter.

U.S. History Course Framework

Introduction To the U.S. History Framework

Why study history? One of the best answers was given thousands of years ago by the Roman statesman Cicero. This is how he put it: “To be ignorant of what occurred before you were born is to remain always a child.”

That is a strong endorsement for the study of the past and it does not apply only to our personal lives. Unless we learn about our past as a community, as a nation, and as a people, we make a similar mistake. Every one of us is part of a world we did not make, under conditions we did not create. We became what we are, in part, because of those things that came before us. Shouldn't we want to know about them?

More than that, though, we must teach our young people to become informed, self-aware, and dedicated citizens of the United States of America—of *this* particular nation. That requires knowledge of the history of American civilization, as well as its deep roots in English and, more broadly, Western civilization. Becoming a good American citizen is about more than just knowing the laws. It means acquiring the knowledge and ability to participate in governance, along with a sense of membership, of belonging—of claiming our civilization's past as our own. As Martin Luther King so ably demonstrated in *Letter from Birmingham Jail*, that combination of historical understanding and rightful inheritance can empower citizens to draw from the wellspring of thousands of years of our civilization the concepts and principles needed to address the challenges of the day. The goal, in short, is to help young people become grateful, capable, and responsible members of the society of which they are already a part. To live, as Cicero might put it, as conscientious and knowledgeable American citizens.

This does not come automatically. It means work, and several different kinds of work that are undertaken at the same time. It nearly always means mastering a large body of facts. What was the Declaration of Independence? What is the meaning of its terms and concepts? What is the difference between bituminous coal and anthracite coal? Who was John C. Calhoun? Or Duke Ellington? What is a joint-stock company? What is the capital of Idaho? The list of facts can seem endless.

But facts are just the beginning. Just as stacks of lumber do not make themselves into houses, facts alone do not create history. Facts must be woven together carefully to create a meaningful and memorable account of a topic, a narrative whose unfolding pattern tells a true story about the past.

History can be described as the study of change over time. What changes should we study, and how do we explain *why* those changes happened the way they did? What is the larger significance of such changes, both in their own time and in our time? How did the rise of modern industry alter American life: the life of cities, of farms, of towns? Were the alterations improvements or not? Why did the Constitution include something called the Electoral College? Why were the British North American colonists so upset about the prospect of taxation without representation? Why did America join the Allies in fighting the First World War? And so on.

Learning history means learning how to draw upon our sources knowledgeably and responsibly, to acquaint ourselves with the most important and relevant writings by authors from the past, to address good and meaningful questions to the known facts, and, in answering those questions, to link what we find to larger patterns of interpretation and deeper insight into the past.

Knowing the “what” and “why” of history, however, is not only about having a correct account or gaining complete knowledge but also about preparing students to live well. A life well lived is not merely a private endeavor; it also includes participation in a people and community. In this sense, the study of history helps students answer the questions of *who are we?* and *how are we to live well?* The U.S. History course framework is designed to accomplish each of these things.

Course Overview

Organization of the Course

The FACT U.S. History course is equivalent to a two-semester introductory undergraduate-level course in U.S. history. There are no course prerequisites for the FACT U.S. History course except the ability to read introductory college texts and to write grammatical sentences in coherent paragraphs.

This course framework for U.S. History provides a general overview of the course learning goals, as well as detailed course content organized into recommended units that focus on chronological periods. It assumes 45-minute periods each day, five days per week. A detailed curriculum, including individual, period-by-period lesson plans, will be available for those interested but is not required. The following U.S. History textbook is recommended for this course: Wilfred M. McClay, *Land of Hope: An Invitation to the American Story* (New York: Encounter Books, 2026).

This U.S. History course framework is organized into nine units designed to be covered in a full year (two semesters). Each unit is broken into several topics that serve as a guide for instructors in covering the material of each unit.

An estimated number of lessons per unit is provided to help instructors pace the units. Each unit has also been assigned a weight relative to the final exam. The suggested number of lessons can be distributed throughout unit topics as instructors see fit, although here as well, the framework provides guidance on how many lessons might be used for each topic.

Each topic is divided into five sections: Learning Standards, Historical Events and Developments, Core Sources, Additional Sources, and Key Facts. The Learning Standards listed are meant to be *illustrative* and are not comprehensive, intended to aid the teacher in understanding what students should be able to demonstrate based on mastery of each topic. Historical Events and Developments summarize the major historical occurrences during that time period, not only highlighting what happened but also often their consequences and effects.

Core Sources are primary sources that are not only essential to historical knowledge in each topic but *are* required to know for the FACT examination. Additional Sources are supplemental texts instructors may choose to draw from in their lesson planning but which students *are not* required to know for the FACT examination. It is *not* assumed that all of the Additional Sources can be

FACT U.S. HISTORY

included for instruction. Finally, Key Facts summarize basic facts (i.e., names, dates, and places) from each period that students will be required to memorize for the final course exam.

Student Learning Goals

Students who complete the FACT U.S. History course will be equipped to achieve the learning goals defined below.

The *historical concepts, events, developments, and facts* referenced in Goal 1 are specified in detail and organized according to recommended units in the subsequent sections of this course framework.

The *historical reasoning and research and study skills* described in Goals 2 and 3 below are applicable to all of the historical content specified for Goal 1. Students should develop these skills throughout the course and be able to apply them on the examination to any of the course historical content.

The *historical applications* described in Goal 4 represent the applications of the course knowledge and skills that students should demonstrate during the year-long course through activities, assignments, and tests. The written applications (Goal 4A) may also be assessed on the FACT examination.

1. Knowledge of U.S. History

- A) Historical Concepts, Events, and Developments
- B) Historical Facts: Names, Dates, Places

2. Historical Reasoning

- A) Historical Comprehension
 - i) Identify the central question(s) an historical account addresses, and articulate the perspective from which it was constructed and the purpose(s) for which it was written.
 - ii) Differentiate between historical facts and historical interpretations.
 - iii) Appreciate different historical perspectives, by: (a) describing the past on its own terms as revealed through literature, diaries, letters, speeches, debates, arts, and the like; (b) considering the historical context in which the event unfolded;

and (c) avoiding presentism (judging the past solely in terms of present-day norms and values).

B) Historical Analysis and Argument

i) Compare historical individuals, events, developments, and narratives to identify and evaluate similarities and differences (including identifying changes over time).

ii) Analyze cause-and-effect relationships, including multiple causes, considering (a) the role of individuals; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance or accident.

iii) Analyze documents to distinguish between unsupported expressions of opinion and hypotheses or arguments, which are both grounded in historical evidence and account for counter-evidence.

iv) Construct informed hypotheses and arguments that are grounded in historical evidence and that account for counter-evidence.

3. Historical Research and Study Skills

A) Evaluate historical accounts and data in light of the political, economic, and social context in which they were created.

B) Assess the credibility of an account or data source.

C) Identify distortion, bias, or propaganda in an account or data source.

D) Analyze quantitative data relating to families, migration patterns, wealth distribution, and changes in the economy.

E) Develop study skills that enable increasingly independent learning.

4. Historical Applications

A) Written

i) Critically analyze historical expositions and narratives.

ii) Critically analyze and produce historical analyses and arguments.

B) Spoken

- i) Critically analyze and produce presentations on a historical topic.
- ii) Critically analyze and participate in classroom discussion of historical topics.
- iii) Critically analyze and participate in debates on historical topics or issues.

Historical Categories

Overview of Historical Categories

The material in the FACT U.S. History course framework spans a variety of historical categories and themes. The major themes of this course can be broken into the following seven categories:

- 1) **Political and Constitutional History:** The main currents of American political development as well as legal and constitutional history.
- 2) **Civilizational Antecedents:** Investigations into the people and events, culture, laws, and accomplishments from other civilizations that preceded the American Founding, which have significantly influenced American history.
- 3) **Foreign Policy:** U.S. government relations with other countries, principles as well as practice, and how American views of foreign relations changed over time.
- 4) **Social History:** Changes in American society and culture over the centuries due to social movements, public policy, court decisions, and technological advances.
- 5) **Economics and Political Economy:** American economic growth and modernization over time, economic policy, and theories ranging from mercantilism to protectionism, from free markets to command economies.
- 6) **Geography and Environment:** Key impacts of geography and the environment in American history.
- 7) **American Identity and National Character:** Concepts and factors that have influenced who Americans are and understand themselves to be in their regional and local particulars and as a single national identity.

The table below summarizes which historical categories are addressed in each course unit.

Historical Categories by Unit									
Categories	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Political & Constitutional History		✓	✓	✓	✓	✓	✓	✓	✓
Civilizational Antecedents		✓	✓						✓
Foreign Policy		✓	✓	✓		✓	✓	✓	✓
Social History	✓	✓				✓			✓
Economics & Political Economy		✓		✓		✓	✓		✓
Geography & Environment	✓	✓			✓	✓	✓		✓
American Identity & National Character		✓	✓		✓		✓		✓

Course Units

The U.S. History examination weighs the content of each of the units as indicated in the table below.

Unit Examination Weightings

Unit	Exam Weighting
Unit 1: Early European Settlement	5-6%
Unit 2: The Road to Revolution and Declaration	14-16%
Unit 3: The Constitution	18-20%
Unit 4: The Early Republic	10-12%
Unit 5: Slavery and the Civil War	10-12%
Unit 6: Reconstruction and Modern America	10-12%
Unit 7: Progressivism, the Great War, and the New Deal	10-12%
Unit 8: World War II and the Cold War	7-8%
Unit 9: The American Century	7-8%

Unit 1: Early European Settlement (Pre 1492-1700)

9-12 Lessons

5-6% Exam Weighting

Unit Summary:

The first unit begins the story of America with an overview of North America before the initial phases of European colonization in the New World. Major themes include the diversity and adaptation of Indian societies across regions—from nomadic hunters to complex agricultural empires like the Maya, Aztec, and Inca in Central and South America as well as mound-building or confederated groups in North America—each shaped by migration from Asia, geography, and cultural practices including warfare and ritual sacrifice. The focus then turns to late medieval Europe’s transition toward exploration, expanding trade, technological advances, and rising national rivalries, all of which culminated in the Spanish conquest of Middle America motivated by wealth, conversion, and imperial competition. The Protestant Reformation and England’s break with the Catholic Church introduced religious conflict and anti-Catholic sentiment as well as nationalist awareness and fervor, and motivated English colonization. The unit concludes by contrasting early English settlements like commercial and labor-intensive Virginia (with joint-stock companies, indentured servitude, slavery, and Powhatan relations) against religiously covenantal and community-focused Massachusetts (Puritan ideals, self-government via compacts, and eventual conflicts). The role of regional differences among the thirteen colonies is addressed, as experiments blending economic ambition, religious purpose, and utopian aspirations are tested by realities.

Recommended Chapters from *Land of Hope*: 1-2.

Topic 1: America before European Contact

Learning Standards

Students should be able to:

1. **Describe** how human settlement gradually spread across North and South America over thousands of years and the different Indian cultures that emerged across North, Central, and South America.
2. **Explain** how geography and climate shaped different ways of life—hunting and gathering, farming, trade-based city life, and coastal/river societies—and why this produced a wide range of cultures by 1492.
3. **Compare and contrast** the cultures and social organization of different Indian tribes among the North American people.

Historical Events and Developments

1. **Migration and Settlement:** The first Americans migrated from Asia across the Bering Strait during the last Ice Age (20,000-30,000 years ago) and, over many generations, spread across North and South America.
2. **Adaptation and Diversity:** Different environments (Arctic, forests, plains, deserts, mountains, tropics) encouraged distinct cultures, economies, technologies, and social organizations. By 1492, Indian societies ranged from small, nomadic communities to large urban empires supported by agriculture.
3. **War and Tribal Conflict:** Warfare and violence were a significant part of tribal societies, conflict being motivated by revenge, resource competition, economic gains, political dominance, or cultural rituals.
4. **Central America: Maya and Aztec:** The Maya developed significant city-states and cultural traditions. Later, the Aztecs built a powerful tribute empire centered on Tenochtitlan (Mexico City).
5. **South America: The Inca:** The Inca governed a vast, diverse empire through roads, slave labor, and centralized administration.
6. **North America's Major Regions:**
 - a. Mississippian societies (including Cahokia) built large mound centers with complex leadership and regional trade.
 - b. Southwest Pueblo peoples (Anasazi) developed settled farming communities, distinctive architecture, and regional networks.

- c. Eastern Woodlands confederacies (including the Iroquois) organized complex political alliances.
- d. Great Plains, Pacific Coast, and Arctic peoples developed ways of life shaped by hunting, fishing, and nomadic travel.

Core Sources

1. None for this topic.

Additional Sources

1. **Popol Vuh:** Selections from the Maya creation story focusing on the making of humans and the moral order of the world.
2. **Aztec Creation Myth (Five Suns):** A concise Aztec account of successive world ages that highlights sacrifice, struggle, and cosmic order.
3. **The Navajo Emergence Story:** An origin story describing the journey of the Navajo people through different worlds and the search for harmony.

Key Facts:

1. **Bering Strait:** The icy waters between northeastern Asia and Alaska that the first human migrants to the Americas are believed to have crossed 20,000–30,000 years ago, perhaps using a land bridge or a chain of islands.
2. **Maya Civilization:** A civilization in what is now Mexico and Central America, known for its cities, pyramids, temples, and sophisticated culture that flourished long before European contact.
3. **Aztec Empire:** A powerful empire in central Mexico, featuring splendid cities with pyramids and temples. The empire was conquered by the Spanish in the 16th century.
4. **Inca Empire:** A vast empire in the Andean region of South America, centered in Peru, featuring advanced engineering, monumental architecture, and tight imperial organization.
5. **Mound-Building Cultures:** The Adena and Hopewell peoples were early North American societies that left behind large earthworks and burial mounds across the Ohio Valley and Midwest
6. **Pueblo Peoples (Anasazi):** A highly organized culture in the Four Corners region that built multistory cliff dwellings and settlements like those at Mesa Verde and Chaco Canyon.
7. **Eastern Woodland Indians:** A broad group of American Indian societies (including the Iroquois, the Wampanoag, and Powhatan) living in the forests and river valleys east of

the Mississippi River. They practiced farming, hunting, and trading, and lived in settled villages.

Topic 2: Europe at the End of the Middle Ages

Learning Standards

Students should be able to:

1. **Summarize** key characteristics of late medieval Europe, including the concept of Christian civilization, expanding trade, and changing political arrangements by the 1400s.
2. **Explain** how political competition, shifting trade conditions, and new technologies made maritime exploration more feasible and desirable over time.

Historical Events and Developments

1. **Christendom:** European civilization was loosely unified in faith around the Catholic Church, had multiple and overlapping political authorities, and had limited communication that often resulted in faction and schism.
2. **The Crusades and Contact with the East:** The Crusades were a religious response to Islamic military aggression in Christian territories in the Middle East and North Africa.
3. **Expanding Trade Networks:** Long-distance trade linking Europe to the Eastern Mediterranean and Asia (often grouped together as part of the “Silk Road” network) fueled European demand for spices, silks, and other luxury goods.
4. **1453 and the Strategic Shock:** The fall of Constantinople intensified European concern over access to eastern trade and encouraged the search for alternatives beyond traditional land and Mediterranean routes.
5. **Rising Competition Among States and Commercial Powers:** Stronger monarchies—particularly in the emerging nation-states of Portugal, Spain, France, and England—and wealthy trading cities increasingly viewed overseas trade as a source of revenue, influence, and prestige.
6. **Technological Change Enables Expansion:** Advances in ship design (including caravels and carracks), navigation, and mapping made longer sea voyages more feasible and lowered the barriers to exploration.

Core Sources

1. None for this topic.

Additional Sources

1. **Marco Polo, *The Travels of Marco Polo* (1298):** A widely read European description of Asian wealth, trade, and customs that shaped Western imaginings of the East and later exploration ambitions.

2. **Fulcher of Chartres, *Chronicle of the First Crusade* (Early 12th Century):** A firsthand Crusade account that reveals how medieval Europeans understood religious war, the Holy Land, and encounters with Eastern societies.
3. **Niccolo Barbaro, *Diary of the Siege of Constantinople* (1453):** An eyewitness narrative capturing European reactions to the fall of Constantinople and its perceived impact on Christendom and trade.

Key Facts:

1. **Marco Polo:** A Venetian merchant whose widely read account of his travels along the Silk Road stirred Europe's imagination about the wealth of Asia and helped inspire later explorers such as Columbus and Magellan.
2. **Silk Road:** The slow, expensive, often dangerous overland network of trade routes connecting Europe to Asia during the Middle Ages, along which luxury goods like silks, spices, and precious stones traveled.
3. **Fall of Constantinople (1453):** The conquest of the capital of the Christian Byzantine Empire by Muslim forces, which tightened control over eastern land routes and made European trade with Asia more difficult and costly.
4. **Early Modern Nation-States: France, England, Spain, and Portugal:** Centralized kingdoms that developed stronger monarchies, professional armies, and tax systems, giving them the resources needed to sponsor overseas ventures.
5. **Prince Henry the Navigator:** A Portuguese prince who, in the early 15th century, funded expeditions along the west coast of Africa and established Portugal as a leader in European exploration, trade, and settlement around the world.
6. **Age of Discovery:** A period in the 15th and 16th centuries when European powers, aided by new ships and navigational tools, began exploring and claiming lands across the globe.

Topic 3: Spanish Conquest

Learning Standards

Students should be able to:

1. **Summarize** Christopher Columbus’s motivations for embarking on his voyage of exploration.
2. **Analyze the effects** of Spanish settlement in the New World by examining the political, social, and cultural impact of Spanish conquest on American Indian societies.
3. **Identify** competing Spanish motivations of empire (conquest, conversion, protection) and **explain** how those differing motives shaped colonization.

Historical Events and Developments

1. **1492 and the Opening of the Americas:** Columbus’s voyages linked Europe permanently to the Western Hemisphere and initiated Spain’s sustained involvement in exploration and overseas settlement.
2. **Motives of Conquest:** Spanish expansion reflected a mix of aims—wealth and trade, conversion, royal authority, and personal advancement for conquistadors. Since mercantilism was the dominant economic theory, gold and silver were considered the basis of wealth and were the primary motivation for European exploration. Additionally, Spain was actively competing with Portugal, France, and England for resources.
3. **Patterns of Conquest:** Spanish campaigns often depended on military advantages and strategic alliances with competing American Indian groups. They largely did not come to displace American Indian populations but to rule over them.
4. **Competing Visions within Spain:** Some Spaniards emphasized conquest; others emphasized conversion and protection, arguing that cruelty and disorder undermined the noble project of colonization.
5. **American Indian Worlds and Disruption:** Spanish colonization encountered complex Native societies, including the powerful Aztec Empire, whose internal politics, hierarchies, and conflicts shaped both its resistance and vulnerability.

Core Sources

1. **[Columbus’s Letter to Luis de Santangel \(1493\) \(excerpt\)](#)**: Columbus’s report of the discoveries of his first voyage. An introduction to the Spanish approach to colonization, emphasizing strategic opportunities, resources, opportunities for conversion, and also—importantly—capturing the sense of mystery and wonder that the discovery of the New World involved.

Additional Sources

1. **Hernan Cortes, Second Letter to Charles V (1520):** This letter is Cortes' narrative of the conquest of Mexico. It describes the enormity and sophistication of the Aztec civilization while also describing their approach to politics, warfare, and religion, including human sacrifice. A report that emphasizes the complexity of the Aztec civilization, the political complexity of Central America, and the cruelty involved in Aztec religion and politics.
2. **Bartolome de las Casas, *A Short Account of the Destruction of the Indies* (1542):** A Dominican friar's denunciation of Spanish abuses. In addition to giving a very different perspective on the Native-Spanish encounter from Cortes, it's a particularly useful source because it also highlights the presence of nobler ambitions and voices within the project of Spanish colonization.
3. **Alvar Nunez Cabeza de Vaca, *Relation* (1542):** A survival-and-travel account by a shipwrecked Spaniard describing years among diverse American Indian populations from Florida to the American Southwest.
4. ***Florentine Codex* (Nahua accounts recorded by Bernardino de Sahagun, mid-16th century):** American Indian perspectives on Aztec society and the experience of the conquest, useful for balancing Spanish narratives with (non-Aztec) American Indian perspectives.

Key Facts

1. **Christopher Columbus:** A Genoese mariner sailing for Spain who crossed the Atlantic in 1492 seeking a western route to Asia and instead initiated sustained contact between Europe and the Americas.
2. **Hernando Cortes:** A Spanish conquistador who led the campaign that toppled the powerful Aztec Empire and opened territories to Spanish rule.
3. **Conquistadors:** Armed adventurers who claimed lands for the Spanish crown, driven by a mix of greed, glory, and religious motives.

Topic 4: Reformation and National Rivalries

Learning Standards

Students should be able to:

1. **Summarize** Martin Luther's core objections to Roman Catholic teaching.
2. **Describe** how the Protestant Reformation reshaped religious authority and contributed to conflict within and between European nations.
3. **Explain** how England's break with the Catholic Church and rivalry with Catholic Spain influenced English overseas goals and early settlement efforts.
4. **Analyze** the argument that the English colonies in America were founded primarily as the result of religious conflict in England and Europe.

Historical Events and Developments

1. **The Reformation and Authority:** Reformers challenged long-standing Catholic claims about religious and political authority, changing the way some Europeans understood obedience, conscience, and religious truth.
2. **England's Break with the Catholic Church:** The English monarchy asserted new religious authority, linking national loyalty more closely to the Crown and creating lasting tension with Catholic powers.
3. **Spain and Catholic Leadership:** Spain stood as Europe's leading Catholic monarchy, combining religious mission with imperial expansion and military strength.
4. **Rivalry and Confrontation:** Portugal established a colonial foothold along the Brazilian coast while France established colonies in Brazil and in North America. As this competition widened, England was the lone Protestant contender in a race for territory, trade, and influence against powerful Catholic rivals—especially Spain.
5. **Expansion as Strategy and Mission:** English leaders increasingly connected overseas settlement to national security, Protestant survival, and resistance to Catholic influence, shaping settlement efforts in Virginia.
6. **Empire and Mercantilism:** England and the other European powers that colonized America sought to consolidate separate imperial trading blocs, in which the colonies supplied cash crops like tobacco, sugar, timber, and minerals and in return were forced to purchase manufactured goods from the mother country.

Core Sources

1. **Martin Luther, *On the Freedom of a Christian* (1520) (excerpt):** Written as a friendly treatise to explain his theology of Christian liberty, Luther articulated many of the core beliefs of the Protestant Reformation, including justification by faith, the paradox of liberty (both “lord of all, subject to none” and “servant of all, subject to all”), and the priesthood of all believers.
2. ***Protestatio of the Lutheran Princes* (1529):** The Second Diet of Speyer (1529) sought to uphold the judgment against Luther from the Diet of Worms (1521). In response, six Lutheran princes declared their political and spiritual independence from Rome and the papacy. The term “Protestant” derives from the *Protestatio*.

Additional Sources

1. **Martin Luther, *Secular Authority: To What Extent It Should Be Obeyed* (1523):** A Reformation-era argument about the limits of government power and individual freedom that formed an important precursor to principled religious liberty. James Madison in 1821 said that the American model of religious liberty “illustrates the excellence of a system which, by a due distinction, to which the genius and courage of Luther led the way, between what is due to Caesar and what is due to God, best promotes the discharge of both obligations” (James Madison to Frederick C. Schaeffer, December 3, 1821).
2. **John Calvin, selections from *Institutes of the Christian Religion* (1536):** Calvin’s systematic presentation of Reformed theology that shaped Puritan thought. The centrality of inherent sinfulness and the interesting consequences this has for Calvin’s view of government (his critique of absolute monarchy, an early defense of separation of powers, etc.).
3. **Henry VIII, *Act of Supremacy* (1534):** The English statute declaring the monarch head of the Church of England. Exploring Henry’s blending of church and state could be useful for understanding the later motives of dissenting Puritans who fled to America.
4. **John Foxe, *Acts and Monuments* (“Foxe’s Book of Martyrs,” 1563):** Protestant martyrology. Useful for teaching how and why anti-Catholicism became so central to Anglo-Protestant identity.
5. **Pope Pius V, *Papal Bull Regnans in Excelsis* (1570):** The bull in which Queen Elizabeth I was declared a heretic and excommunicated.
6. **Thirty-Nine Articles (1571):** Drafted by Archbishop Thomas Cranmer in 1552-1553, these articles became the official doctrinal statements of the Church of England.
7. **Richard Hakluyt, *A Discourse Concerning Western Planting* (1584):** A case for English colonization that links expansion to Protestant aims and rivalry with Spain.

8. **Elizabeth I, *Speech to the Troops at Tilbury (1588)***: A powerful statement of English resolve during the Armada crisis.

Key Facts:

1. **Protestant Reformation**: A major 16th century religious upheaval that challenged the Western Christian Church's claims to authority and produced multiple new "Protestant" Christian denominations, transforming European politics and culture.
2. **Counter-Reformation**: The Catholic Church's response to the Reformation, which clarified Church doctrine, attempted to reform abuses, and launched missionary efforts worldwide. The Jesuits (the Society of Jesus) grew out of the Counter-Reformation and became influential in representing the Church in the New World.
3. **Martin Luther**: A German monk whose criticism of the sale of indulgences and insistence on justification by faith alone challenged Church theology and helped spark the Protestant Reformation.
4. **John Calvin**: A French-born theologian who systematized a rigorous form of Protestant belief and created an influential model of church and civic life in Geneva. Later followers of Calvin created a subsequent theological system that came to be called "Calvinism," centered on the belief that God has eternally chosen some for salvation, producing communities marked by discipline, moral seriousness, and activist piety.
5. **Protestant Covenantalism**: Working within a covenantal framework of the covenant of works with Adam, the covenant of grace, and the covenant of the Old Law, the Puritans believed that they were a New Covenant people creating a City on a Hill (New Israel) in America.
6. **Henry VIII / English Reformation**: The English monarch who, driven by dynastic concerns over marriage and succession, severed ties with the papacy and established a state-controlled national church. The English Reformation sought a middle way between Lutheranism and Catholicism, viewing itself as a church reforming Catholicism.
7. **Church of England (Anglican Church)**: The official religious establishment in the Tudor and Stuart eras that combined Protestant doctrine with many traditional Catholic practices and helped define English identity.
8. **Spanish Armada (1588)**: A large invasion fleet sent against England that met defeat at sea, ending Spanish dominance, preserving English independence, and opening wider opportunities for English expansion.

Topic 5: Virginia

Learning Standards

Students should be able to:

1. **Describe** why Virginia was founded and identify major challenges early settlers faced.
2. **Explain** how the joint-stock structure raised capital while shaping settlement priorities, labor systems, and relations among colonists.
3. **Contrast** Spanish and English colonization by explaining their most important similarities and differences—in motives, methods, and relationships with American Indians.

Historical Events and Developments

1. **Virginia as a Commercial Venture:** The colony was founded by the Virginia Company as a joint-stock enterprise, reflecting English inventiveness as well as hopes for profit, trade, and long-term expansion. However, the colony was not exclusively commercial, as the charter from James I included explicit religious purposes, such as converting the Indian tribes.
2. **Challenges of Early Settlement:** Colonists faced disease, food shortages, unfamiliar climate, and internal divisions, making survival uncertain in the colony's early years.
3. **Colonial Labor Forces:** Indians were few in number and resisted being coerced into colonial labor forces. Hence, the colonial labor force was made up chiefly of immigrants from the British Isles and Germany, many of them indentured servants. Beginning in 1619, slaves of African descent were imported, and most worked on Virginia's plantations.
4. **Encounters with American Indians:** English settlement brought colonists into sustained contact with American Indians, including the Powhatans, leading to both beneficial trade and negotiation, as well as misunderstanding and conflict.

Core Sources

1. The [*First Charter of Virginia*](#) (1606) (excerpt): Settlement as an organized corporate-crown venture. Commercial focus of Virginia.
2. John Smith, [*A Generall Historie of Virginia*](#) (1624) (excerpt): An early account of settlement challenges and interactions with American Indians from a leading colonial figure.

Additional Sources

1. **Thomas Harriot, *A Brief and True Report of the New Found Land of Virginia* (1588):** A descriptive and promotional account outlining English expectations, resources, and observations of Native societies.
2. **Attributed Speech of Powhatan, recorded by John Smith (early 17th century):** A Native perspective, preserved through English transcription, expressing concerns about English intentions and expansion.
3. **Richard Frethorne’s Letter from Virginia (1623):** A desperate indentured servant’s letter home describing hunger, disease, and exploitation in early Jamestown. A valuable source in understanding the hardships suffered by indentured servants.
4. **Virginia “Slave Codes” (1662; 1705):** A comparison of two sources, showing how slavery was gradually formalized into law. Links: **Colonial Virginia Law Related to Slavery (1670, 1682); An Act Concerning Servants and Slaves (1705).**

Key Facts

1. **Jamestown (1607):** The first permanent English settlement in North America, initially plagued by hardship and conflict but eventually stabilized through cash-crop agriculture.
2. **Virginia Company:** A joint-stock enterprise that financed settlement in the Chesapeake region, reflecting how private investors, not just monarchs, drove early colonization.
3. **Captain John Smith:** A military-minded leader in the Virginia Colony who imposed work discipline and helped early settlers secure food, thus preventing complete collapse in Jamestown’s earliest years.
4. **King James I:** An English monarch whose policies included granting charters for overseas ventures and defending royal authority, shaping the early context of colonization and religious conflict.

Topic 6: Massachusetts

Learning Standards

Students should be able to:

1. **Summarize** how Puritan beliefs shaped the founding and political organization of Massachusetts.
2. **Explain** how the colony's covenantal ideals were tested over time by expansion, internal disagreement, and conflict with American Indians.
3. **Differentiate** the Massachusetts and Virginia colonies by explaining differences in colonizing objectives, social organization, and the colonies' relationships to religion.
4. **Construct an argument** for or against the right of the Massachusetts Bay Colony to be an independent religious colony from the Church of England.

Historical Events and Developments

1. **Puritan Origins in England:** Puritans emerged as Calvinist reformers within the Church of England who sought to “purify” the church of remaining Catholic practices, creating long-standing tension with Anglican authorities.
2. **Dissent and Migration:** Frustration with limited reform and fear of persecution led some Puritans to view emigration as a way to preserve their religious vision while remaining loyal to English political authority.
3. **Covenant and Community:** Puritans organized churches and towns around covenants—binding agreements among members of a community and with God—that linked religious faith to social and political responsibility.
4. **Religion and Governance:** In Massachusetts, civil authority and religious commitment were closely connected, shaping laws, political participation, and expectations of moral behavior.
5. **Expansion and Conflict:** As Puritan communities grew, internal disagreements (such as the antinomian controversy) and conflicts with American Indians (such as King Phillip's War) challenged their idealism.
6. **Recharter in 1691:** After the 1688 Glorious Revolution in England, Massachusetts Bay was issued a new charter in 1691 by William and Mary. This charter governed Massachusetts until the 1780 constitution and formed the foundation for the growth of religious toleration and liberty in New England.

Core Sources

1. **The *Mayflower Compact* (1620):** A foundational agreement establishing self-government based on mutual consent *and* shared religious obligation.
2. **John Winthrop, *A Model of Christian Charity* (1630) (excerpt):** A sermon articulating the vision of Massachusetts as a covenantal community with a special moral mission.

Additional Sources

1. ***Massachusetts Body of Liberties* (1641):** An early colonial law code that included a list of liberties that blended English common law, Biblical law, and colonial innovations. It demonstrated how colonists drew on ancient sources and also felt free to apply them in new and original ways.
2. **John Winthrop, “Speech to the General Court” (1645):** Winthrop distinguished between “natural liberty” (the freedom to do evil or good, which leads to anarchy) and “civil or moral liberty” (the freedom to do good, which flourishes under authority and godly laws).
3. **John Winthrop, selections from *The Journal of John Winthrop* (1648):** A record of daily governance, religious concerns, and challenges in the colony’s early decades.
4. **Metacom (King Philip), 1675 Statement of Grievances:** A Native perspective outlining complaints about land loss, authority, and English expansion on the eve of war.
5. **Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682):** A personal account from King Philip’s War reflecting Puritan interpretations of suffering, providence, and conflict.
6. **Tocqueville, *Democracy in America* (1833) (Vol. 1, Part I, Chapter 2):** Tocqueville describes the character of the Puritans and their Anglo-American culture that uniquely shaped and settled America.

Key Facts

1. **Puritans:** English Calvinists who believed that the English Reformation did not go far enough to rid the Anglican Church of its Catholic “corruptions.”
2. **Pilgrims (Separatists):** A group of English Puritans who considered the Church of England to be beyond reform and therefore left for a more radical, independent religious community overseas.
3. **Plymouth Plantation (1620):** A small New England settlement founded by Puritan separatists seeking to practice their faith freely while maintaining English ways of life.

4. **Mayflower Compact (1620):** A shipboard agreement to form a civil body politic and govern by majority rule, setting an early precedent for written self-government in America.
5. **Massachusetts Bay Colony (1630):** A large settlement of English Puritans under a royal charter that aimed to build a godly commonwealth serving as an example to the world.
6. **John Winthrop / “A Model of Christian Charity”:** The Puritan leader delivered an important speech to his fellow Puritans as they prepared to establish the Massachusetts Bay Colony. His speech described their settlement as a “city upon a hill” watched by the world and accountable to God.

Topic 7: The Thirteen Colonies

Learning Standards

Students should be able to:

1. **Identify** all 13 English colonies.
2. **Describe** how England founded multiple colonies and summarize major regional differences among New England, the Middle Colonies, and the Southern Colonies.
3. **Categorize** English colonial projects by region and explain how differing mixes of economic ambition, religion, and social planning shaped their founding and development.
4. **Explain** how North America served as a “disproving ground for utopias” and how such idealism nevertheless remained an animating force in English colonial life.

Historical Events and Developments

1. **Expansion Beyond Early Settlements:** Following Virginia and Massachusetts, English colonization spread across the Atlantic coast, producing a wide range of colonial experiments rather than a single model.
2. **Regional Differences in Colonial Projects:**
 - a. **New England** expanded through additional Puritan-founded colonies that emphasized community cohesion, religious purpose, and local self-government.
 - b. **The Middle Colonies**, especially Pennsylvania, developed around trade, mixed agriculture, and religious pluralism, attracting a diverse population.
 - c. **The Southern Colonies**, including Carolina and later Georgia, emphasized land acquisition, staple-crop agricultural production, and strategic concerns within the Atlantic world.
3. **Blended Motivations:** Across regions, English colonies combined economic ambition, religious ideals, and social-reform aspirations, though in varying proportions.
4. **Utopian Hopes:** Many colonies (e.g., Georgia) were founded with lofty, sometimes utopian hopes that shaped their early institutions and ways of life. Over time, the realities of labor demands, environmental challenges, relations with American Indians, and internal conflict forced colonists to revise, abandon, or adapt their original visions.

Core sources

1. None for this topic.

Additional Sources

1. **Roger Williams, *The Bloody Tenent of Persecution for Cause of Conscience* (1644):** A radical argument that civil government has no authority over matters of religious belief and that forced conformity corrupts both church and state.
2. **John Locke, *Fundamental Constitutions of Carolina* (1669):** A planned, hierarchical but religiously tolerant blueprint for society that highlights the enduring notion of America as a place for experimentation.
3. **Samuel Danforth, *A Brief Recognition of New-England's Errand into the Wilderness* (1670):** A sermon arguing that New England is drifting from its founding mission. Useful for both exploring the original founding spirit of New England and the changes that grew out of it over time.
4. **William Penn, *Charter of Liberties* (1701):** Articulates a vision of religious toleration and representative government in the Middle Colonies.
5. **Hugh Jones, *Of the Habits, Customs, Parts, Employments, and Trade of the Virginians* (Chapter 5), from *The Present State of Virginia* (1724):** A look at churchgoing, education, leisure, and social habits in Virginia.
6. **Charter of Georgia (1732):** A decision responding to practical political realities that was framed as a kind of utopian project. Highlights the blending of strategic, commercial, and even slightly utopian ambitions that fueled English colonization efforts.

Key Facts

1. **Rhode Island / Roger Williams:** A new colony created by a banished minister who insisted on religious purity, leading to new concepts of religious liberty.
2. **Connecticut:** A Puritan offshoot of the Massachusetts settlements. It was home to New Haven, the most rigorously Puritan of all the New England colonies.
3. **The Carolina Colonies:** Southern colonies founded by aristocratic proprietors, fostering plantation societies tied to cash crops and, especially in the southern portion, indentured servitude and slavery.
4. **Georgia / James Oglethorpe:** A Southern colony initially envisioned as a refuge for debtors and a defensive buffer, at first limiting slavery and large estates.
5. **Pennsylvania / William Penn:** A colony established by an English Quaker leader who sought to combine religious toleration, fair dealings with the American Indians, and representative government.

6. **Indentured Servitude:** A labor system used heavily in the 17th and early 18th centuries in which migrants signed contracts for several years of work in exchange for passage and eventual freedom dues.

Unit 2: The Road to Revolution and Declaration (1700-1776)

20-22 Lessons

14-16% Exam Weighting

Unit Summary:

The second unit tells the story of how American colonists forged their path to independence by drawing deeply from England's ancient constitutional heritage. It begins with the enduring roots of limited government in King Alfred's biblically inspired Doom Book and the Magna Carta's restraints on royal power. These traditions shielded England from continental absolutism and shaped colonial understandings of common law, due process, and parliamentary consent amid crises of the Stuart monarchy, civil war, and the ensuing Glorious Revolution. Through periods of salutary neglect, colonial assemblies quietly nurtured habits of self-rule across provincial, proprietary, and charter governments, while the Great Awakening's fervent revivals and Enlightenment reason fostered individualism, skepticism of unchecked authority, and shared transatlantic ideas of natural rights grounded in a higher divine law. The French and Indian War's costly victory shattered this benign distance, as Britain's new taxes and proclamations clashed with colonists' expectations of representation and liberty, igniting fierce constitutional debates over consent, virtual representation, and the right to resist tyranny. Culminating in the Declaration of Independence, the American Revolution was not merely a rebellion but a reasoned appeal to higher law—rooted in biblical equality, natural rights, and the moral pursuit of happiness—where colonists, invoking English precedents, even while transcending them, declared their sacred right to form governments that secure true liberty rather than license.

Recommended Chapter from *Land of Hope*: 3.

Topic 1: The English Constitutional Tradition

Learning Standards

Students should be able to:

1. **Describe** the historical roots of English ideas about law, rights, and political authority, including the emergence and authority of common law, limits on monarchical power, and the role of representation.
2. **Explain** the deeper significance of the conflict between the Stuart monarchy and Parliament by describing how both sides understood their position and what legal, historical, and religious sources they appealed to in defending their claims.
3. **Distinguish** between traditional constitutional limits on monarchy and the more radical republican alternatives that began to emerge in 17th century England.

Historical Events and Developments

1. **Early Foundations: King Alfred and the Common Law:** In the late 9th century, Alfred the Great gathered earlier Anglo-Saxon legal traditions and reshaped them by rooting them in biblical law and Christian ethics, laying the foundations for what became English common law.
2. **The Magna Carta and the Principle of Limited Rule:** In 1215, nobles compelled King John to accept the Magna Carta, reinforcing the view that the king could not rule arbitrarily but was subject to the law. It helped establish principles of limited government, due process, protection of rights, and lawful procedure tied to consent and precedent.
3. **Parliament and Common Law as Barriers to Continental Absolutism:** Over time, Parliament developed into a powerful check on the king's power. Alongside the authority of common law, Parliament helped prevent England from following the path of many continental monarchies, where royal power became centralized and tilted toward absolutism.
4. **Royal Overreach and Constitutional Settlement:** Over time, English monarchs expanded their claims to power, provoking conflicts with Parliament. These tensions culminated in civil war, a brief republican experiment, and the restoration of the monarchy before ending with the Glorious Revolution (1688) and the English Bill of Rights (1689), which affirmed parliamentary supremacy and codified protections against royal abuses of power.

Core Sources

1. **King Alfred's Laws (Doom Book) (c. 893)**: A detailed legal code that drew heavily from the Bible and was a precursor to and foundation of moral and civil laws in England and America. Note: Students should understand the two-part structure of this source and the type of items in each of those parts and be able to provide some examples, but they do not need to be familiar with the details of every item.
 - a. **Supporting Sources: Exodus 20:1-17; Exodus 21-23.**
2. **Magna Carta (1215) (excerpt)**: A charter imposing constraints on royal authority and reinforcing principles regarding the rule of law, due process, and protected rights.
3. **Sir John Fortescue, In Praise of the Laws of England, Chapters 1-3 (1567)**: A classic defense of England's common-law tradition that contrasts lawful, limited kingship with more arbitrary forms of rule and helps explain why the English government was understood to be bound by law.
 - a. **Supporting Source: Deuteronomy 17:14-20**: Restrictions on the Israelite king and the foundation of Fortescue's view that the king is bound by law.
4. **English Bill of Rights (1689) (excerpt)**: A constitutional settlement limiting royal power and affirming parliamentary supremacy and key civil liberties after the Glorious Revolution.
5. **William Blackstone, Introduction to the Commentaries on the Laws of England (1765) (excerpt)**: A widely read, systematic analysis of English common law that explains its historical development, key institutions, and basic rights—shaping how generations of Englishmen and Americans understood the common law tradition.

Additional Sources

1. **Henry de Bracton, *On the Laws and Customs of England* (~1240s)**: A major medieval common-law treatise that organizes English law and insists that the king is bound by law.
2. **James I, *The True Law of Free Monarchies* (1598)**: A clear divine-right defense of kingship that helps clarify the Stuart theory of royal authority.
3. **The Grand Remonstrance (1641)**: Parliament's sweeping list of grievances against Charles I, framing resistance as the defense of English law, Protestant religion, and the traditional constitutional order.
4. **John Milton, *A Defense of the People of England (Defensio pro Populo Anglicano)* (1651)**: A republican defense of resistance to tyranny and a justification of the regime that overthrew Charles I. Grounding his case in the text of the Hebrew Bible, Milton

argued that republican government is preferable to monarchy and that monarchy is itself idolatrous and illegitimate.

Key Facts

1. **Political Absolutism:** A pattern of monarchy in which rulers claimed divine sanction and unchallenged authority over law, religion, and society, standing in sharp contrast to parliamentary and constitutional systems, in which the monarch's power was limited by the people's retention of rights that the monarch was required to respect.
2. **English Common Law and Rights of Englishmen:** A body of traditional legal practices and protections, built by precedents and customs rather than statutes, including jury trials and limits on arbitrary rule, which was central to English ideas about politics.
3. **The Magna Carta / English Tradition of Self-Rule:** A medieval charter and a common-law tradition that established limits on the power of the English monarchy and protected the rights of its subjects.
4. **English Civil War:** A 17th century struggle between the English Crown and Parliament that led to the temporary overthrow of the Stuart monarchy and deepened English debates about liberty, law, and the limits of royal power.
5. **Glorious Revolution:** A bloodless transfer of power in 1688-89 from the Stuarts to William and Mary of Orange that confirmed the constitutional doctrine of parliamentary supremacy.
6. **English Bill of Rights (1689):** A document adopted by Parliament after the Glorious Revolution that listed protections for subjects and restrictions on the Crown, reinforcing ideas of limited monarchy and representative government.

Topic 2: Colonial Self-Government

Learning Standards

Students should be able to:

1. **Identify** the three main types of colonial government: provincial, proprietary, and charter, and explain how each was organized politically.
2. **Describe** how England's internal conflict and uneven imperial oversight created room for colonial assemblies and local institutions to expand self-government, even in colonies where governors possessed formal veto power.
3. **Explain** how colonial disputes over rights, representation, and executive authority helped colonists develop the habit of self-rule.

Historical Events and Developments

1. **Colonial Governments and the Shape of Authority:** Political structures in the colonies fell under three main categories:
 - a. **Provincial (Royal) Colonies:** Directly controlled by the Crown, with a royally appointed governor and council. These colonies, including Virginia, New York, and New Hampshire, had the least formal autonomy.
 - b. **Proprietary Colonies:** Granted by the Crown to a lord proprietor or group of proprietors, who appointed governors and administered the colony under the terms of a royal charter. Colonies such as Maryland and Pennsylvania operated under this model, which allowed proprietors considerable freedom in shaping laws and institutions.
 - c. **Charter Colonies:** Operating under charters granted to the colonists themselves, these colonies—such as Connecticut and Rhode Island—elected their own governors and legislatures and enjoyed the greatest degree of internal self-governance.
2. **Salutary Neglect and Colonial Space to Govern:** As England was distracted by domestic politics, imperial supervision in the colonies was uneven, leaving colonial institutions broad independence so long as order and loyalty were broadly maintained. Navigation Acts passed in the 1650s and 1660s sought to channel colonial trade through England, but enforcement remained inconsistent, and colonists grew accustomed to managing their own affairs.
3. **Assemblies and Bargaining Power in Everyday Politics:** Beginning with the Virginia House of Burgesses, elected assemblies became a fixture of colonial political life. By the late 17th century most colonies had established representative bodies. These assemblies

frequently used their control of the governors' salaries and local appropriations as leverage in disputes with royal authorities.

4. **Disputes and Resistance as Political Training:** From local uprisings to constitutional protests and press controversies, colonists challenged what they saw as overreach by governors or distant authorities. These conflicts, though varied in their causes and outcomes, reinforced a shared political habit of asserting the rights of Englishmen and resisting perceived violations of established liberties.

Core Sources

1. **Alexis de Tocqueville, *Democracy in America* (Vol. 1, Part I, Chapter 5) (excerpt):** In this section, Tocqueville identifies the colonial township as the center of political life and the spring of popular sovereignty.

Additional Sources

1. **Nathaniel Bacon, “Bacon’s Declaration” (1676):** A grievance-driven justification for resistance that attacks perceived corruption and asserts that legitimate authority depends on the consent and protection of the governed.
2. **New York’s “Charter of Liberties and Privileges” (1683):** A colonial-rights document that outlines protections and procedures meant to restrain arbitrary power and define lawful government within the province.
3. **“The Declaration of the Gentlemen, Merchants, and Inhabitants of Boston” (1689):** A public justification for overthrowing Governor Andros and restoring earlier political arrangements by appealing to traditional English rights.
4. **William Penn, “Charter of Privileges” (Pennsylvania) (1701):** A frame of government that strengthens the authority of a representative assembly and formalizes local legislative initiative within a proprietary colony.
5. **“A Brief Narrative of the Case and Tryal of John Peter Zenger” (1736):** A widely circulated pamphlet that framed conflict over press criticism and prosecution as a test of liberty and the proper limits of executive power.
6. **“Address to Gov. Clinton by the General Assembly of New York” (1749):** An assembly’s constitutional argument for legislative authority—especially over public funding and support—as a restraint on gubernatorial demands.

Key Facts

1. **“Salutary Neglect”/“Benign Neglect”**: Terms used to describe the long period when English authorities loosely enforced trade laws and oversight in the American colonies, allowing independent colonial assemblies and habits of self-rule to grow strong.

Topic 3: Great Awakening and Enlightenment

Learning Standards

Students should be able to:

1. **Summarize** the central ideas of the First Great Awakening and the Enlightenment, highlighting the differing ideas and their similarities.
2. **Explain** how revival preaching and Enlightenment thought spread through the colonies (especially through traveling ministers, print culture, and expanding literacy) and why these movements produced both shared experiences and sharp disagreements within colonial society.
3. **Analyze** how colonists could draw on both evangelical religion and Enlightenment reason to justify skepticism of authority, openness to new ideas, and a more confident culture of individualism.

Historical Events and Developments

1. **A Transatlantic Culture of Ideas and Print:** The colonies participated in a wider English-speaking world of sermons, pamphlets, newspapers, and books, and this expanding public sphere made it easier for new religious and intellectual movements to spread rapidly across regions.
2. **The Great Awakening and Religious Renewal:** Beginning in the 1730s and accelerating in the 1740s, revivals emphasized personal conversion, intense preaching, and the claim that spiritual authority could not rest on tradition alone, encouraging ordinary people to judge religious claims for themselves, based on their experience.
3. **A Shared Event with Divisive Consequences:** The revivals crossed colonial boundaries and created common experiences, but they also divided established congregations and denominations (New Lights vs. Old Lights), sharpening debates about legitimacy, authority, and the proper boundaries of enthusiasm.
4. **The Enlightenment:** Enlightenment thought encouraged colonists to value observation, improvement, education, and rational inquiry, while also promoting political arguments about consent, rights, lawful authority, and the design of institutions that could restrain power.
5. **Convergence in Colonial Culture:** Many colonists did not experience revival of faith and Enlightenment reason as opposites; together they strengthened habits of individual judgment, skepticism of authority, and openness to reform—religious, intellectual, and eventually political.

Core Sources

1. **Jonathan Edwards, *A Divine and Supernatural Light* (1734) (excerpt):** A revival-era sermon arguing that true religious understanding comes from a God-given illumination.
2. **John Locke, *Second Treatise of Government* (1690) (excerpt):** A foundational Enlightenment argument for natural rights, representative government, and the right to revolution.

Additional Sources

1. **Jonathan Edwards, *Sinners in the Hands of an Angry God* (1741):** A defining Great Awakening sermon illustrating the revival emphasis on personal repentance and the emotional force of preaching.
2. **Nathan Cole, “Account of Hearing Whitefield Preach” (1740):** A vivid firsthand description of the emotional pull and mass public character of revival preaching in the colonies.
3. **Gilbert Tennent, *The Danger of an Unconverted Ministry* (1740):** A confrontational revival sermon attacking spiritually “dead” clergy and intensifying debates over who possesses religious authority.
4. **Charles Chauncy, *Seasonable Thoughts on the State of Religion in New England* (1743):** An “Old Light” critique that documents colonial anxiety about revival excesses and the struggle to define legitimate religious experience.
5. **Benjamin Franklin, “On George Whitefield” (1739):** A contemporary observer’s account showing how revivals became public events that reshaped behavior and conversation across entire regions.
6. **Benjamin Franklin, *The Way to Wealth* (1758):** A popular piece of practical Enlightenment moral reasoning that promotes self-discipline, improvement, and individual responsibility.
7. **Adam Smith, *The Wealth of Nations* (1776):** A major Enlightenment-era work that argues for economic liberty, specialization, and the productive power of free exchange.

Key Facts

1. **Great Awakening (1730-1755):** A wave of Protestant religious revivals that swept the colonies, bringing dramatic preaching, renewed personal faith, and new denominational divisions, while also challenging established religious authorities.
2. **George Whitefield:** A charismatic traveling preacher from England whose emotional preaching drew huge crowds throughout the colonies, helped bring Methodism to North

America, and established Evangelical Protestantism as a major part of colonial religious life.

3. **Jonathan Edwards:** A New England Puritan minister whose intense piety and rigorous thought helped fuel the Great Awakening.
4. **Enlightenment:** An 18th century intellectual movement that applied reason to politics, religion, and society, promoting ideas such as natural rights, religious toleration, and skepticism about inherited authority.
5. **John Locke / *Second Treatise on Government* (1689):** A philosopher whose major work argued that legitimate rulers derive power from the consent of the governed and that people retain natural rights to life, liberty, and property.

Topic 4: French and Indian War

Learning Standards

Students should be able to:

1. **Identify** the causes of the French and Indian War and its effects on British colonial policy.
2. **Explain** why Britain’s victory led imperial leaders to tighten oversight and seek new revenue from the colonies.
3. **Explain** how post-war policies challenged colonial expectations about self-government, westward settlement, and the relationship between their rights as Englishmen and imperial authority.

Historical Events and Developments

1. **Imperial Rivalry and the Contest for the Interior:** The war grew out of British-French competition for control of North America’s interior—especially the Ohio Valley—drawing colonists, American Indians, and imperial troops into a widening struggle over trade, land, and strategic power.
2. **A Transformed Empire after 1763:** Britain’s victory and the Treaty of Paris reshaped the map of North America, expanding Britain’s territorial claims and administrative responsibilities while raising urgent questions about how a larger empire should be governed and paid for.
3. **Frontier Conflict and the Proclamation Line:** Post-war instability on the frontier—intensified by indigenous resistance and British efforts to prevent costly warfare—led to the Royal Proclamation of 1763, which attempted to regulate settlement and reserve western lands for the Indian tribes under imperial supervision.
4. **The End of “Salutary Neglect” and a New Imperial Approach:** Facing heavy debts and ongoing defense costs after the war, British officials moved toward stricter enforcement of trade rules and new colonial revenue measures (such as the Sugar Act and Currency Act), signaling that the colonies would be more directly managed and expected to help finance the empire’s security.

Core Sources

1. **Benjamin Franklin, [Letter Urging Union of the Colonies \(1751\)](#) (excerpt):** An argument for intercolonial cooperation, demonstrating the unifying effect of the French and Indian War and highlighting the emerging sense of unity among the colonists.

Additional Sources

1. **The Journal of Major George Washington (1754):** A widely circulated account of early encounters in the Ohio territory.
2. **The Albany Plan of Union (July 1754):** A proposed framework for coordinated colonial defense and governance. Though rejected, it was an important sign that the colonists were thinking of themselves as a collective.

Key Facts

1. **French and Indian War / Seven Years' War (1754-1763):** A mid-18th century conflict in North America in which British and colonial forces defeated French and Indian allies, reshaping the continent's balance of power and greatly enlarging Britain's empire.
2. **Treaty of Paris (1763):** A peace settlement that ended the French and Indian War by awarding Canada to Britain but also left the British Empire deeply in debt.
3. **Royal Proclamation of 1763:** A royal decree that barred colonial settlement west of the Appalachian Mountains in order to stabilize relations with the Indian tribes, but which succeeded in angering colonists eager for western land.

Topic 5: Imperial Rule and Colonial Resistance

Learning Standards

Students should be able to:

1. **Summarize** the central constitutional claims colonists made as they protested imperial policy.
2. **Explain** the opposing arguments in the imperial debate by distinguishing between colonial appeals to representation, consent, and lawful liberty and British defenses of parliamentary authority, including the theory of virtual representation.
3. **Describe** how and why the colonial argument shifted over time—from seeking redress within the empire to supporting independence.

Historical Events and Developments

1. **Rights, Taxation, and Parliamentary Authority:** The Stamp Act crisis pushed colonists to argue that their inherited rights as Englishmen required consent to taxation through representation, while Britain responded by repealing the act but passing the Declaratory Act, asserting Parliament’s full authority over the colonies and justifying that assertion by appealing to the theory of “virtual representation.”
2. **Enforcement, Violence, and Growing Suspicion:** The Townshend duties renewed conflict and expanded enforcement, while the Boston Massacre became a powerful symbol for many colonists that imperial power could be coercive and dangerous, deepening mistrust even as Parliament later reduced some duties.
3. **The Imperial Crisis Intensifies:** The Tea Act and the Boston Tea Party escalated tensions, and the British Coercive Acts (“Intolerable Acts”) convinced many colonists that Parliament intended to discipline and restructure colonial life through force rather than constitutional negotiation.
4. **Constitutional Resistance:** Colonists convened the First Continental Congress to coordinate protest and economic pressure, presenting resistance as a defense of constitutional rights and lawful government—even while debates sharpened over whether the empire could still be reformed.
5. **From Crisis to War:** Fighting began at Lexington and Concord in April of 1775 and quickly intensified at Bunker Hill, transforming a dispute over rights and authority into open violence and forcing colonists to ask whether liberty could still be secured under British rule.
6. **From Loyal Petition to Independence (late 1775–early 1776):** Even as war spread, the Olive Branch Petition reflected lingering hopes for reconciliation, but the continuation of

conflict persuaded growing numbers of colonists that their rights could not be protected within the empire. At the same time, Thomas Paine's *Common Sense* accelerated the turn from resisting Parliament to rejecting monarchy and demanding independence.

Core Sources

1. **James Otis, [Speech Against the Writs of Assistance](#) (1761) (excerpt):** Otis, a leading Boston intellectual, was one of the first to speak openly and powerfully against British abuses of colonial liberties and in this case, warrantless searches and seizures.
2. **First Continental Congress, [Declaration and Resolves](#) (1774) (excerpt):** A collective colonial statement grounding resistance in the rights of Englishmen while listing grievances and rejecting coercive parliamentary policies.
3. **Patrick Henry, ["Give Me Liberty, or Give Me Death!"](#) (1775) (excerpt):** A famous revolutionary appeal urging preparedness for armed resistance, expressing the belief that liberty is worth the highest cost
4. **Thomas Paine, [Common Sense](#) (1776) (excerpt):** An argument for independence that reframes the conflict as a moral and political break with monarchy rather than a dispute over policy within the empire. Notably, Paine relies heavily on biblically grounded arguments first popularized by John Milton.
 - a. **Supporting Source: [1 Samuel 8:1-22](#):** The biblical passage to which Paine primarily appeals in making his argument that monarchy is idolatrous and wrong.

Additional Sources

1. **Jonathan Mayhew, *A Discourse Concerning Unlimited Submission and Non-Resistance to the Higher Powers* (1750):** A sermon that appealed to a long English dissenting tradition to argue that Christians have not only a right but also a duty to resist governments when they fail to secure the public good.
2. **Patrick Henry, *Virginia Resolves on the Stamp Act* (May 1765):** Resolutions asserting that Virginians carried with them the full liberties and privileges of English subjects and therefore could not be taxed without their own representatives' consent.
3. **Thomas Whately, *The Regulations Lately Made Concerning the Colonies Considered* (1765):** A leading defense of parliamentary supremacy over the colonies that explicitly argues the colonists are represented through the principle of virtual representation.
4. **John Dickinson, *Letters from a Farmer in Pennsylvania* (1767–1768):** A widely circulated constitutional argument claiming Parliament may regulate trade but cannot tax the colonies for revenue without consent.

5. **Edmund Burke, *Speech on Conciliation with America* (1775):** A British appeal for reconciliation that explains colonial political culture and argues that coercion will fail because Americans are deeply attached to liberty.
6. **Second Continental Congress, *Olive Branch Petition* (July 5, 1775):** A final appeal to King George III that affirms colonists' loyalty while insisting on colonial rights and asking the crown to restrain Parliament's coercive policies.
7. **Second Continental Congress, *Declaration of a Day of Public Prayer and Fasting* (March 16, 1776):** A congressional proclamation calling the colonies to public fasting and prayer that frames the colonists' struggle in moral and providential terms, linking the "cause of freedom" to virtue, repentance, and reliance on God's "over ruling providence."

Key Facts

1. **Stamp Act:** A 1765 tax on printed papers and legal documents that, because it touched many everyday transactions, provoked fierce protests and the first widespread organized resistance among English colonists.
2. **Quartering Act:** A 1765 law requiring colonial assemblies to provide lodging and supplies for imperial troops.
3. **Declaratory Act:** A statement passed by Parliament in 1766 following the repeal of the Stamp Act. It asserted Parliament's right to legislate for the colonies "in all cases whatsoever."
4. **Townshend Duties (1766-1767):** A set of import taxes on items like glass, lead, and tea, collected at ports, that rekindled boycotts and debates over taxation and representation.
5. **Virtual Representation:** An English theory claiming that legislators in Parliament represented the interests of all imperial subjects, even those who had not elected them.
6. **Boston Massacre:** A deadly confrontation in 1770 in which soldiers fired into a crowd of unruly colonial protestors.
7. **Boston Tea Party:** A 1773 protest in which colonists disguised as American Indians boarded ships in Boston's harbor and destroyed valuable cargo.
8. **Coercive Acts / Intolerable Acts (1774):** Harsh measures that closed a major harbor, altered Massachusetts' charter, and permitted greater military control, meant to punish resistance but instead united the colonies in outrage.
9. **First Continental Congress:** A gathering of colonial delegates in 1774 that organized a united response to Parliament's increasingly punitive laws.

10. **Declaration and Resolves of the First Continental Congress:** A 1774 statement adopted by the First Continental Congress insisting on traditional liberties, self-taxation through local assemblies, and the right to resist unconstitutional measures.
11. **King George III:** The British monarch during the imperial crisis, viewed by many colonists as stubbornly unwilling to modify policies or accept their understanding of constitutional rights.
12. **Minutemen:** Local New England militia volunteers trained to respond quickly to emergencies.
13. **Lexington and Concord:** The opening clashes of armed conflict in 1775, when British attempts to seize colonial arms depots triggered firefights and a running battle back to Boston.
14. **Paul Revere:** A silversmith and messenger whose famous ride used a warning network to alert countryside communities that British troops were on the march.
15. **Bunker Hill:** A 1775 battle outside Boston in which colonial forces inflicted heavy casualties before being driven from their positions, a tactical loss that nevertheless boosted morale and proved that the colonists could stand up to British forces.
16. **Olive Branch Petition:** A last appeal sent in July 1775 by colonial leaders expressing loyalty to the crown while requesting redress of grievances. It was rejected unread by King George III, who judged that the rebellion was already underway.
17. **Thomas Paine / *Common Sense* (1776):** An English-born pamphleteer and his wildly popular tract that argued in plain language for independence, attacking the idea of monarchy and urging a break with the empire.

Topic 6: The Declaration of Independence

Learning Standards

Students should be able to:

1. **Summarize** the Declaration’s major parts (opening/preamble, statement of principles, list of grievances, conclusion) and describe what each part is meant to accomplish within the document’s overall argument.
2. **Describe** how Jefferson appealed to the notion of higher, natural law (“Nature and Nature’s God”) in asserting the colonists’ right to sever their political ties with Britain.
3. **Explain** what “unalienable” (inalienable) rights are by describing why the Declaration treats certain rights as “endowed by [mankind’s] Creator” and not legitimately revocable.
4. **Analyze** what the Declaration means by “all men are created equal” and describe the Biblical origins of that view.
5. **Differentiate** between “liberty” and “license” as those two concepts were understood in the Founding Era.
6. **Explain** how the Declaration’s inclusion of “the pursuit of happiness” as an unalienable right was intended to protect private citizens’ pursuit of civic responsibility and moral virtue.
7. **Identify** examples of particular English rights that the Declaration accuses Britain of violating in its list of grievances.
8. **Construct an argument** in defense of the Declaration’s case for political independence.

Historical Events and Developments

1. **From Protest to Separation:** After years of constitutional resistance, escalating conflict and fighting persuaded many colonists that their rights could not be secured within the empire, making a formal break increasingly likely.
2. **Congress Decides to Declare Independence:** In the summer of 1776, the Second Continental Congress moved from coordinating resistance to asserting political separation and explaining that decision in a public, reasoned statement.
3. **The Declaration as Argument and Justification:** The Declaration does more than announce independence; it makes a case that legitimate government rests on natural rights and consent of the governed, and it presents a bill of particulars to show that the king has violated those principles.

Core Sources

1. **The Declaration of Independence (July 4, 1776):** A declaration announcing America’s political independence from Britain and providing reasons for justice of independence.
2. **George Mason, Virginia Declaration of Rights (June 12, 1776):** The Virginia Declaration of Rights was an important source of inspiration for Thomas Jefferson in drafting the Declaration of Independence.
3. **William Blackstone, Commentaries on the Laws of England (1765) (excerpt):** Blackstone distinguishes between God’s creation and law and positive human law, which is accountable to the higher law.

The following core sources are organized to give students historical and cultural context for several of the Declaration’s most important terms, so they can understand what words like “equality,” “liberty,” and “the pursuit of happiness” meant at the time of America’s founding.

4. **“All men are created equal”:** The following sources trace the moral and intellectual roots of equality as the Founding generation used the term: not equality of talents or condition, but equality of his God-given rights.
 - a. **Genesis 1:27 (Bible):** The foundation of Western views on the universal equality of man, rooted in the view that all people are created in the image of God and that all fell with Adam.
 - b. **John Locke, Second Treatise of Government, chapter 2, “State of Nature” (1689) (excerpt):** Locke argued that human beings are “equal and independent” in rights, and he explicitly defends this claim by appealing to biblical premises. Because all people are the workmanship of “one omnipotent and infinitely wise Maker,” sent into the world by His order and therefore God’s property, no one has a natural right to harm or rule another.
5. **Liberty:** These sources clarify what the Founders meant by liberty as a right: political freedom under law, not the rejection of lawful restraint, and not an assertion that individuals have an inalienable right to do whatever they please.
 - a. **Alexander Hamilton, The Farmer Refuted (1775) (excerpt):** Hamilton argued against the position that liberty is merely conventional. Instead, he asserted that natural rights are grounded in the “law of nature,” which (citing Blackstone) he argued also proscribes the scope of natural liberty: “the law of nature, being coeval with mankind, and dictated by God himself, is, of course, superior in obligation to any other... No human laws are of any validity, if contrary to this; and such of them as are valid, derive all their authority, mediately, or immediately, from this original.”

- b. **James Wilson, *Lectures on Law* (1790) (excerpt):** Wilson argued that liberty and law require each other, warning that “without liberty, law... becomes oppression. Without law, liberty... becomes licentiousness.” Further: “The laws of nature are the measure and the rule; they ascertain the limits and the extent of natural liberty.”
6. **“Pursuit of happiness”:** These sources place “happiness” in an older tradition where happiness is connected to virtue, moral purpose, and the public good, not merely to comfort or private pleasure.
 - a. **Aristotle, *Nicomachean Ethics*, Book I (excerpt):** Aristotle defines happiness (*eudaimonia*) as the highest human good and ties it to a life lived in accordance with virtue.
 - b. **Cicero, *De Officiis* (*On Duties*) (excerpt):** Cicero argues that civic virtue was concerned with the common good and not with private interests.
 - c. **William Blackstone, *Commentaries on the Laws of England*, Introduction (1765) (excerpt):** Blackstone argues that happiness is inseparably connected to the natural moral order defined by God and that lasting happiness cannot be reached apart from justice.
7. **“Appealing to the Supreme Judge of the world” / “with firm reliance on the protection of divine providence, we mutually pledge each other our lives, our fortunes, and our sacred honor”:** While the opening paragraphs of the Declaration undoubtedly draw heavily upon Enlightenment principles and thought (unalienable rights, social contract), the concluding section recalls earlier biblical/Puritan notions of covenant – a political compact whose members are bound together and bound, individually and collectively, to God.
 - a. ***Deuteronomy 29:9-15*:** “You are standing here in order to enter into a covenant with the Lord your God, a covenant the Lord is making with you this day and sealing with an oath.”
 - b. **John Winthrop, *A Modell of Christian Charity* (1630) (excerpt; final section):** “Thus stands the cause between God and us. We are entered into Covenant with Him for this work.”

Additional Sources:

1. **John Adams to Charles Adams (1794):** Adams explains that “all men are created equal” was understood to mean equality in right rather than equality in strength, talent, or ability, and he explicitly traces this understanding of equality to the Bible by grounding the claim in the Biblical assertion that all men and women are created in the image of God.

- a. **Samuel Johnson, *A Dictionary of the English Language*, entries for “license” and “liberty” and “tyranny” (1755):** Johnson contrasts *liberty* with both *tyranny* and *license*. He distinguishes *license* as an “exorbitant” freedom that rejects “necessary” legal restraint.
2. **Thomas Jefferson to Amos J. Cook (1816):** Jefferson explicitly links happiness to virtue: “And if the Wise be the happy man, as these sages say, he must be virtuous too; for, without virtue, happiness cannot be.”

Key Facts

1. **Thomas Jefferson:** A Virginian writer and legislator (and, later, third president of the United States) who drafted the Declaration of Independence, articulating a philosophy of natural rights and limited government.
2. **Committee of Five:** The committee commissioned by the Continental Congress to draft the Declaration of Independence, including Thomas Jefferson, Benjamin Franklin, John Adams, Robert Livingstone, and Roger Sherman.
3. **Declaration of Independence:** A formal announcement adopted by the Continental Congress in 1776 that proclaimed the colonies’ independence from Britain and listed the colonists’ grievances.

Topic 7: The Founders on Slavery

Learning Standards

Students should be able to:

1. **Describe** the origin of slavery in Virginia as well as the state of slavery in the American colonies on the eve of the Revolutionary War.
2. **Explain** the founders' views on slavery and their arguments against it.
3. **Analyze** the ideas and provisions found in the Declaration of Independence and the U.S. Constitution that opposed slavery in principle as well as in constitutional provisions and policy.

Historical Developments

1. **August 20, 1619, Virginia:** Twenty black indentured servants arrive in a Dutch warship and are sold to Virginia planters, fifteen to Governor Sir George Yardley for his tobacco plantation. By Virginia law, indentured servants could earn their freedom after five years and become full citizens, although in practice many accrued other debts and languished
2. **Slavery in 18th Century America:** Large numbers of chattel slaves were not imported to the colonies until the 18th century. By 1776, there were between 450,000 and 500,000 slaves in America (20% of the total population), and while it was legal in all thirteen colonies, slave populations were concentrated in the South.
3. **A “Necessary Evil”:** Most American leading intellectuals, regardless of where they were from, believed that slavery was a “necessary evil.” It was wrong in itself and incompatible with revolutionary principles like liberty and equality; yet it was tolerated due to economic dependence (especially in the South), political necessity for national union, and fears of social upheaval if abolished abruptly. For example, during the Virginia Ratifying Convention in June 1788, Patrick Henry remarked that “as much as I deplore slavery, I see that prudence forbids its abolition.”
4. **“All Men Are Created Equal”:** The Declaration’s assertion that all men are created by God with equal natural rights meant that no man had the right to enslave another against his consent. The founders believed that the term “men” included blacks and was not just limited to free whites or property-owning whites.
5. **The Revolution and Anti-Slavery Sentiment:** The founders’ argument that Parliament was enslaving them apart from their consent caused many to reconsider the practice of slavery, thus extending the same revolutionary principles and republican reasoning toward black slaves.

6. **First Emancipation Movement:** The Revolutionary period witnessed the first major emancipation movement in America. At the beginning of the Revolution, slavery was legal and practiced in all thirteen colonies. In 1774, the Continental Congress pledged to stop the importation of slaves to America. By 1798 every state had outlawed slave importations. During this period, eight states abolished slavery, either immediately or gradually (Vermont was first in 1777). In 1790, there were only 27,000 free blacks in the North and 32,000 in the South, but by 1810 there were over 78,000 free blacks in the North and 108,000 in the South. This was achieved through state anti-slavery measures and the growth of private manumissions.
7. **Anti-Slavery Measures in the Constitution:** Despite its reputation for compromising on slavery and allowing it to continue, two of the three clauses on slavery in the Constitution were anti-slavery measures. Article I, Section 9 allowed states to end slave importations while prohibiting Congress from banning the practice until 1808—even while extending its power of taxation to slave imports. The three-fifths compromise (Article I, Section 2) decreased slave power representation in the House (in both the North and South) by refusing to allow slaves to be counted as whole persons in the census.
8. **Slavery Uprising in Santo Domingo:** Between 1791 and 1804, a slave revolt in Haiti resulted in a race war, cruelty, and bloodshed. Over 100,000 whites and 60,000 blacks were killed. The violence caused American statesmen to realize that an imprudent or rash approach to resolving slavery could result in a similar race war and bloodshed in America.

Core Sources

1. **The Founders Opposed to Slavery:** Quotes from various founders showing their opposition to the enslavement of blacks.
2. **Thomas Jefferson, Notes on the State of Virginia, Queries 14 and 18 (1784) (excerpt):** Jefferson reflected upon the supposed differences between blacks and whites, and concluded that not only were blacks not intrinsically inferior to whites, but that the injustice of slavery would kindle God’s wrath.
3. **Thomas Jefferson on Slavery (other remarks):** Despite owning slaves himself, Jefferson was opposed to slavery and wished to see it abolished.

Additional Sources

1. **Benjamin Rush, An Address to the Inhabitants of the British Settlements in America, Upon Slave-Keeping (1773):** Rush strongly condemned slavery as a violation of natural rights, Christian principles, and human dignity, arguing that Africans are intellectually and morally equal to Europeans but degraded by enslavement. Slavery fosters vice while contradicting the Gospel’s teachings on charity and equality.

2. **James Madison, *Federalist No. 54 (1788)*:** Madison made an elaborate argument against the institution of slavery, coyly taking on the presuppositions and arguments of southern apologists and showing why and how they were inconsistent with reason and justice.
3. **St. George Tucker, *A Dissertation on Slavery: With a Proposal for the Gradual Abolition of It, in the State of Virginia (1796)*:** Tucker condemned slavery as incompatible with the principles of the American Revolution, natural rights, and republican government, while detailing Virginia's slave codes and arguing that the institution degrades both slaves and society. He proposed a gradual abolition plan—without immediately freeing existing slaves—where children born to enslaved mothers after a certain date would become free upon reaching adulthood, with restrictions on their rights to address fears of racial integration and economic disruption.

Key Facts

1. **August 1619 (Virginia):** The first black indentured servants arrive in America, and twenty are purchased to work on plantations.
2. **Gradual Abolition:** The majority of the leading intellectuals and statesmen in America during the Revolutionary years were opposed to slavery, but favored gradual abolition and temporary tolerance of it as a necessary evil.
3. **Haitian Revolution (1791-1804):** A revolt and race war that ended with thousands dead on the island.

Unit 3: The Constitution (1776-1791)

26-29 Lessons

18-20% Exam Weighting

Unit Summary:

The third unit relays the chronicle of America’s birth as a sovereign republic, tracing the hard-won triumph of independence through the Revolutionary War’s grueling phases—from early setbacks and Valley Forge’s crucible of endurance to Saratoga’s pivotal alliance with France and the decisive Yorktown victory. It then reveals the fragile post-war years under the Articles of Confederation, where economic chaos, Shays’ Rebellion, and interstate rivalries exposed the dire need for a stronger national framework, compelling visionary leaders like Madison and Washington to convene in Philadelphia in 1787. There, delegates crafted the Constitution’s architecture of separated powers, checks and balances, federalism, and enumerated authority, carefully addressing slavery’s moral tensions through compromises while delivering a government that was energetic yet restrained. The ensuing ratification battles were dominated by the Federalists’ masterful essays defending union, an extended republic, and institutional safeguards against faction and tyranny, and counterbalanced by Anti-Federalist warnings of consolidated power leading to aristocracy and the urgent need for a bill of rights. Finally, the story celebrates the adoption of the Bill of Rights in 1791 as a triumphant safeguard of liberties rooted in English and colonial heritage, alongside the Early Republic’s delicate balance of religious freedom—championed by Madison’s principled remonstrances, yet nurtured by Washington’s calls to public faith and providence—setting the young nation on a path toward enduring liberty and moral vitality.

Recommended Chapters from *Land of Hope*: 4-5.

Topic 1: The War for Independence

Learning Standards

Students should be able to:

1. **Identify** the major phases of the Revolutionary War (early New England fighting, the mid-war turning point, the southern campaign, and the final victory at Yorktown).
2. **Summarize** the experience of serving in the Continental Army, including supply shortages, discipline, morale, and the significance of Valley Forge.
3. **Describe** why the British and the Americans each believed they could win, including strengths and weaknesses in leadership, resources, geography, and strategy.
4. **Explain** why the Battle of Saratoga was a turning point in the conflict and how it helped bring France into the war.

Historical Events and Developments.

1. **The Creation of an Army:** After Bunker Hill, the Second Continental Congress builds the Continental Army and appoints George Washington as commander; British forces evacuate Boston.
2. **War Spreads and the Stakes Rise:** Britain shifts its focus to the Middle Colonies; the Americans suffer major defeats around New York, raising doubts about whether independence can be defended.
3. **Turning the Tide:** Washington's victories at Trenton and Princeton revive Patriot confidence and show that the Continental Army can survive and strike back. Then, an American victory at Saratoga convinces foreign powers that the rebellion is viable, paving the way for a crucial alliance with France.
4. **Valley Forge and a Disciplined Fighting Force:** Severe hardship tests the Army's endurance; training and discipline improve, helping the Americans fight more effectively thereafter.
5. **The Southern Campaign:** Britain pivots south, hoping to mobilize Loyalist support; brutal fighting and guerrilla warfare intensify, but a coordinated American and French operation at Yorktown traps a major British force, producing the decisive victory that convinces Britain the war cannot be won at an acceptable cost.
6. **Peace and Consequences (1783):** The **Treaty of Paris** recognizes American independence; the new nation faces unresolved questions about unity, war debts, Loyalist claims, frontier conflict, and what independence will mean in practice.

Core Sources

1. None for this topic.

Additional Sources (soldiers' and civilians' experiences)

1. **Joseph Plumb Martin, *A Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier (1830)***: Vivid depictions of enlistment, hunger, marching, and the daily life of common soldiers.
2. **Thomas Paine, "The American Crisis" (December 1776)**: A short, morale-building text written in a moment of fear and exhaustion.

Key Facts

1. **American Revolution**: The armed and political struggle from 1775 to 1783 in which the thirteen colonies sought and won independence from the British Empire, creating a new nation.
2. **Loyalists**: Residents of British North America who, during the crisis of the 1770s and early 1780s, remained loyal to the King and the British Empire.
3. **Patriots**: Supporters of colonial resistance to British policies who, by 1776, embraced the goal of independence.
4. **George Washington**: A Virginia planter and soldier (1732–1799) who, as commander in chief of the Continental Army from 1775 to 1783, later as the presiding officer at the Constitution Convention of 1787, and then the nation's first president, provided indispensable leadership in winning independence and establishing the new republic.
5. **Continental Army**: The national fighting force created by the Second Continental Congress in 1775, commanded by George Washington throughout the war for independence.
6. ***The American Crisis***: A series of essays written by Thomas Paine in December 1776 that opened with the famous line: "These are the times that try men's souls."
7. **Battles of Trenton and Princeton**: Two important engagements in late 1776 and early 1777 in New Jersey in which Washington's forces surprised and defeated enemy detachments, reversing a string of defeats and reviving American spirits.
8. **Battle of Saratoga**: The October 17, 1777, defeat of a British army in upstate New York after a failed invasion from Canada, persuading France to enter the war on the American side.

9. **French Alliance:** The diplomatic and military partnership formally established in 1778 between the United States and France, which brought troops, money, and especially crucial naval support to America's struggle for independence.
10. **Valley Forge:** The winter encampment of the Continental Army during the winter of 1777–1778, where suffering from cold, hunger, and disease nearly destroyed the force before training and renewed support restored its effectiveness.
11. **Battle of the Chesapeake:** A naval engagement off the Virginia coast in September 1781 in which French ships blocked British relief efforts, trapping Cornwallis's army at Yorktown.
12. **Lord Charles Cornwallis:** A senior British commander whose campaigns, especially in the southern colonies between 1780 and 1781, ended in surrender at Yorktown and effectively doomed Britain's war effort.
13. **Battle of Yorktown:** A siege in October 1781 where combined American and French forces forced General Cornwallis's army to surrender.
14. **Treaty of Paris (1783):** The peace settlement signed in 1783 that recognized American independence and ended the war between Britain and the new republic.

Topic 2: The Confederation Period

Learning Standards

Students should be able to:

1. **Explain** how the Articles of Confederation were designed to limit national power—and why those limits produced major governing problems in peacetime (revenue, trade, enforcement, and national unity).
2. **Describe** how concrete crises (economic turmoil, interstate conflict, foreign-policy weakness, and unrest at home) were tied to specific weaknesses in the Articles.

Historical Events and Developments

1. **A Fragile National Framework:** The Articles create a union strong enough to win independence, but too weak to manage major national problems once the war ends – especially because Congress lacks independent taxing and enforcement powers.
2. **Post-war Strain and Interstate Rivalry:** Debt, currency instability, and competing state trade policies deepen hardship and resentment, while the states increasingly behave like rivals rather than partners.
3. **Shays’ Rebellion:** Thousands of armed rebels took up arms against the state government of Massachusetts in protest against state taxes. Although the rebellion failed and most participants were pardoned, it influenced the thinking of George Washington, and demonstrated the weakness of the federal government under the Articles of Confederation.
4. **Beyond Reform:** Efforts to address commerce and coordination expose the system’s limits, persuading more leaders that only a general convention could make the necessary improvements.
5. **Organizing a Convention:** Many of the most prominent patriot statesmen saw the worrying direction of events under the Articles. Eventually, Alexander Hamilton and James Madison determined that the only way forward would be constitutional change, and they thus organized a convention in Philadelphia to reform the structure of American government.

Core Sources

1. [George Washington to James Madison \(Nov. 5, 1786\) \(excerpt\)](#): Excerpt warning that without “some alteration” in America’s political system, “the superstructure we have been seven years raising at the expence of much blood and treasure, [will] fall.”

2. **James Madison, “[Vices of the Political System of the United States](#)” (April 1787) (excerpt):** Short excerpts on 1) states failing to comply with national requisitions, 2) state encroachments on federal authority, and 3) the lack of protection against internal disorder—an organized diagnosis of why the Articles were failing.

Additional Sources

1. **Address of the Annapolis Convention (Sept. 14, 1786):** Concluding excerpt calling for a broader convention because the existing system is inadequate to the challenges the republic faces.

Key Facts

1. **Articles of Confederation:** The first national framework drafted during the war (approved by Congress in 1777 and ratified in 1781) that created a weak central government dependent on the states for revenue and enforcement.
2. **Northwest Ordinance of 1787:** A law passed in 1787 that organized territory north of the Ohio River, established a staged process for settlements to move from territory to statehood, prohibited slavery in that region, and encouraged the promotion of education.
3. **Shays’ Rebellion:** A Massachusetts uprising in 1786–1787 led by indebted farmers protesting taxes and foreclosures, revealing deep economic distress and the limitations of the existing confederation.
4. **No Power to Tax:** Under the Articles, Congress could not levy taxes directly and instead had to request revenue from the states, which frequently ignored or underfunded the national government.
5. **No Regulation of Commerce:** Congress lacked the authority to regulate trade between states or with foreign nations, allowing states to impose competing tariffs and trade policies against one another and undermining coordinated economic policy.
6. **One Vote Per State:** Each state, regardless of size or population, received a single vote in Congress, and major legislation required the approval of nine of the thirteen states, making decisive action difficult.
7. **Unanimous Consent for Amendments:** Any amendment to the Articles required the approval of all thirteen states, making it virtually impossible to reform the system from within.
8. **No National Executive or Judiciary:** The Articles provided no independent executive to enforce laws and no national court system to resolve disputes between states, leaving Congress unable to compel compliance with its decisions.

Topic 3: The Constitution

Learning Standards

Students should be able to:

1. **Summarize** the Constitution’s basic architecture by explaining the purpose of the core powers and responsibilities of Congress (Article I), the President (Article II), and the Judiciary (Article III).
2. **Describe** how separation of powers and checks and balances work by using specific constitutional mechanisms (for example: veto and override, advice and consent, impeachment, judicial authority, and appointments).
3. **Explain** how federalism divides authority between national and state governments by using textual examples (taxing, commerce, war powers, elections, and/or courts) and clarifying what the Constitution requires, permits, or forbids at each level.
4. **Explain** the Constitution as a response to specific problems encountered under the Articles of Confederation (revenue, interstate conflict, defense, executive energy, judicial authority).
5. **Compare** the Preamble of the Constitution to the Declaration of Independence. identifying similarities and differences and possible reasons for those differences.
6. **Compare and contrast** the American Constitution to the British Constitution at the time of the Founding, including with respect to Executive, Legislative and Judicial powers, the nature of a written Constitution vs. unwritten Constitution; benefits and potential downsides to a more difficult amendment process for a written Constitution; the enhanced role of the highest court in enforcing a written Constitution.
7. **Explain** how the Constitution (while it does not use the word *slavery*) addressed slavery by describing (a) the Three-Fifths Compromise (Article I, Section 2); (b) the Fugitive Slave Clause (Article IV, Section 2); and (c) the slave trade clause (Article I, Section 9). Then explain what these passages suggest about political pressure and moral unease at the Convention.

Historical Events and Developments

1. **The Philadelphia Convention:** In 1787, delegates from all 13 states arrived in Philadelphia to debate the reforms needed to save the republic from chaos and dysfunction under the Articles. James Madison was the principal organizer of the Convention, earning him the title “father of the Constitution.” George Washington was unanimously elected to preside over the convention. Other leading statesmen – including

Benjamin Franklin, Alexander Hamilton, Gouverneur Morris, and James Wilson – were also in attendance.

2. **Debate and Compromise:** Delegates debated and bargained over representation, executive power, national authority, and slavery—building a system meant to be energetic enough to govern but limited enough to protect liberty.
3. **A New Framework:** The Constitution replaces a loose confederation with a limited government that acts directly on citizens through separated powers, enumerated authority, federalism, and shared powers.
4. **Ratification and Legitimacy:** The Constitution’s authority ultimately rests on ratification by the people of the states, turning a proposed plan into a binding national charter.

Core Sources

1. [The Constitution of the United States \(1787\)](#)
2. **Baron de Montesquieu, *The Spirit of the Laws* (1748) (excerpt):** In reflecting on the English constitution, Montesquieu argued there were three essential powers of government (legislative, executive, and judicial) that must be kept separate if liberty is to be preserved.
3. **Preamble to the Constitution (Supporting Sources)**
 - a. “Establish Justice”: [The Founders on Justice](#)
 - b. “Promote the General Welfare”: [The Founders on the General Welfare and Public Good](#)

Additional Sources

1. **James Madison, Notes on the Debates in the Federal Convention:**
 - a. **June 1, 1787:** Debate on creating a national executive (what “executive energy” should look like).
 - b. **July 12, 1787:** Debate tying representation and direct taxation to the three-fifths compromise.
 - c. **July 16, 1787:** The “Great Compromise” moment: agreement, including equal representation in the Senate.
 - d. **August 21, 1787:** Debate over the slave trade and whether the plan could restrict it.

Key Facts

1. **James Madison:** A young Virginia delegate to the 1787 Constitutional convention who became a key architect of the new constitution and, later, the fourth president of the United States.
2. **Alexander Hamilton:** A New York statesman active in the 1770s–1790s who pushed for a vigorous national authority, helped promote ratification of the Constitution, and later shaped fiscal policy under George Washington.
3. **The Virginia Plan:** A proposal introduced early at the Constitutional Convention that called for a powerful national government with a bicameral legislature based on population and separate executive and judicial branches.
4. **New Jersey Plan:** A proposal presented at the Constitutional Convention that sought to preserve equal voting for each state in a single chamber.
5. **The Great Compromise:** A settlement reached at the Constitutional Convention that combined elements of both the Virginia and New Jersey plans by creating a Senate with equal state votes and a House of Representatives apportioned by population.
6. **“Checks and Balances”:** A constitutional design principle that distributes powers among three branches of the American government so that each can limit the others and prevent concentration of authority.
7. **Three-fifths Compromise:** An agreement at the Philadelphia convention that for representation and direct taxation in the new government, three-fifths of the enslaved population would be counted.
8. **Fugitive Slave Clause:** A provision adopted in 1787 obligating free states to return slaves who escaped to their territory to the persons claiming legal ownership of them.
9. **Slave Trade Clause:** A section of the American Constitution that allowed the importation of enslaved Africans to continue until 1808, after which Congress could prohibit the transatlantic trade.
10. **Protection of Economic Rights:** Through the Commerce Clause (Art. 1, Sec. 8, Cl. 3) the Constitution created a domestic free trade zone that prevented predatory economic behavior by the states; the Contract Clause (Art. 1, Sec. 10, Cl. 1) prohibited states from impairing the rights of contracts; the Intellectual Property Clause (Art. 1, Sec. 8, Cl. 8) protected the rights of authors and inventors to their writings and discoveries; and in other clauses, the Constitution prohibited *ex post facto* laws that could disrupt economic transactions and property arrangements, as well as provided for Congress to create a uniform and state currency.

Topic 4: Ratification Debates: The Anti-Federalists

Learning Standards

Students should be able to:

1. **Summarize** the major Anti-Federalist critiques of the Constitution (consolidated national power, distant representation in a large republic, “monarchy-like” executive power, an overreaching judiciary, and the absence of a bill of rights).
2. **Explain** how Anti-Federalists used specific constitutional features to support their fears – especially the judiciary in Article III and the Constitution’s ability to expand federal power over time.
3. **Describe** why, despite the problems with the Articles of Confederation, Anti-Federalist critiques were nevertheless persuasive in 1787–1788.

Historical Events and Developments

1. **A Public Fight over Ratification:** As soon as the Constitution was published, opponents organized resistance through speeches, newspapers, and pamphlets aimed at state ratifying conventions.
2. **Many Voices, not One Platform:** Unlike the tightly coordinated Federalist defense, Anti-Federalist criticism came from a varied set of writers; their essays were not conceived as a single unified series in the way *The Federalist* was.
3. **A Lasting Impact Even in Defeat:** Anti-Federalist pressure sharpened public fears and helped make promises of amendments – especially a bill of rights – inevitable.

Core Sources

1. **Patrick Henry, [Speech in the Virginia Ratifying Convention \(June 5, 1788\)](#) (excerpt):** A critique of the Constitution from a prominent patriot emphasizing liberty, consolidation, and skepticism about later amendments.
2. **Federal Farmer, [Letter IV \(Oct. 12, 1787\)](#) (excerpt):** Argued that the Constitution needs a more complete declaration of rights, pressing for explicit protections (including protections against unreasonable searches and seizures and for jury trials).
3. **Brutus, [Essay XI \(Jan. 31, 1788\)](#) (excerpt):** Warned that the federal judiciary will expand national power “silently and imperceptibly.”

Additional Sources

1. **Brutus, Essay No. 1 (Oct. 18, 1787):** The classic argument that an extended republic and consolidated power will undermine effective representation and liberty.

2. **Plutarch, *Life of Brutus*:** An ancient description of Brutus as a figure associated with resistance to tyranny – helpful for understanding what an Anti-Federalist “Brutus” wanted readers to hear in the name.

Key Facts

1. **Brutus:** Anti-Federalist writer (possibly Robert Yates), who is well known for providing the best argument against the Federalists’ contention that the national government must be given unlimited power within its respective domains.
2. **The Federal Farmer:** One of the most famous and influential Anti-Federalists (possibly Richard Henry Lee), the Federal Farmer was primarily concerned about consolidation under the Constitution that would destroy the states.
3. **Patrick Henry:** An outspoken Anti-Federalist and the leader of the opposition in the Virginia Ratifying Convention, Henry is best known for his stirring defenses of the liberty and rights of the states.
4. **Small Republics:** Relying primarily upon Montesquieu, the Anti-Federalists insisted that all republics must be small, that the states were the essential guarantors of the rights and liberties of the people, and that the people should have active and direct participation in their state governments.
5. **Voluntary Attachment:** The Anti-Federalist belief that for republics to work, there must be a close and voluntary attachment among the people—and that requires small republics (contra the Federalist belief in the “extended sphere” of larger republics).
6. **Homogeneity:** The Anti-Federalist belief that for republics to work, there must be many similarities among the people—from language to religion to moral principles to legal assumptions—that bind the people together and prevent faction.
7. **Representation:** Belief that representation is a necessary evil, and that the practice of representation must try to mimic direct democracies where the people themselves vote.

Topic 5: Ratification Debates: The Federalist

Learning Standards

Students should be able to:

1. **Summarize** the central claims of Federalist 1, 2, 10, 51, and 78, including each essay’s main problem and proposed solution.
2. **Explain** how the Federalists defend the Constitution by arguing for a) the necessity of union (Federalist 1 -2) and b) the value of an extended republic for controlling the effects of faction (Federalist 10).
3. **Analyze** how the Federalists claim the Constitution protects liberty through institutional design – especially checks and balances (Federalist 51) and an independent judiciary (Federalist 78).

Historical Events and Developments

1. **A Coordinated Defense of Ratification:** In the midst of state ratification debates, Federalist leaders mount a deliberate, sustained public defense of the proposed Constitution through widely circulated essays.
2. **A Unified Voice – “Publius”:** Unlike the scattered Anti-Federalist opposition, the Federalists present a coherent case in a planned series written primarily for New York readers and published in major New York papers.
3. **Ratification Politics and Lasting Influence:** The *Federalist* essays aim to secure ratification and shape how Americans understand the Constitution’s design — especially union, representation, institutional checks, and the judiciary.

Core Sources

1. [The Federalist No. 1 \(Hamilton\) \(excerpt\)](#): Framing the stakes of ratification and the choice of constitutional government.
2. [The Federalist No. 2 \(Jay\) \(excerpt\)](#): The case for union, shared interests, and the dangers of disunion.
3. [The Federalist No. 10 \(Madison\) \(excerpt\)](#): Factions and why a large republic can better control their effects.
4. [The Federalist No. 51 \(Madison\) \(excerpt\)](#): Separation of powers and checks and balances as safeguards for liberty.
5. [The Federalist No. 78 \(Hamilton\) \(excerpt\)](#): Judicial independence and the role of courts under the Constitution.

Additional Sources

1. **Plutarch, *Life of Publicola (Publius)*:** A portrait of the “man of the people,” useful for discussing why Hamilton, Madison, and Jay wrote as “Publius.”

Key Facts

1. **The Federalist / Federalist Papers:** Eighty-five essays written in defense of the Constitution and arguing for its ratification. In collected form, these essays would come to be regarded as the single best source representing the political thought of the Federalists in support of the Constitution.
2. **John Jay, James Madison, and Alexander Hamilton:** The three authors of *The Federalist Papers* who wrote under the pseudonym “Publius” and who were essential in convincing the people to ratify the Constitution.
3. **Improved Science of Politics:** The Federalists argued not for a “new” science of politics, but for improvements in an old science, including: the separation of powers, checks and balances, an independent judiciary, elected representatives, and the extended sphere.
4. **Need for Union:** Without a real union among the several states there could be no coordinated action as a nation, either in foreign or domestic policy, leading to faction and schism within and conquest from without.
5. **Defect of the Articles of Confederation:** Publius argued that the main defect of the Articles was that by making the Articles a function of state legislature alone the Articles only established a confederate alliance among independent nation-states that lack authority to implement its delegated powers.
6. **Partially Consolidated Republic:** The Constitution remedied the vices of the Articles by drawing its power from the people directly, bypassing state legislatures. The result was a partially consolidated republic, where the delegated (but limited) powers of the Constitution were consolidated under the national government, but the remaining (reserved) powers were retained by the distinct states under a federalist structure.
7. **Ratification Debates over the Constitution:** Intense state convention debates from 1787 to 1790 in which supporters and opponents of the new frame of government debated issues like central power, representation, and individual rights.
8. **Ratification of the Constitution:** On June 21, 1788, New Hampshire became the ninth state to ratify the Constitution, formally establishing the U.S. Constitution for the nation.
9. **Last State to Ratify:** On May 29, 1790, Rhode Island became the last of the thirteen states to ratify the U.S. Constitution.

Topic 6: The Bill of Rights

Learning Standards

Students should be able to:

1. **Identify** the freedoms and protections in each of the first ten amendments and **summarize** each amendment in clear modern language.
2. **Classify** the Bill of Rights protections into major categories (freedoms of conscience/expression; limits on military power; criminal procedure and trials; punishment; reserved rights/powers).
3. **Explain** why the Bill of Rights became politically necessary during ratification and how it was introduced and ratified (proposed by Congress in 1789; ratified by the states in 1791).
4. **Describe** the historical roots of Bill of Rights protections by linking each right to earlier English, colonial, and state declarations of rights.
5. Using either the writings of the Federalists or Anti-Federalists, **construct an argument** criticizing or defending the Bill of Rights in the Constitution.

Historical Events and Developments

1. **Ratification and Fear of Consolidated Power:** Opposition to the Constitution sharpened demands for explicit protections of individual liberty – especially a bill of rights.
2. **Madison Introduces Amendments:** The First Congress takes up proposed amendments aimed at securing key liberties and calming ratification-era fears.
3. **From Proposal to Ratification:** Congress proposes amendments (12 at first); 10 are ratified by the states on December 15, 1791 as the Bill of Rights.

Core Source

1. [The U.S. Bill of Rights](#)

The following core sources offer historical context for each of the rights protected in the Bill of Rights. Some of these sources have already been introduced in previous units, but teachers are encouraged to revisit them in this new context.

Amendment I: Rights to Speech, Press, Assembly, Petition (religion will be covered separately in the next topic area)

2. **John Milton, [Areopagitica](#) (1644) (excerpt):** “Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties.”

Amendment II: Rights to Organize a Militia and Bear Arms

3. **William Blackstone, Commentaries on the Laws of England (1765), Book I (excerpt):** Bearing arms is counted among the “auxiliary subordinate rights... which serve principally as barriers to protect and maintain inviolate the three great and primary rights, of personal security, personal liberty, and private property.”

Amendment III: Quartering Soldiers

4. **Declaration of Independence (1776) (excerpt):** Among the grievances listed by colonists: “For quartering large Bodies of Armed Troops among us.”

Amendment IV: Freedom from Warrantless Searches and Seizures

5. **Semayne’s Case (1604) (excerpt):** “The house of everyone is to him as his castle and fortress.”

Amendment V: Grand Jury, Double Jeopardy, Self-Incrimination, Due Process

6. **Liberty of Subject Statute (1354, 28 Edw. III c.3) (excerpt):** Recognition of the centrality of “due process of law” in English statute form.

Amendment VI: Criminal Procedure (Speedy/Public Trial, Jury, Confrontation, Counsel, Venue).

7. **Magna Carta (Clauses 38, 39) (1215):** Baseline “law of the land” procedural inheritance.

Amendment VII: Right to Trial by Jury

8. **Act for the Abolition of the Star Chamber (1765) (excerpt):** In the face of Stuart violations of the common law, Parliament reasserts that “no freeman shall be taken or imprisoned, or disseised of his freehold or liberties... but by lawful judgment of his peers, or by the law of the land.

Amendment VIII: Bail, Fines, Cruel and Unusual Punishments”

9. **English Bill of Rights (1689) (excerpt):** “excessive bail... excessive fines... cruel and unusual punishments” clause.

Amendment IX: Unenumerated Rights

10. **Federalist No. 84 (Hamilton, 1788) (excerpt):** Argues that listing rights can be dangerous because it may imply unlisted rights are unprotected, highlighting the broad recognition of rights beyond those enumerated.

Amendment X: Reserved Powers

11. **Federalist No. 45 (Madison, 1788) (excerpt):** “Few and defined” federal powers vs. “numerous and indefinite” state powers

Additional Sources:

Amendment I: Rights to Speech, Press, Assembly, Petition (religion will be covered separately in the next topic area)

1. **English Bill of Rights (1689):** “That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament.”
2. **Thomas Gordon, *Cato’s Letters* #15 (1720–1723):** “Freedom of speech is the great bulwark of liberty; they prosper and die together.”

Amendment II: Rights to Organize a Militia and Bear Arms

3. **Statute of Winchester (1285):** A medieval English statute requiring able-bodied men to keep and bear arms.
4. **English Bill of Rights (1689):** Parliament’s demand that “Protestants may have arms for their defence suitable to their conditions and as allowed by law.”

Amendment III: Quartering Soldiers

5. **Petition of Right (1628):** Parliament objected to “inhabitants against their wills [being] compelled to receive [soldiers] into their houses.”

Amendment IV: Freedom from Warrantless Searches/seizures

6. **James Otis, *Speech Against Writs of Assistance* (1761):** A powerful colonial attack on British officials’ use of “general” warrants.

Amendment V: Grand Jury, Double Jeopardy, Self-Incrimination, Due Process

7. **Assize of Clarendon (1166):** The early English roots of presentment or “grand jury” style accusation.

Amendment VI: Criminal Procedure (Speedy/Public Trial, Jury, Confrontation, Counsel, Venue)

8. **Magna Carta (Clause 39) (1215):** Baseline “law of the land” procedural inheritance.

Amendment VIII: Bail, Fines, Cruel and Unusual Punishments

9. **Magna Carta (Clause 20) (1215):** “A freeman shall not be amerced for a slight offense, except in accordance with the degree of the offense; and for a grave offense he shall be amerced in accordance with the gravity of the offense...”
10. **Virginia Declaration of Rights, Sec. 9 (1776):** State-level adoption of the same “excessive bail/fines... cruel and unusual” idea.

Amendment IX: Unenumerated Rights

11. **James Madison, Speech Introducing Amendments (June 8, 1789):** Framing the problem of listing rights and protecting “retained” rights.

Key Facts

1. **Bill of Rights to the U.S. Constitution:** The first 10 amendments to the American Constitution, which added specific protections for freedoms like speech, press, religion, and due process to the Constitution.
2. **State Bills of Rights:** Many of the state constitutions drafted and passed after 1776 include bills of rights. The Virginia Declaration of Rights (1776), authored by George Mason, was the foundation for the Constitution’s Bill of Rights.
3. **James Madison as Architect:** James Madison proposed the first draft of the Bill of Rights to Congress in June 1789, which included 19 amendments.
4. **Congressional Approval:** Madison’s drafted amendments were consolidated to 12 amendments that were approved by Congress in September 1789 and sent to the states for ratification.
5. **Arguments for the Bill of Rights:** Anti-Federalists argued that explicit safeguards of citizens’ rights and liberties were needed to prevent government overreach and abuses given the expansive powers granted to the national government.
6. **Arguments against the Bill of Rights:** Federalists like Alexander Hamilton (in *Federalist* no. 84) argued that the whole Constitution was a bill of rights, that enumerated constitutional powers meant there was no danger of government abuses, and that a bill of rights would eventually limit the rights of citizens.
7. **Ratification of the Bill of Rights:** During the ratification process, two amendments were dropped, reducing the official number to ten. On December 15, 1791, Virginia became the tenth state (out of thirteen) to ratify the Bill of Rights, meeting the 3/4ths qualification necessary for official ratification.
8. **Limited Scope:** The Bill of Rights, or the first Ten Amendments, originally only applied against the national government and did not limit the several states. This was confirmed by the Supreme Court case *Barron v. Baltimore* (1833), and was not overturned until the case of *Gitlow v. New York* (1925) that applied the Fourteenth Amendment (1868) to the states.

Topic 7: Religion in the Early Republic

Learning Standards

Students should be able to:

1. **Identify** key founding-era examples of America’s early leaders’ commitment to religious liberty and their encouragement of biblical faith in public life.
2. **Summarize** Madison’s argument in the *Memorial and Remonstrance* against a proposal for a tax assessment to support the Episcopal Church in Virginia and explain why he thought such government involvement in religious affairs threatens both liberty of conscience and genuine faith.
3. **Explain** both the practical reasons and principles that led Americans toward an embrace of religious liberty at the time of the early Republic.
4. **Describe** the balance America’s founders struck between respect for principled religious liberty and their belief in the importance of strengthening biblical religious sentiment, through both public statements and government policy.

Historical Events and Developments

1. **A Protestant Nation with Many Denominations:** Early America was overwhelmingly Christian and Protestant, but divided among numerous Protestant movements that increasingly mixed within individual states, making pluralism politically necessary.
2. **From Toleration toward Broader Inclusion:** As arguments for liberty of conscience grew in the early republic, legal and social acceptance widened beyond different types of Protestants, extending to Catholics and Jews.
3. **State Religious Establishments Lingered, Then Faded:** Several states retained forms of “establishment” (tax support, privileged churches, religious oaths of office), but these gradually disappeared altogether by the 1830s.
4. **Public Religion without an Established Church:** Even while avoiding religious establishment at the federal level, national leaders such as President George Washington generally continued to promote biblical faith and trust in divine Providence. Similarly, most states continued to restrict Sabbath labor through Sunday laws, while American public schools included Bible study and prayer (and continued to do so well into the 20th century).

Core Sources

1. **James Madison, [Memorial and Remonstrance Against Religious Assessments](#) (1785) (excerpt):** A forceful argument that government involvement in religious affairs is both a political danger and a threat to genuine faith.
2. **George Washington, [Thanksgiving Proclamation](#) (October 3, 1789):** A presidential call for national thanksgiving and prayer that shows how early federal leaders encouraged public religion, even as they opposed the establishment of a national church.
3. **George Washington, [Letter to the Hebrew Congregation at Newport](#) (1790):** “It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights.”
4. **George Washington, [Letter to the Roman Catholics](#) (1790):** An early presidential assurance of full civic inclusion for Catholics: “(M)ay the members of your Society in America, animated alone by the pure spirit of Christianity, and still conducting themselves as the faithful subjects of our free Government, enjoy every temporal and spiritual felicity.”
5. **John Adams, [Letter to the Massachusetts Militia](#) (October 11, 1798):** Famously asserts the Constitution is made for a “moral and religious people” and “is wholly inadequate to the government of any other.”

Additional Sources

1. **Massachusetts Constitution (1780), Declaration of Rights, Article III:** A clear example of the kinds of state-level establishment frameworks that remained common after Independence before fading during the early 19th century.
2. **Virginia Statute for Religious Freedom (1786):** A key legal statement that civil rights do not depend on religious opinion and that no one should be compelled to support a specific religious sect or denomination. While exceptional at the time it was passed, similar laws were gradually adopted by the other states.
3. **Senate Statute on the Hiring of Congressional Chaplains (Sept. 22, 1789):** Documentation that Congress employed chaplains to lead Christian services in the U.S. Capitol.
4. ***McGowan v. Maryland* (1961):** A court case describing state “Sunday Closing Laws” / “Blue Laws,” tracing their history from the modern era back to English common law.
5. ***Abington School District v. Schempp* (1963):** A later court case demonstrating that Bible study/prayer practices endured in American public schools into the 20th century.

Key Facts

1. **George Washington's Thanksgiving Proclamation (1789):** A presidential proclamation calling the nation to a public day of thanksgiving and prayer, asking God to bless and guide the young American republic.
2. **Established Churches:** State systems that privileged certain religious denominations through taxes, legal benefits, or religious tests, even after Independence.
3. **Blue Laws / Sunday Laws:** State and local restrictions on Sunday work and commerce that shaped American public life long after formal state-level establishments declined.

Unit 4: The Early Republic (1789-1838)

14-16 Lessons

10-12% Exam Weighting

Unit Summary:

The fourth unit recounts the pivotal early years of America as a fledgling nation, where George Washington's steady hand set enduring precedents for executive leadership amid fierce debates over Hamilton's bold economic vision of national banks and tariffs versus Jefferson's agrarian ideals of limited government and states' rights. This unit investigates the turbulent effects of the French Revolution in America, from diplomatic crises like the XYZ Affair and the Quasi-War to the repressive Alien and Sedition Acts, which sparked Jefferson's triumphant 1800 election and a peaceful power shift that affirmed democratic resilience even in the face of party faction. Jefferson's presidency emerges as a paradoxical triumph, expanding the republic through the Louisiana Purchase while grappling with judicial authority in *Marbury v. Madison*, even as foreign entanglements—from raids by the Barbary pirates to the War of 1812—tested neutrality and culminated in the Monroe Doctrine's assertive hemispheric stance. The profound effects of economic transformations are explored, with innovations like the cotton gin fueling the entrenchment of slavery in the South, while Northern factories trailblazed industrial growth and Henry Clay's American System fused regional markets via canals and roads. The Second Great Awakening's revivals spawned spiritual and cultural revival that spun off reform movements like temperance and abolition, while Jacksonian democracy's populist surge expanded suffrage and individual liberties, even as the Bank War and Indian removal underscored the tensions between Whig consolidation and Democratic subsidiarity. Through it all, Tocqueville's keen observations on individualism, local associations, and the perils of majority tyranny would result in the most famous book ever written on American democracy.

Recommended Chapters from *Land of Hope*: 5-7.

Topic 1: Washington's Presidency

Learning Standards

Students should be able to:

1. **Identify** key precedents established during Washington's presidency that shaped executive leadership and federal government norms.
2. **Summarize** major political, economic, and foreign policy debates during Washington's administration.
3. **Explain** how those debates contributed to the emergence of the first political parties.
4. **Compare** competing visions of the federal government advanced by Alexander Hamilton and Thomas Jefferson.

Historical Events and Developments

1. **Establishing Presidential Precedents:** Washington intentionally established lasting expectations for the executive branch by organizing a cabinet, asserting federal authority, and shaping norms for presidential behavior.
2. **A Divided Cabinet:** Washington's administration revealed deep ideological conflict, especially between Alexander Hamilton (Treasury) and Thomas Jefferson (State), whose disagreements dominated early national politics.
3. **Hamilton's Economic Program:** Hamilton advanced a strong central government and a diversified economy through policies such as protective tariffs and the creation of a national bank to stabilize federal finances, promote commerce, and strengthen national credit.
4. **Jefferson's Opposition and Strict Construction:** Jefferson and his allies argued for an agrarian republic and a strict interpretation of the Constitution, opposing the national bank as an unconstitutional expansion of federal power and warning that Hamilton's program threatened liberty.
5. **The Emergence of Political Parties:** Conflicts over economic policy and foreign relations contributed to the first party system, with Federalists generally supporting Hamilton and Democratic-Republicans backing Jefferson.
6. **Washington's Warnings for the Republic:** In his final public message as president, Washington cautioned that factionalism and permanent foreign alliances could endanger national unity and independence, and he stressed the importance of religion and morality as foundations for civic virtue and republican government.

Core Source

1. **George Washington, [Farewell Address](#) (1796) (excerpt):** Washington's final public statement warning against factionalism and permanent foreign alliances, while emphasizing national unity and the importance of religion and virtue in a republic.

Additional Sources

1. **Alexander Hamilton, *Report on Public Credit* (1790):** Hamilton's case for funding the national debt to establish public confidence and strengthen federal power.
2. **Alexander Hamilton, *Report on Manufactures* (1791):** Hamilton's argument for developing American manufacturing through federal support and protective measures to build national economic independence.
3. **Thomas Jefferson, *Opinion on the Constitutionality of a National Bank* (1791):** Jefferson's strict-construction argument that the bank exceeded constitutional limits and threatened the balance of power between states and the federal government.

Key Facts

1. **The French Revolution:** A political upheaval that began in France in 1789, starting with constitutional reform but spiraling into radicalism and war, deeply dividing American opinion and diplomacy.
2. **Washington's First Cabinet:** The initial executive advisory group assembled by President George Washington. It included leaders like Hamilton and Jefferson, whose disagreements led to the formation of the first political parties.
3. **Alexander Hamilton's Financial Program:** A series of measures in the early 1790s that consolidated federal and state debts, established a national bank, and laid the foundations for a stable public credit and commercial growth.
4. **Jay Treaty:** A controversial 1794 agreement with Britain that resolved some outstanding issues from the Revolutionary era and secured trade concessions, while provoking political controversy.
5. **Federalist Party:** A political coalition that took shape in the early 1790s, favored closer ties with Britain, strong national institutions, and a commercial-urban future, and which dominated national politics through the 1790s.
6. **Republican Party / Democratic-Republicans:** A grouping that emerged between 1792–1793 around Jefferson and Madison in opposition to the Federalist party. It championed agrarian interests, decentralized power, and sympathy for the French revolutionary cause.

7. **Washington's Farewell Address:** A 1796 message in which the outgoing first president counseled against permanent foreign alliances and warned that factionalism and regionalism could undermine the Union.

Topic 2: The French Revolution and American Politics

Learning Standards

Students should be able to:

1. **Summarize** key disputes over neutrality, diplomacy, and republicanism during the Washington and Adams administrations.
2. **Explain** how the French Revolution reshaped political debate in the United States and accelerated partisan conflict in the 1790s.
3. **Analyze** how foreign events influenced domestic controversies over neutrality, diplomacy, and the meaning of republicanism.
4. **Construct an argument** for the reasons for the failure of the French Revolution and the success of the American Revolution.

Historical Events and Developments

1. **The French Revolution as a Test of Republicanism:** Many Americans initially celebrated the French Revolution as an extension of republican ideals, but opinions fractured as the revolution radicalized and political violence intensified.
2. **Competing Interpretations of Liberty:** Debates over whether France represented liberty or dangerous instability sharpened political identities, helping crystallize the first party system and turning foreign affairs into a central domestic political issue.
3. **Adams Takes Office:** John Adams inherited a politically divided nation and an increasingly tense international situation, with American leaders split over how to respond to revolutionary France while protecting national sovereignty and trade.
4. **The XYZ Affair and the “Quasi-War”:** Diplomatic conflict with France escalated when American envoys reported demands associated with the XYZ Affair, fueling public outrage, intensifying suspicion of foreign influence, and pushing politics further toward confrontation and emergency measures.
5. **Alien Enemy and Sedition Acts:** In heightened fear of foreign subversion and domestic radicalism, the Federalist-led government passed the Alien and Sedition Acts; in response, Jefferson and Madison authored the Kentucky and Virginia Resolutions, seeking to nullify the law at the state level and threatening a constitutional crisis.

Core Source

1. **Edmund Burke, *Reflections on the Revolution in France* (1790) (excerpt):** Burke reflected on the difference between Anglo-American notions of liberty and those endorsed by the French Revolution.

2. **Alexander Hamilton, “[Views on the French Revolution](#)” (1794) (excerpt):** Hamilton argued that the French Revolution quickly descended into destabilizing extremism.

Additional Sources

1. **Thomas Jefferson to the Marquis de Lafayette (June 16, 1792):** Jefferson’s initially supportive assessment of revolutionary France.
2. **John Adams to Thomas Jefferson (July 13, 1813):** Adams reflected on why the French Revolution differed fundamentally from the American Revolution, emphasizing conditions that made stable republican government harder to achieve.
3. **Thomas Jefferson to John Adams (September 4, 1823):** Jefferson argues that societies shaped by long traditions of monarchy and absolutism (specifically including France) are not prepared to sustain self-government immediately, suggesting freedom often requires time, habituation, and education.

Key Facts

1. **John Adams:** The New England lawyer and Revolutionary leader who served as vice president under Washington and then as the second president, helped steer the nation through quarrels with France.
2. **XYZ Affair:** A diplomatic incident that occurred during Adams's term in office in which French intermediaries demanded bribes from American commissioners, enraging the public and leading to an undeclared naval war.
3. **Alien and Sedition Acts:** Four statutes passed by Federalists that empowered the executive branch to detain or deport certain foreigners and criminalized some criticism of the national government.
4. **Kentucky and Virginia Resolutions:** Responses to the Alien and Sedition Acts, drafted by Thomas Jefferson and James Madison, that argued states could judge the constitutionality of federal laws and hinted at a right to resist or nullify certain measures.

Topic 3: Jefferson's Presidency

Learning Standards

Students should be able to:

1. **Identify** key features of the election of 1800 and the peaceful transfer of power between political parties.
2. **Explain** why the election of 1800 marked a turning point in the development of American democracy and describe the core constitutional question at stake in *Marbury v. Madison*.
3. **Analyze** how Jefferson's presidency both limited and expanded federal power (especially through the Louisiana Purchase).

Historical Events and Developments

1. **The First Transfer of Power Between Parties:** The election of 1800 resulted in a peaceful transition from Federalist leadership to Democratic-Republican rule, testing whether a republic could survive intense partisan conflict and establishing a durable precedent for constitutional change through elections rather than force.
2. **The Federalist Judiciary as a Political Battleground:** Even after losing the executive and legislative branches, Federalists retained influence through the courts, especially under Chief Justice John Marshall.
3. **Marbury and the Rise of Judicial Review:** *Marbury v. Madison* strengthened the Court's authority by asserting the principle of judicial review, reframing the balance of power among branches and setting the stage for recurring disputes over whether the judiciary should shape national policy.
4. **The Louisiana Purchase:** The acquisition of the Louisiana Territory dramatically expanded U.S. territory and future economic opportunity, but it also exposed a tension within Jeffersonian ideology: a president committed to strict constitutional limits embraced a power that was not explicitly spelled out in the Constitution.

Core Sources

1. **Thomas Jefferson, [First Inaugural Address](#) (1801) (excerpt):** Jefferson's statement of principles following the election of 1800, emphasizing republican government, constitutional limits, and national unity after a deeply partisan transition.
2. **U.S. Supreme Court, [Marbury v. Madison](#) (1803) (excerpt):** The decision that established the Court's power to review the constitutionality of laws, shaping the long-term authority of the judiciary and its relationship to elected branches.

3. **Thomas Jefferson to John Adams on a Natural Aristocracy (1813) (excerpt)**: In correspondence Jefferson advocated for a “natural aristocracy” that was predicated upon virtue and talent, not birth, wealth, or education.

Additional Sources

1. **U.S. Congress, *Judiciary Act of 1801***: Reorganized the federal courts in the final days of Federalist control, helping explain why the judiciary became such a central political battleground.
2. **Thomas Jefferson, *Instructions/Commission for the Lewis and Clark Expedition (1803)***: A window into Jefferson’s goals for exploration, science, diplomacy, and expansion after the purchase.
3. **Thomas Jefferson, *Message to Congress on the Louisiana Purchase (1803)***: Jefferson’s explanation of the purchase and its significance.
4. **U.S. Constitution, *Twelfth Amendment (Ratified 1804)***: Clarifies the electoral process for president and vice president in response to problems revealed by the election of 1800.
5. **Lewis and Clark, *Journals of the Corps of Discovery (1804–1806)***: Firsthand accounts of exploration and encounters in the Louisiana territory.

Key Facts

1. **Jefferson’s First Inaugural Address**: A speech, delivered by Thomas Jefferson, that reassured former opponents, famously proclaiming “we are all republicans, we are all federalists,” and laid out his principles of limited, conciliatory government.
2. **Jeffersonian Republicanism**: A governing philosophy that guided national politics from 1801 through the 1810s, emphasizing limited central power, agrarian values, and civil liberties.
3. **John Marshall**: An early chief justice of the Supreme Court who issued landmark opinions that strengthened national authority and elevated the Court’s role in American government.
4. **Judicial Review**: The doctrine, first clearly articulated by the Courts in *Marbury v. Madison* (1803), that allows federal courts to strike down legislation or executive actions that conflict with the Constitution.
5. **Louisiana Purchase (1803)**: The acquisition of vast western lands from France for \$15 million, it more than doubled the nation’s size and secured American control of the Mississippi River.

6. **Lewis and Clark Expedition:** A mission of exploration, dispatched by President Jefferson, that followed the Missouri River to the Pacific, surveying geography and native nations and claiming the Northwest more firmly.

Topic 4: Foreign Relations in the Early Republic

Learning Standards

Students should be able to:

1. **Identify** the major foreign policy challenges the United States faced from the 1790s through the 1820s (neutral rights, trade, and security).
2. **Summarize** key diplomatic and military efforts the United States used to protect commerce and assert sovereignty, including conflicts in the Mediterranean and escalating tensions with Britain and France.
3. **Analyze** the causes and consequences of the War of 1812.
4. **Describe** how the Monroe Doctrine reflected changing U.S. goals in the Western Hemisphere and America's evolving position in global affairs.

Historical Events and Developments

1. **The Legacy of the French Revolution:** Controversies over revolutionary France during the Washington and Adams years made foreign affairs a lasting domestic battleground.
2. **Barbary Pirates and the First Test of Overseas Power:** Conflict with North African Barbary states over tribute and trade protection led to United States military action and helped establish the navy as a tool of national sovereignty.
3. **Neutral Trade Under Siege:** As Britain and France fought in Europe, repeated violations of American neutral rights – especially trade restrictions and British impressment – created intense political conflict at home and pushed the United States toward confrontation.
4. **Madison and the War of 1812:** Under Madison, the United States entered the war to defend sovereignty and commercial rights. The conflict tested national institutions and, ultimately, helped fuel a post-war surge of nationalism.
5. **The End of the First Party System:** Federalist opposition to the war and the nationalist aftermath weakened the Federalist Party, accelerating its collapse and reducing organized partisan competition at the national level.
6. **Monroe and the “Era of Good Feelings”:** Monroe presided over a moment of relative political unity (and declining Federalist influence) as well as growing national confidence.
7. **The Monroe Doctrine (1823):** In the post-war world, U.S. leaders asserted a stronger stance toward European involvement in the Americas, opposing new colonization and

intervention while signaling a growing ambition to define the Western Hemisphere as its distinct sphere of influence.

Core Sources

1. **Francis Scott Key, “[The Star-Spangled Banner](#)” (1814):** A wartime lyric (later the national anthem) that captured popular memory of the War of 1812 and linked survival against Britain to national identity and imagery of the American Flag.
2. **James Monroe, [Seventh Annual Address to Congress](#) (1823) (excerpt):** A presidential message outlining the “Monroe Doctrine,” defining U.S. opposition to new European colonization and intervention in the Americas.

Additional Sources

1. **U.S. Treaty with Tripoli (1796/1797):** A diplomatic document from the Barbary era that illustrates early U.S. strategies for protecting commerce and navigating relations with Muslim states.
2. **James Madison, *War Message to Congress* (1812):** Madison’s justification for war, useful for analyzing the causes of the War of 1812 (trade restrictions, impressment, sovereignty).

Key Facts

1. **Conflict with the Barbary Pirates:** Naval operations in the Mediterranean, during which the young American republic fought North African pirates to protect American sailors and trade.
2. **Tecumseh:** A Shawnee leader who tried to forge a confederation of tribes to resist American expansion and fought alongside the British during the War of 1812.
3. **“War Hawks”:** Younger congressmen from the South and West who championed war with Britain in the years before the War of 1812.
4. **War of 1812:** A conflict between the United States and Britain from 1812 to 1815, fought over maritime rights, frontier tensions, and national pride, which ended without territorial changes but boosted American nationalism.
5. **Burning of Washington, D.C.:** The 1814 raid in which British troops captured the American capital and set fire to public buildings.
6. **Francis Scott Key and “The Star-Spangled Banner”:** A lawyer who, while watching the bombardment of Fort McHenry during the War of 1812, composed verses celebrating the flag’s endurance that later became the national anthem.

7. **Hartford Convention (1814–1815):** A New England convention where Federalist delegates opposed continuing the War of 1812, proposed constitutional changes, and even considered the possibility of secession from the country, tarnishing the party's reputation.
8. **The Battle of New Orleans (1815):** A decisive victory achieved at the end of the War of 1812, in which Andrew Jackson's forces defeated a larger British army.
9. **Treaty of Ghent (1814):** The agreement that ended hostilities between the United States and Britain after the War of 1812 and restored pre-war borders.
10. **“Era of Good Feelings”:** A term describing the period roughly from 1817 to 1825, when partisan conflict was muted and the presidency of James Monroe coincided with a sense of national unity.
11. **James Monroe:** The fifth president, in office from 1817 to 1825, associated with westward expansion, the Missouri Compromise, and the Monroe Doctrine.
12. **Monroe Doctrine:** The 1823 policy statement asserting that the Western Hemisphere was closed to new European colonization while the United States would avoid involvement in Old World quarrels.

Topic 5: The Industrial Revolution

Learning Standards

Students should be able to:

1. **Identify major** technological and economic changes that transformed production in the early United States.
2. **Describe** how the factory system and improvements in transportation encouraged economic integration and new patterns of labor.
3. **Explain** how debates over internal improvements, tariffs, and banking revived earlier disagreements about the federal government's role in economic development.

Historical Events and Developments

1. **New Technology and a Changing Economy:** Early industrialization introduced innovations that increased productivity and altered patterns of labor, accelerating shifts from household production toward larger-scale commercial manufacturing.
2. **The Cotton Gin:** Eli Whitney's cotton gin dramatically increased the efficiency of processing short-staple cotton, strengthening the plantation economy and deepening the ties between technological change and the growth of slavery in the South.
3. **The Factory System Emerges:** Samuel Slater helped pioneer textile manufacturing and factory-based production in the United States, concentrating workers, machinery, and capital in new industrial towns and supporting a wage-labor economy.
4. **Infrastructure and Market Expansion:** Turnpikes, canals, and federally supported roads helped link regions, lower transportation costs, and expand internal markets, with the Erie Canal standing out as a major project that strengthened connections between the Northeast and the interior.
5. **Henry Clay and the American System:** After the War of 1812, Clay and other economic nationalists argued for a coordinated national program, including protective tariffs, a stable financial system, and internal improvements, to promote self-sufficiency and unify regional economies. His proposals built on earlier proposals from Alexander Hamilton.

Core Sources

1. [The Webster-Hayne Debates \(1830\) \(excerpt\)](#): A senatorial debate between Whig Senator Daniel Webster (MA) and Democratic Senator Robert Y. Hayne (SC) over westward expansion, protective tariffs, and internal improvements.

2. **Henry Clay, “The American System” (1832) (excerpt):** Clay defended a national program of protective tariffs, a national bank, and federally supported internal improvements as a blueprint for economic independence and national integration.

Additional Sources

1. **James Madison, *Veto Message on the Bonus Bill (1817)*:** Madison’s constitutional argument against federal funding for roads and canals, emphasizing limits on national authority over internal improvements.
2. **U.S. Supreme Court, *McCulloch v. Maryland (1819)*:** The Court’s decision upholding the constitutionality of the national bank and affirming implied powers under the Necessary and Proper Clause.
3. **U.S. Supreme Court, *Gibbons v. Ogden (1824)*:** The Court’s ruling defining federal authority over interstate commerce and limiting state-granted monopolies in navigation and trade.

Key Facts

1. **Samuel Slater’s “factory system”:** The industrial organization introduced in the 1790s in New England that gathered workers and mechanized production under one roof, particularly in textile mills.
2. **Eli Whitney / Cotton Gin (1793):** An invention that greatly sped the cleaning of cotton, making that crop highly profitable and deepening the South’s commitment to slave labor.
3. **The “American System”:** A coordinated program of tariffs, internal improvements, and a national bank proposed by Henry Clay, a legislator from Kentucky, to foster economic integration.
4. **Erie Canal (1825):** A waterway connecting the Great Lakes to the Hudson River, dramatically lowering transport costs and turning New York City into the nation’s leading port.
5. **Hudson River School of Art (1820s-1870s):** America’s first major artistic movement founded by Thomas Cole, the Hudson River School consisted of a number of landscape painters that celebrated the dramatic beauty of the American wilderness.
6. ***McCulloch v. Maryland (1819)*:** A Supreme Court decision that upheld the constitutionality of the national bank and denied states the power to tax federal institutions, affirming implied powers.
7. ***Gibbons v. Ogden (1824)*:** A Supreme Court ruling that affirmed federal authority over interstate commerce.

Topic 6: The Second Great Awakening and American Reform

Learning Standards

Students should be able to:

1. **Identify** major features of the Second Great Awakening and how religious revival movements spread across different regions and communities.
2. **Explain** how revival preaching connected personal conversion to broader efforts to reshape society through moral action and organized reform.
3. **Analyze** how religious diversity expanded in this period, including the rise of new movements and utopian experiments.
4. **Assess** what these developments reveal about changing ideas of authority, community, and freedom in American life.

Historical Events and Developments

1. **Deism, Unitarianism, and Religious Anxiety:** In the early 19th century, the spread of Deism and the growth of Unitarianism—especially among educated and urban Americans—challenged older Calvinist doctrines, emphasized reason and moral improvement, and helped spark concern that traditional Christianity and social order were weakening.
2. **Revival Religion and the Possibility of Moral Transformation:** The Second Great Awakening emerged in part as a response to these trends, stressing conversion, biblical authority, and the belief that individuals—and by extension, society—could be remade through spiritual commitment and action.
3. **Campus Revivals:** Religious renewal also took institutional forms, including revivals among students and elites that presented conversion as compatible with order, discipline, and rational persuasion rather than ecstatic disorder.
4. **Frontier Camp Meetings:** In the West and on the frontier, large revival gatherings drew ordinary people into intense spiritual experiences and created networks that spread rapidly across expanding settlements.
5. **Reform and New Religious Communities:** Revival energy fueled organized reform—especially temperance—while other groups pursued radical communal experiments that reorganized property, family life, and moral expectations in the name of Christian fellowship.

Core Sources

1. **Charles Finney, *Lectures on Revivals of Religion* (1835) (excerpt):** A major revivalist text linking personal conversion to the belief that society could be transformed through moral action.

Additional Sources

1. **Barton W. Stone, *The Cane-Ridge Meetinghouse* (1801):** Stone describes his opposition to Calvinism, his preaching at Cane Ridge, and what he witnessed regarding salvation and the presence of the Holy Spirit.
2. **Timothy Dwight, “A Brief Account of the Revival of Religion now Prevailing in Yale College, New-Haven” (*Connecticut Evangelical Magazine*, 1802):** Dwight describes conversions and revival at Yale after years of preaching against deism and rationalism, emphasizing the absence of “enthusiasm,” superstition, or violence.
3. **Joseph Smith, *The Articles and Covenants of the Church of Christ and the Articles of Faith* (1830):** Founding documents establishing the Church of Latter Day Saints (Mormons) when formally organized on April 6, 1830, in Fayette, New York; later revised and expanded into what is now known as the Doctrine and Covenants.
4. **Lyman Beecher, *Six Sermons on Intemperance* (1827/1828):** A leading temperance argument portraying alcohol as a threat to moral order and republican life.
5. **Horace Mann, “The Necessity of Education in a Republican Government” (1839):** An argument for public education as essential to civic virtue, social stability, and the survival of self-government in a democratic society.

Key Facts

1. **Deism:** An Enlightenment-influenced religious outlook prominent in the late 18th and early 19th centuries that envisioned God as a rational creator who rarely (if ever) intervenes in nature.
2. **Unitarianism:** A liberal Protestant current that gained strength in the early 1800s, rejecting the Trinity and emphasizing moral improvement and the benevolence of the Creator.
3. **The Second Great Awakening:** A wave of Protestant revivals during the early 19th century that democratized religious life, spread evangelical denominations, and energized various reform movements.
4. **Circuit Riders:** Methodist and other traveling preachers who rode regular routes across frontier regions and helped spread the Second Great Awakening.
5. **Brigham Young:** The successor to Joseph Smith who led the Latter Day Saints’ long migration in 1846–1847 to Utah.

6. **Charles Finney:** An evangelist who led major revival campaigns during the Second Great Awakening and who used controversial techniques, such as anxious benches, to promote conversion.
7. **Church of the Latter Day Saints:** A 19th century American religious movement founded by Joseph Smith in 1830 in upstate New York, claiming new revelations and additional scripture, such as the Book of Mormon.
8. **Shakers / Ann Lee Stanley:** A celibate communal sect that took shape under an English-born female leader and flourished in the early 1800s. It is known for ecstatic worship, exquisite craftsmanship, and strict gender separation.
9. **The Temperance Movement/Teetotalers:** A campaign that gathered strength from the early 19th century onward, urging individuals and communities to renounce alcoholic drink, including through total abstinence pledges.
10. **Abolitionism:** A moral and political movement that gained organized force in the mid-19th century, calling for the immediate or rapid end of slavery and denouncing the institution as a sin.

Topic 7: Jacksonian Democracy and Democratic Culture

Learning Standards

Students should be able to:

1. **Identify** key political changes of the Jackson era, including the expansion of suffrage and the rise of mass party politics.
2. **Analyze** Tocqueville’s observations about American democracy by using his key concepts (individualism, associational life, religion, and tyranny of the majority) to explain Jackson-era society and culture.

Historical Events and Developments

1. **Jackson’s Rise:** Andrew Jackson became a national hero through military fame achieved in the War of 1812, helping him build a broad popular following that turned his frontier identity and battlefield success into political assets. Jackson and his supporters cultivated an image of him as a self-made outsider who represented ordinary men against entrenched elites.
2. **The Election of 1824 and the “Corrupt Bargain”:** After no candidate won an electoral majority, the House selected John Quincy Adams as President. Jackson’s allies condemned Adams’ victory and Henry Clay’s appointment as Secretary of State as a “corrupt bargain,” harnessing populist anger. Jackson would easily win election to the presidency in 1828.
3. **The Expansion of Suffrage:** As many states eliminated or reduced property requirements for voting participation, campaigns increasingly relied on party rallies, partisan newspapers, and organized voter mobilization.
4. **Jackson’s Presidency:** Jackson presented himself as a man of the people, used the veto more aggressively than most predecessors, emphasized “rotation in office,” and appealed directly to public opinion to justify stronger presidential leadership.
5. **The Bank War:** Jackson’s conflict with the Second Bank of the United States turned into a defining struggle over whether a national financial institution protected stability and opportunity or concentrated power and wealth in the hands of a few.
6. **Indian Removal:** Jackson’s Indian policies culminated in forced removal, most infamously the Trail of Tears. *Worcester v. Georgia* affirmed (in principle) tribal sovereignty against state intrusion, Jackson refused to obey the court, highlighting the limits of judicial power in practice.

7. **Literature and the Democratic Self:** In the Jacksonian era, American writers and poets celebrated individual worth, self-expression, and helped the nation find a distinct cultural and artistic voice.

Core Sources

1. **Andrew Jackson, *Bank Veto Message* (1832) (excerpt):** Jackson framed the Bank as an institution of privilege and defended executive action as a democratic safeguard against concentrated economic power.
2. **Ralph Waldo Emerson, *Self-Reliance* (1841) (excerpt):** Emerson’s essay elevates individual conscience and independence, capturing a central intellectual current of democratic-era thought.
3. **Edgar Allan Poe, “*The Raven*” (1845):** Poe was a renowned poet and writer, and a central figure in Romanticism and early American literature. “The Raven” was an instant success and is his best-known poem.

Additional Sources

1. **Alexis de Tocqueville, *Democracy in America* (1835/1840):** Selections on individualism, voluntary associations, religion, and the type of despotism that democracies have to fear.
2. **Henry David Thoreau, *Civil Disobedience* (1849):** A reflection on conscience and resistance that probes the limits of majority rule in a democratic society.
3. **Walt Whitman, *Song of Myself* (1855):** Whitman celebrates the dignity, diversity, and shared humanity of ordinary Americans, offering a poetic vision of democracy rooted in individual experience.

Key Facts

1. **Acquisition of Florida Territory (1821) and Statehood (1845):** In the Adams-Onís Treaty of 1819 (ratified in 1821), Spain ceded East Florida and renounced claims to West Florida, making the Florida Territory part of America with Andrew Jackson as its provisional governor. Florida became a state in 1845.
2. **Election of 1824 and the “Corrupt Bargain”:** The presidential contest of 1824, decided in the House of Representatives, after which an alleged deal between Adams and Clay convinced Andrew Jackson’s supporters that the people’s will had been thwarted.
3. **Populism:** A political style, especially associated with Andrew Jackson, that celebrated the wisdom and virtues of ordinary people, distrusted entrenched elites and institutions, and demanded that government policy reflect the will of “the people” rather than that of a privileged few.

4. **Nullification Crisis:** The confrontation of 1832–1833 in which South Carolina asserted a right to invalidate federal tariffs and the Jackson administration insisted that the Union was perpetual.
5. **Bank War / Second Bank of the United States:** The struggle in the early 1830s over rechartering the national financial institution, ending with Andrew Jackson’s veto.
6. **Indian Removal Act (1830):** A law authorizing negotiated exchanges of land that, in practice, forced the relocation of southeastern tribes to territory west of the Mississippi.
7. **Trail of Tears:** The forced marches of Cherokee and other southeastern American Indians in 1838–1839, during which thousands died from hunger, disease, and exposure on the way to Indian Territory.
8. ***Worcester v. Georgia:*** A Supreme Court decision that recognized the Cherokee Nation’s distinct status and limited state jurisdiction over its territory, a ruling the executive branch under Andrew Jackson flatly refused to enforce.
9. **Romanticism:** A European cultural movement of the late 18th and early 19th centuries that elevated imagination, emotion, nature, and the inner life over cold rationalism.
10. **Transcendentalism:** A New England intellectual trend of the 1830s and 1840s that emphasized an appreciation of nature, individualism, and the pursuit of truth beyond scientific inquiry.
11. **Ralph Waldo Emerson:** A lecturer and essayist, he became the leading voice of transcendentalist philosophy, urging Americans to trust themselves and to break free from inherited European conventions.
12. **“Self-Reliance”:** An 1841 essay by Ralph Waldo Emerson arguing that individuals should resist conformity and live according to their inner sense of right, even if society misunderstands them.
13. **Henry David Thoreau:** A New England writer and thinker who turned a two-year experiment in simple living at Walden Pond into a searching critique of materialism, conformity, and shallow “progress” in works like *Walden*.
14. **Nathaniel Hawthorne:** A Massachusetts novelist of the mid-19th century whose books, such as *The Scarlet Letter*, used Puritan New England settings to probe sin, guilt, memory, and the darker workings of conscience and community.
15. **Herman Melville:** A former seaman and American novelist whose ambitious works, especially *Moby-Dick*, used sea voyages and whaling adventures to explore obsession, evil, and the limits of human knowledge.

16. **Walt Whitman:** A Brooklyn-based poet of the mid-19th century whose collection *Leaves of Grass* introduced bold free verse celebrating the body, ordinary people, and the democratic spirit of the United States.
17. **Edgar Allan Poe:** A writer active in the 1830s and 1840s whose poems and tales explored psychological terror, guilt, and the uncanny.
18. **Margaret Fuller:** A critic and early feminist associated with transcendentalist circles in the 1840s, who argued for expanded roles and education for women.

Unit 5: Slavery and the Civil War (1838-1865)

18-19 Lessons

10-12% Exam Weighting

Unit Summary:

The fifth unit narrates the tragic unraveling of the American republic as slavery’s “peculiar institution” hardened into the Antebellum South’s economic lifeblood and cultural cornerstone. The South sustained a romanticized hierarchy of honor and chivalry while exacting brutal tolls on black slaves and their families, who were forced to build resilient communities through spirituals, faith, and quiet defiance. From the Second Great Awakening’s biblical and moral fire emerged abolitionism’s crusaders—like Garrison’s uncompromising radicalism and Douglass’s eloquent constitutional appeals—clashing with proslavery apologists as westward expansion under Manifest Destiny ignited fierce debates over slavery’s spread. From Texas annexation and the Mexican War to the Compromise of 1850, from the violent fallout over the Kansas-Nebraska Act to *Dred Scott*’s incendiary ruling and John Brown’s prophetic raid—America seemed to be coming apart at the seams. These escalating crises—portended by Lincoln’s warning that a “house divided” cannot stand and fueled by the polarizing 1860 election and secession’s compact theory—erupted into a bloody Civil War. The War’s early confidence, from Fort Sumter’s bombardment and Bull Run’s illusions, was replaced by the grim reality of Antietam’s bloody day. The War dragged on, from the Emancipation Proclamation’s transformative decree to key victories at Gettysburg and Vicksburg, to Sherman’s merciless March to the Sea and Lee’s eventual surrender at Appomattox. Amid the carnage, Lincoln’s profound vision shined through in his inaugural speech and Gettysburg Address, recasting the conflict as a divine reckoning for slavery’s sin and a “new birth of freedom.” Lincoln’s reconciliatory urgings that “malice toward none and charity for all” characterize reunion were shattered by an assassin’s bullet that cast a shadow over the peace he sought.

Recommended Chapters from *Land of Hope*: 8-10.

Topic 1: The Antebellum South and Slavery

Learning Standards

Students should be able to:

1. **Identify** the ways slavery shaped the South’s economy, politics, society, and culture in the decades before the Civil War.
2. **Describe** the variety of enslaved peoples’ experiences—labor systems, family and community life, religion and spirituals, and everyday resistance—across both the Upper South and the Deep South.

Historical Events and Developments

1. **North and South:** Slavery existed in all of the colonies, North and South, up to the Revolutionary Era, which saw the first wave of emancipation. Consequently, slavery steadily receded in the North during the Early Republic, yet the South doubled down on slave labor under the emergence of a “positive good” theory of slavery by the 1830s. This created a widening divide between the North and South in their economies, cultures, and politics.
2. **The “Old South”:** The Antebellum South was built around a rigid social order in which a small planter elite dominated public life; most white Southerners did not own slaves, yet slavery was the foundation of the region’s social, economic, and political order.
3. **“King Cotton”:** The expansion of cotton made slavery more profitable and more entrenched; many white Southern leaders believed cotton gave the South decisive leverage over the North and Britain, reinforcing their belief that slavery would remain unchallenged.
4. **“The Great Chain of Being”:** White southerners celebrated ideals of honor and chivalry. It was a romantic, aristocratic self-image that framed Southern society (including slavery) as an expression of a “great chain of being,” bringing order and harmony to social and political life.
5. **Enslaved Life:** Slavery looked different in the Upper South and the Deep South, in terms of its scale, labor, and slaves’ conditions. Slaves built their own communities and culture – for example, through religion – and resisted in ways ranging from daily acts to open rebellion (such as Nat Turner’s revolt) and escape networks associated with the Underground Railroad. Additionally, slaves contributed to American life and culture by building historic homes (Mount Vernon, Monticello, and the White House) and constructing thousands of miles of railroad tracks in the South.

Core Sources

1. [*African American Spirituals*](#) (excerpt): Slave spirituals that explore slaves' lives, suffering, and hope.

Additional Sources

1. ***The Confessions of Nat Turner (1831)***: Useful for discussing revolt, fear, and the tightening of slave control.
2. **Alexis De Tocqueville, *Democracy in America (Volume I, Chapter 18, Future Condition Of Three Races—Part IV)***: Selections on slavery and southern life.
3. **Solomon Northup, *Twelve Years a Slave (1853)***: The story of Solomon Northup, a free black man who is enslaved for 12 years, as he fights for his freedom.
4. **George Fitzhugh, *Sociology for the South (1854)***: A proslavery defense of Southern society and slave labor as preferable to the system and culture of wage-labor in the North.
5. Biblical passages concerning slavery that, in addition to the Exodus story, were omitted from the popular Slave Bible of 1807: **Exodus 21:16** (prohibition on kidnapping); **Deuteronomy 23:15-16** (obligation not to return a slave to his master); **Galatians 3:28** ("There is neither slave nor free, for you are all one in Christ Jesus.")
6. **Paul's Epistle to the Ephesians**: While Ephesians 6:5 ("Slaves, obey your earthly masters with respect and fear... just as you would obey Christ") was widely cited as justification for American slavery, verse nine was often ignored: "And masters, treat your slaves in the same way. Do not threaten them, since you know that he who is both their Master and yours is in heaven, and there is no favoritism with him."

Key Facts

1. **The Old South / The Antebellum South**: The slaveholding states before the Civil War, defined by a rigid social hierarchy in which a small planter elite dominated; by 1860, roughly one-quarter of white Southern families owned slaves, but only a tiny fraction owned large plantations.
2. **"Peculiar Institution"**: A euphemism used by white Southerners to describe slavery.
3. **King Cotton**: The belief that cotton production gave the South overwhelming economic and political power, leading Southern leaders to assume that Britain and the North would not challenge slavery because of their dependence on cotton.

4. **Chivalry:** An idealized Southern code of honor, derived from the practices of feudal Europe, that emphasized social hierarchy and paternalism, helping to justify slavery as part of a benevolent and civilized traditional social order.
5. **Ivanhoe:** Sir Walter Scott's 1819 novel which reinforced romantic visions of aristocracy, hierarchy, and honor that Southern elites used to justify their own society.
6. **Slavery in the Upper South:** In states like Kentucky, slaveholders often worked alongside a small number of their slaves.
7. **Slavery in the Plantations of the Deep South:** A large-scale, profit-driven system centered on cotton plantations where slaves often worked and lived in brutal conditions.
8. **Slave Spirituals:** Religious songs created by slaves that expressed sorrow, faith, and hope for deliverance, blending Christian belief with coded messages of endurance and resistance.
9. **Harriet Tubman / Underground Railroad:** A former slave who risked her life to guide Southern slaves to freedom along the "Underground Railroad."
10. **Missouri Compromise (1820):** The 1820 settlement that admitted Missouri as a slave state and Maine as a free state and drew a boundary line (the 36°30' parallel) across the Louisiana territory to regulate the future spread of slavery.
11. **Nat Turner Rebellion:** An 1831 slave uprising in Virginia that killed dozens of whites and profoundly shocked the South, leading to harsher slave laws and tighter racial control.
12. **1831–32 Virginia General Assembly Session:** A legislative debate following Nat Turner's rebellion in which Virginia lawmakers seriously considered—but ultimately rejected—gradual emancipation.

Topic 2: Abolitionism and Antislavery Politics

Learning Standards

Students should be able to:

1. **Explain** how abolitionism emerged as a Christian reform movement in the era of the Second Great Awakening.
2. **Differentiate** the approaches of William Lloyd Garrison and Frederick Douglass.
3. **Analyze** how antislavery activism and ideas reshaped national politics and constitutional debate, intensifying sectional conflict over federal power, states' rights, and the future of slavery in the Union.

Historical Events and Developments

1. **Slavery as a National Problem:** Beginning with the Missouri Compromise, Americans repeatedly confronted slavery's expansion and need to keep a balance of power between pro- and antislavery states.
2. **Abolitionism as Christian Reform:** In the same atmosphere that fueled temperance and other reforming crusades, abolitionism gained force as a movement that denounced slavery as sin and demanded repentance and immediate action.
3. **Varieties of Antislavery:** Antislavery sentiment ranged from radical to more moderate approaches. Disputes over strategy produced enduring divisions – especially between Garrison's blistering critique of the Constitution and Douglass's contention that the Constitution could be a tool in antislavery politics.
4. **From Reform to Political Movement:** Antislavery ideas increasingly moved into constitutional argument and party politics, while print culture broadened antislavery feeling beyond committed activists – most famously through *Uncle Tom's Cabin*, which stirred Northern sentiment and intensified Southern alarm.

Core Sources

1. **William Lloyd Garrison, [On the Constitution and the Union](#) (1832) (excerpt):** An abolitionist address arguing that the Constitution and Union are compromised by slavery.
2. **Frederick Douglass, [Narrative of the Life of Frederick Douglass](#) (1845) (excerpt):** An autobiographical account by a former slave detailing slavery, escape, and antislavery activism.

Additional Sources

1. **American Antislavery Society, *Declaration of Sentiments* (1833):** An organizational platform outlining the movement's principles and demands.
2. **Frederick Douglass, "What to the Slave is the Fourth of July?" (1852):** An abolitionist oration condemning American slavery and the hypocrisy it involved, while also praising the Constitution as a "glorious liberty document."

Key Facts

1. **Missouri Compromise (1820):** The 1820 settlement that admitted Missouri as a slave state and Maine as a free state and drew a boundary line across the Louisiana territory at the 36°30' parallel to regulate the future spread of slavery.
2. **Harriet Beecher Stowe's *Uncle Tom's Cabin*:** A novel published in 1852 that depicted slaves' sufferings in vivid scenes, stirring Northern sentiment and alarming white Southerners.
3. **Abolitionism:** A radical moral and political movement that gained organized force in the mid-19th century, abolitionists called for the immediate end of slavery, denounced the institution as a sin, and refused to make any political alliances with slaveholders.
4. **Antislavery:** Opposed to slavery but more moderate in its goals and strategies. Antislavery advocates like Frederick Douglass and Abraham Lincoln opposed the stringent and radical abolitionists like Garrison who were unwilling to compromise with the proslavery faction.
5. **William Lloyd Garrison / *The Liberator*:** Boston editor who published a fiercely antislavery newspaper that demanded immediate emancipation and shocked moderates with its uncompromising tone.
6. **Frederick Douglass:** A former slave who became a leading antislavery advocate, famous for his powerful autobiography describing his escape from slavery and rise as an orator and writer. He rejected Garrison's view that the Constitution was inherently pro-slavery.

Topic 3: Early Westward Expansion

Learning Standards

Students should be able to:

1. **Summarize** the major events and developments in early U.S. westward expansion from Texas independence through the California Gold Rush.
2. **Describe** how Manifest Destiny shaped American goals, methods, and justifications for westward expansion.
3. **Explain** how territorial expansion intensified the slavery question, as new lands forced Americans to debate whether slavery would expand and who would decide.

Historical Events and Developments

1. **Texas Independence:** The Texas Revolution created an independent Republic of Texas under leaders like Sam Houston; the push for annexation quickly raised questions about war with Mexico and about the sectional balance between free and slave power.
2. **Manifest Destiny:** In the 1840s, Manifest Destiny framed continental expansion as a national mission, while James K. Polk pursued an aggressive, expansionist agenda. Whigs criticized what they saw as reckless war-making and executive overreach, while Democrats celebrated growth. The Mexican-American War transformed the United States into a continental power.
3. **Slavery's Expansion:** The California Gold Rush produced explosive migration and rapid settlement, forcing immediate decisions about statehood; meanwhile, debates over the Wilmot Proviso and the Compromise of 1850 (including the strengthened Fugitive Slave Law) showed that expansion's central consequence was the reopening of the question of slavery.
4. **Tensions with American Indians:** As the nation expanded, American settlers came into greater contact with American Indians of the Great Plains and Pacific Coast. This contact led to frequent conflict. Forced removals to reservations continued, while tribal refusal to relocate was often met with force.

Core Sources

1. **John L. O'Sullivan, "[Annexation](#)" (1845) (excerpt):** A magazine essay that popularized the phrase "Manifest Destiny" and argues for U.S. continental expansion as a national mission.

2. **John C. Calhoun, “[Speech on the Oregon Bill](#)” (1848) (excerpt):** A Senate speech on territorial policy that connects westward expansion and constitutional argument to sectional balance and slavery’s security.

Additional Sources

1. **James K. Polk, War Message to Congress (1846):** Polk’s request that Congress declare war on Mexico and authorize military action.
2. **William Swain, Letter from a California Goldminer (1850):** A firsthand Gold Rush describing daily life and labor in mining camps.
3. **Stephen A. Douglas, “Speech on Measures of Adjustment” (1850):** A major public defense of the Compromise of 1850 and the use of popular sovereignty as a way to manage sectional conflict.

Key Facts

1. **Sam Houston:** A central figure in Texas independence and the first president of the Republic of Texas.
2. **Texas Revolution:** The 1835–36 rebellion that won Texas independence from Mexico.
3. **Manifest Destiny:** The widespread belief that the United States was meant to expand across the continent.
4. **James K. Polk:** President from 1845 to 1849 who aggressively pursued territorial expansion, achieving major gains through the Mexican-American War while deepening sectional divisions surrounding slavery.
5. **Mexican-American War:** An 1846–48 war that expanded U.S. territory across the North American continent.
6. **Whig Party:** A mid-19th century political party that grew out of Andrew Jackson’s expansion of presidential power; it was weakened by internal disagreements over slavery.
7. **Treaty of Guadalupe Hidalgo:** The 1848 treaty ending the Mexican-American War, through which the United States acquired much of the Southwest.
8. **The California Gold Rush:** The discovery of gold in 1848 that brought rapid settlement to California and forced an immediate decision about its status as a free or slave state.
9. **The Wilmot Proviso:** A proposal to ban slavery in territory gained from Mexico, which failed but revealed the growing sectional mistrust between North and South.
10. **Popular Sovereignty:** The idea that settlers in a territory should vote on whether to allow slavery.

11. **Stephen A. Douglas:** A powerful Illinois senator and Democratic leader who championed popular sovereignty, authored the Compromise of 1850 and the Kansas–Nebraska Act, and famously debated Abraham Lincoln in 1858.
12. **Compromise of 1850:** A group of laws that temporarily eased sectional tensions by balancing free and slave state interests, while strengthening enforcement of the Fugitive Slave Act.
13. **Fugitive Slave Law:** A federal law strengthened as part of the Compromise of 1850 that required citizens and local officials in free states to assist in the capture of escaped slaves.
14. **John C. Calhoun:** A nationally prominent South Carolina politician who articulated a constitutional defense of slavery and states’ rights.

Topic 4: Growing Sectional Conflict

Learning Standards

Students should be able to:

1. **Summarize** the key events that escalated sectional conflict surrounding the Kansas–Nebraska Act through the election of 1860 and Confederate secession.
2. **Describe** how popular sovereignty, party realignment, and Supreme Court decisions reshaped the political landscape in the years leading up to the Civil War and made compromise increasingly difficult.
3. **Compare** Abraham Lincoln’s and Stephen A. Douglas’s approaches to slavery in the territories and the Union in the years leading up to the Civil War.
4. **Explain** how the struggle over slavery in the territories transformed constitutional disagreement into a crisis of Union, culminating in secession.
5. **Develop an argument** against state secession from the Union.

Historical Events and Developments

1. **The Kansas–Nebraska Act (1854):** The Kansas–Nebraska Act repealed the Missouri Compromise of 1820 and revived popular sovereignty, reopening the territorial slavery question and worrying many Northerners that slavery’s political power would keep expanding.
2. **“Bleeding Kansas”:** Competing pro- and antislavery settlers (and their allies) turned Kansas into a battleground, exposing how popular sovereignty could easily lead to violence rather than democratic settlement.
3. **The Republican Party:** Controversy surrounding slavery fractured older coalitions and fueled the rise of the Republican Party by 1856. Composed of an eclectic mix of former Whigs, Know-Nothings, Free-Soilers, and northern Democrats, the Republican Party was founded on a commitment to oppose the spread of slavery in the western territories. Committed abolitionists like Thaddeus Stevens and Charles Sumner—who would later spearhead the Radical Republican faction that was opposed to Lincoln during the end of the Civil War and Reconstruction—were present from the beginning, even though the Party was dominated by more moderate anti-slavery sentiments.
4. **Dred Scott:** The Supreme Court’s *Dred Scott* decision in 1857 denied black citizenship and declared Congress powerless to restrict slavery in the territories, sparking Northern outrage.

5. **Lincoln vs. Douglas:** In the 1858 Lincoln–Douglas Debates, Lincoln challenged popular sovereignty and warned that slavery’s expansion threatened the nation’s moral and political future, while Douglas defended compromise and popular sovereignty.
6. **Toward Secession:** John Brown’s raid on Harpers Ferry deepened Southern fears of abolitionist violence; Lincoln’s election in 1860 without Southern electoral support convinced many white Southerners that their place in the Union was no longer secure. Compromise efforts (including the Corwin Amendment) failed, and the Confederacy was formed.

Core Sources

1. **Abraham Lincoln, [Peoria Address](#) (1854) (excerpt):** A major antislavery speech opposing the Kansas–Nebraska Act and arguing that slavery’s expansion violated the nation’s founding principles.
2. **[Dred Scott v. Sandford](#) (1857) (excerpt):** The Supreme Court ruling denying black citizenship and declaring Congress lacked power to bar slavery in the territories.
3. **Abraham Lincoln, [“House Divided” Speech](#) (1858) (excerpt):** A warning that the nation could not endure permanently half slave and half free and that the struggle over slavery’s future would intensify.
4. **Stephen A. Douglas, [“Speech at Chicago”](#) (1858) (excerpt):** A campaign speech defending popular sovereignty and attacking Republican antislavery politics during the Illinois Senate race.

Additional Sources

1. **Abraham Lincoln, Reply to the *Dred Scott* decision (1857):** Lincoln argued the *Dred Scott* decision denying black Americans citizenship was wrong on the basis of American principles of equality.
2. **Republican Party Platform (1860):** A party statement defining Republican opposition to the expansion of slavery and outlining the political program that reshaped national elections.
3. **“South Carolina Declaration of the Causes of Secession” (1860):** A formal justification for secession that identifies grievances and argues that slavery and states’ rights required leaving the Union.
4. **Corwin Amendment (1861):** A proposed constitutional amendment intended to protect slavery where it already existed in an effort to prevent secession.
5. **The Constitution of the Confederate States (1861):** While many Confederates argued that the core dispute that led to secession was the issue of states’ rights, the Constitution

of the Confederate States required that all current and future states of the Confederacy would be required to permit slavery.

Key Facts

1. **The Kansas-Nebraska Act of 1854:** Legislation sponsored by Stephen A. Douglas that repealed the Missouri Compromise and allowed popular sovereignty, reopening the slavery question.
2. **Bleeding Kansas:** Violent conflict between pro- and antislavery settlers in Kansas following the Kansas–Nebraska Act, demonstrating the failure of compromise.
3. **John Brown:** A radical abolitionist who believed slavery could only be ended through violence and who led the 1859 raid on the federal arsenal at Harpers Ferry.
4. **The Republican Party:** A political party formed in the 1850s to oppose the expansion of slavery into western territories, uniting former Whigs, Free-Soilers, and antislavery Democrats.
5. **James Buchanan:** President from 1857 to 1861 whose reluctance to confront sectional conflict allowed the crisis over slavery and secession to worsen.
6. ***Dred Scott v. Sandford*:** An 1857 Supreme Court decision ruling that Congress could not ban slavery in the territories and that black Americans were not citizens.
7. **Abraham Lincoln:** An Illinois lawyer and antislavery politician who rose to national prominence during the Lincoln–Douglas debates, was elected president in 1860, led the Union through the Civil War, issued the Emancipation Proclamation, and was assassinated in April 1865 shortly after Union victory.
8. **Lincoln-Douglas Debates:** A series of debates in 1858 between Abraham Lincoln and Stephen A. Douglas that centered on slavery, popular sovereignty, and the nation’s future.
9. **Raid on Harpers Ferry:** John Brown’s 1859 attempt to seize a federal arsenal in Virginia to spark a slave uprising, which intensified Southern fears and hostility.
10. **1860 Presidential Election:** A deeply sectional election in which Abraham Lincoln, representing the Republican Party, won without Southern electoral support, prompting Southern secession.
11. **Compact Theory:** The constitutional argument that states existed prior to the Union, and so retained their sovereign status and could withdraw from the Union if the federal government violated the compact.
12. **The Confederate States of America:** The government formed by eleven Southern states that seceded from the Union in 1860–61 to protect slavery and states’ rights.

13. **Jefferson Davis:** Former U.S. senator and secretary of war who became president of the Confederate States of America.
14. **Corwin Amendment:** A proposed constitutional amendment, drafted just before the Civil War, intended to protect slavery where it already existed to prevent secession.
15. **“House Divided” Speech:** Abraham Lincoln’s 1858 speech warning that the nation could not endure permanently half slave and half free.

Topic 5: The Civil War

Learning Standards

Students should be able to:

1. **Describe** the major phases and turning points of the Civil War from Fort Sumter to Appomattox.
2. **Explain** how the war’s purpose and meaning changed over time – especially as emancipation became a central Union war aim and as the conflict became a test of democratic ideals.

Historical Events and Developments

1. **From Secession to War:** Lincoln rejected the legality of secession while pledging not to interfere with slavery where it already existed; the firing on Fort Sumter turned sectional crisis into open war, and the loyalty of the border states became strategically and politically crucial.
2. **Early Fighting and Strategy:** The First Battle of Bull Run shattered hopes for a short conflict; the Union pursued the Anaconda Plan while commanders like McClellan built large forces but struggled to deliver a decisive victory, as seen in the Peninsula Campaign.
3. **Antietam and Emancipation:** Antietam halted Lee’s first invasion of the North and gave Lincoln the opening to issue the Emancipation Proclamation, which recast the war as a struggle against slavery and expanded the Union’s moral and diplomatic stakes.
4. **1863 Turning Points:** After costly reverses and Confederate successes (including Chancellorsville, which cost the South “Stonewall” Jackson), Union victories at Vicksburg and Gettysburg marked a major shift in momentum; Lincoln’s Gettysburg Address framed the war as a test of the nation’s founding ideals and a “new birth of freedom.”
5. **Total War and Union Victory:** Grant’s aggressive strategy and coordination with Sherman’s campaigns—especially Sherman’s “March to the Sea”—aimed to break the Confederacy’s ability and will to fight; this sustained pressure culminated in Lee’s surrender to Grant at Appomattox Court House in April 1865.

Core Sources

1. **Abraham Lincoln, [First Inaugural Address](#) (1861):** Lincoln’s effort to avert war by denying any intent to abolish slavery where it already existed while insisting that secession was unconstitutional and the Union perpetual.

2. **Abraham Lincoln, [Emancipation Proclamation](#) (1863):** A wartime order declaring slaves free in areas under Confederate control, transforming Union war aims and redefining the conflict by putting the issue of slavery at its center.
3. **Abraham Lincoln, [Gettysburg Address](#) (1863):** A brief commemorative speech that reinterprets the war as a struggle for national purpose and equality, and a test of whether self-government can endure.

Additional Sources

1. **“Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina” (1860):** A formal justification for secession that lays out the grievances and priorities driving disunion on the eve of war.
2. **Robert E. Lee, Letter to George Washington Custis Lee (April 1861):** Lee’s explanation of why he sided with Virginia after resigning from the U.S. Army.
3. **Alexander H. Stephens, “Cornerstone Speech” (1861):** A Confederate leader’s argument about the foundations of the Confederacy and the centrality of slavery to its political project.
4. **Frederick Douglass, “Men of Color, To Arms!” (1863):** A call for black enlistment that links Union victory to emancipation and citizenship.
5. **William Tecumseh Sherman, Special Field Orders No. 120 (1864):** The operational order for Sherman’s March that shows how Union strategy shifted toward total war against the Confederacy.
6. **Ulysses S. Grant, Personal Memoirs (1885) (chap. 67 on Appomattox):** Grant’s reflections on the surrender meeting and terms at Appomattox Court House and his interpretation of what the moment meant.

Key Facts

1. **Lincoln’s First Inaugural Address (March 4, 1861):** A speech by Abraham Lincoln in which he attempted to avoid war by denying any intention to abolish slavery where it already existed, while firmly rejecting the legality of secession.
2. **Fort Sumter:** A federal fort in Charleston Harbor whose bombardment by Southerners in April 1861 marked the official start of the Civil War.
3. **The Civil War:** The 1861–1865 conflict between the Union and the Confederacy over secession, national authority, and the future of slavery.
4. **Robert E. Lee:** Commander of the Confederate Army of Northern Virginia, admired for his military skill and personal honor.

5. **Thomas “Stonewall” Jackson:** A gifted Confederate general known for speed and daring, as well as personal piety, whose death at the Battle of Chancellorsville in 1863 greatly weakened Confederate leadership and morale.
6. **First Battle of Bull Run:** The first major battle of the Civil War, shattering hopes on both sides for a quick and easy victory.
7. **George C. McClellan:** A capable organizer of the Union army whose caution and reluctance to engage frustrated Lincoln and delayed decisive action.
8. **Battle of Antietam:** The bloodiest single day in American history (1862) and a strategic Union victory that halted Lee’s first invasion of the North and paved the way for the Emancipation Proclamation.
9. **Border States:** Slave states that remained in the Union, whose loyalty was crucial to Northern victory and shaped Lincoln’s cautious policies.
10. **Emancipation Proclamation:** Lincoln’s 1863 wartime order freeing slaves in Confederate-held areas, redefining the Civil War as a struggle against slavery.
11. **Battle of Vicksburg:** An 1863 Union victory that gave the North control of the Mississippi River and split the Confederacy in two.
12. **Ulysses S. Grant:** A leading Union general whose aggressive strategy helped secure victory in the Civil War, later elected president (1869–1877), and his administration oversaw Reconstruction.
13. **Battle of Gettysburg:** A three-day battle in July 1863 that ended Lee’s second and final invasion of the North and marked a turning point in the war.
14. **Gettysburg Address:** Lincoln’s enormously influential 1863 speech that honored the soldiers who died at Gettysburg while redefining the war as a “new birth of freedom,” a test of democratic equality and national purpose.
15. **William Tecumseh Sherman:** A Union general who believed the Confederacy’s will to fight had to be broken by destroying its economic and psychological capacity.
16. **Sherman’s March to the Sea:** Sherman’s 1864 campaign through Georgia that employed total war tactics to cripple Southern infrastructure and morale.
17. **Appomattox Court House:** The April 1865 surrender of Lee’s army to Grant, effectively ending the Civil War.

Topic 6: Lincoln’s Legacy and Reunion

Learning Standards

Students should be able to:

1. **Summarize** the key developments in Lincoln’s final months, including the end of the war, the assassination, and the immediate political challenges of reunion.
2. **Describe** Lincoln’s vision for post-war reconciliation and restoration of the Union.
3. **Explain** how Lincoln’s Second Inaugural address interprets the Civil War as a national moral reckoning over slavery and explains the war’s meaning through biblical language.
4. **Describe** how Lincoln’s Second Inaugural address frames the terms of reunion and how that vision shaped his hopes and expectations for post-war reconciliation.

Historical Events and Developments

1. **Reunion at War’s End:** As Union victory became imminent in 1864–65, Lincoln increasingly emphasized restoring the Union without vengeance, presenting peace as a moral and political project.
2. **The Second Inaugural:** In his Second Inaugural address, Lincoln framed the war as a national reckoning over slavery and urged reconciliation; in policy terms, his reconstruction approach (including the 10% Plan) aimed to restore Southern state governments quickly through loyalty oaths and limited thresholds for re-entry.
3. **Lincoln Assassination:** Lincoln’s murder in April 1865 removed the leader most associated with moderation, leading to uncertainty over how to reunite the nation.

Core Sources

1. **Abraham Lincoln, [Second Inaugural Address](#) (1865):** Lincoln’s famous biblically inflected speech emphasizing reconciliation, humility, and shared national guilt over slavery.

Additional Sources

2. **Walt Whitman, “O Captain! My Captain!” (1865):** A poem mourning Lincoln’s assassination and reflecting the nation’s emotions of grief and loss at war’s end.

Key Facts

1. **Lincoln’s Second Inaugural Address (March 4, 1865):** Lincoln’s famous biblically inflected speech emphasizing national reconciliation, humility, and shared guilt over slavery.

2. **The Assassination of President Lincoln:** Lincoln's murder in April 1865 by John Wilkes Booth, which shocked the nation and complicated post-war reconciliation.
3. **The 10% Plan:** Lincoln's reconstruction proposal that offered a path for Confederate states to reenter the Union once 10% of their 1860 electorate took a loyalty oath to the United States and accepted emancipation requirements.

Unit 6: Reconstruction and Modern America (1865-1898)

15-17 Lessons

10-12% Exam Weighting

Unit Summary:

The sixth unit begins by recounting a nation grappling with the devastation of the Civil War, where Lincoln’s vision of a merciful reunion clashed with Radical Republicans’ demands for radical overhaul and the complete reconstitution of southern society. The tepid presidency of Andrew Johnson led to his impeachment and obstruction. Despite the triumphant success of the Civil War Amendments that promised freedom, citizenship, and suffrage, the era ended with renewed Southern resistance and the Ku Klux Klan’s terror. As Reconstruction faltered under economic devastation and “redeemer” counterrevolutions, the Gilded Age dawned with glittering industrial booms—fueled by railroads, steel titans like Andrew Carnegie and oil empires like John D. Rockefeller’s—yet overshadowed by corruption, monopolies, and labor strife epitomized by railroad strikes and the Haymarket’s tragedy. Waves of immigrants from Europe and Asia transformed bustling cities like New York and Chicago into melting pots of opportunity and peril from increased urban poverty and nativist tensions, spurring social reforms through settlement houses like Jane Addams’ Hull House. In foreign affairs, America’s early non-interventionism—rooted in Washington’s warnings and the Monroe Doctrine—yielded to imperial ambitions. The Spanish-American War and the annexations of Hawaii, the Philippines, and Puerto Rico heralded a new era of paternalistic “civilizing missions” justified by the Roosevelt Corollary’s assertive hemispheric policing. Through it all, themes of progress and expanded horizons of liberty, innovations tempered by exploitation, and the American republic’s uneasy evolution toward modernization and global power reoccur in surprising ways.

Recommended Chapters from *Land of Hope*: 11-13.

Topic 1: Reconstruction and Civil Rights

Learning Standards

Students should be able to:

1. **Describe** the different approaches to reconstruction by Abraham Lincoln and the Radical Republicans, and explain why Johnson failed to achieve his reconstruction goals.
2. **Explain** the reasoning of the Radical Republicans and their resistance to both Lincoln and Johnson, as well as what the conflict revealed about the balance of power between the President and Congress.
3. **Assess** whether the Tenure of Office Act was constitutional and whether Johnson's impeachment by Congress was legitimate.
4. **Analyze** why Reconstruction ultimately failed despite the accomplishment of the Civil War Amendments and other successes, and summarize how the ordeal of Reconstruction contributed to developments in the South in the 20th century.

Historical Events and Developments

1. **Post-War Inequality Between North and South:** The South was economically devastated and physically war torn, its agrarian way of life and source of wealth (with the end of slavery) destroyed, while the North was industrious, wealthy, and powerful.
2. **Lincoln's Reconstruction Vision and Assassination:** Long before the war was over, Lincoln foresaw the need to grant clemency to the southern states if he was to readmit them after the war. His plan only required 10% of a state's population to take a loyalty oath before it could be readmitted to the Union. Lincoln's assassination at the hands of John Wilkes Booth on April 14, 1865, abruptly terminated his plan and influence.
3. **Policy of the Radical Republicans:** Republicans in Congress opposed Lincoln's lenient reconstruction plan. Instead, they believed southern society had to be dismantled and completely reorganized to prevent neo-Confederates from reconstituting pro-slavery states in all but name only. They established a Joint Committee on Reconstruction (1865) to study the various reconstruction plans.
4. **Andrew Johnson's Administration:** Johnson put forward a reconstruction bill only slightly more demanding than Lincoln's, and the southern states reorganized themselves, ratified the Thirteenth Amendment, and applied to have their elected representatives seated in Congress. Congress refused to readmit the southern states to Congress behind the Radical Republicans, who began to oppose Johnson.
5. **First Congressional Override of Presidential Veto:** Congress passed the Civil Rights Act of 1866, which was the first federal law to officially define equal citizenship under

the law, but it was vetoed by Johnson. Johnson's veto was overridden by Congress, the first time Congress had overridden a presidential veto.

6. **Four Reconstruction Acts (1867):** Over President Johnson's veto, Congress passed four reconstruction acts that established martial law in the South and put stringent requirements on state readmission to the Union. This marked the end of Presidential Reconstruction (by Lincoln and Johnson) and the beginning of Congressional Reconstruction.
7. **Tenure of Office Act (1867-1887) and Johnson's Impeachment:** Passed by Congress in 1867, this act prohibited the President from unilaterally removing cabinet appointments and officials who had been confirmed by Congress. It severely limited the President's power to negotiate during Reconstruction. When Johnson removed Secretary of War Edwin Stanton against the Act's stipulations, the House began impeachment proceedings. Even though the impeachment failed by one vote in the Senate and Johnson survived, the rest of his presidential term was weak and inconsequential.
8. **Founding of the Ku Klux Klan (1865):** Founded in December 1865 in Pulaski, Tennessee by six former Confederate soldiers, the KKK began as a social club for young men. Yet it quickly evolved into a violent racist group that worked to intimidate black American freedmen and deny them the exercise of their rights
9. **Administration of President Ulysses S. Grant (1869-1877):** A popular war general, President Grant fought aggressively for the rights of the newly freed black slaves, signing the Fifteenth Amendment in 1870 that guaranteed them the vote, and oversaw the passage of the Enforcement Acts of 1870-71 that were criminal codes protecting black American's right to vote, hold political office, serve on juries, and be equally protected under the law.
10. **The Panic of 1873:** A financial panic during President Grant's second term triggered the "Long Depression" (1873-1879) when a post-war industrial boom led to overinvestment and market bubbles. The Vienna stock market crashed in May 1873, which led to the withdrawal of European investments in America.
11. **The Civil War Amendments and Incorporation:** The passage of the Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments meant that reconstruction was not a complete loss. Yet it also signaled a modification of America's first constitutional order and increased federal centralization as later Supreme Court decisions interpreted the Fourteenth Amendment to effectively "incorporate" the liberties of the Constitutions to the state governments. It became part of the federal purview to oversee state civil rights cases.
12. **Southern Counterrevolutionaries and the Failure of Reconstruction:** Resistance to Congressional Reconstruction in the South began at once, with groups of Southerners

organizing to suppress the black vote, to intimidate freemen and northern whites in the South. The lack of urbanization and industrialization in the South meant that former slaves had little economic opportunity, and a post-war economic system developed that essentially re-enslaved blacks.

Core Sources

1. **Abraham Lincoln, “[Proclamation of Amnesty and Reconstruction](#)” (1863):** Early declaration by Lincoln, during the War, that showed his intent to pardon all those in the southern states who would cease fighting and swear allegiance to the U.S. Constitution, restoring to the South all rights and property excluding slaves.
2. **[Wade-Davis Bill](#) (1864) (excerpt):** A major bill of the Radical Republicans by Benjamin Wade (R-OH) and Henry Winter Davis (R-MD) that required a majority of voters in southern states to vote in favor of state readmission and required officers to take the “Ironclad Oath” that they had never been loyal to the Confederacy. It passed both chambers in July 1864 but was pocket vetoed by Lincoln.
3. **[Thirteen, Fourteenth, and Fifteenth Amendments](#) (1865, 1868, 1870):** the famous “Civil War Amendments” that freed the slaves, granted them citizenship, and gave them the right to vote.

Additional Sources

1. **Charles Sumner, “[Our Domestic Relations; or, How to Treat the Rebel States](#)” (1863):** Senator Sumner presented a comprehensive constitutional argument that the seceded Confederate states had effectively vacated their status as legitimate states within the Union through rebellion, thereby placing themselves under the plenary jurisdiction of Congress rather than retaining their state rights.
2. **Thaddeus Stevens, [Speech on Reconstruction](#) (1867):** Radical Republican Congressman Stevens argued that the Confederate states had forfeited their constitutional rights through rebellion and now existed as conquered territories under federal authority, rejecting both President Johnson's lenient restoration policies and any notion that these states retained their pre-war standing.
3. ***Plessy v. Ferguson* (1896):** Landmark Supreme Court case that signaled the failure of Reconstruction. The decision established the principle of “separate but equal” that would dictate racial segregation in the South until the mid-1950s.

Key Facts

1. **Thirteenth Amendment (Ratified in December 1865):** Abolished slavery throughout the United States, though it included an exception for punishment of crime that would later enable convict-leasing systems.

2. **President Andrew Johnson (1865-1869):** A southerner and War Democrat who ran with Lincoln in 1864 under the National Union Party, Johnson became president after Lincoln was assassinated.
3. **The Freedmen's Bureau (1865):** Provided food, medical care, education, and legal assistance to formerly enslaved blacks and poor whites, establishing thousands of schools, including several historically black colleges and universities.
4. **Broadway Opens (1866):** The first Broadway musical, *The Black Crook*, opened at Niblo's Garden in New York City on September 12, 1866.
5. **The Civil Rights Act of 1866:** Granted citizenship to all persons born in the United States (except American Indians) and guaranteed equal protection under the law. Passed over President Johnson's veto.
6. **The Fourteenth Amendment (ratified in 1868):** Established birthright citizenship, guaranteed equal protection and due process, and threatened to reduce congressional representation for states that denied voting rights to male citizens.
7. **The Reconstruction Acts (1867):** Divided the South into five military districts, required new state constitutions guaranteeing black male suffrage, and mandated ratification of the Fourteenth Amendment for readmission to the Union.
8. **Ku Klux Klan (1865):** Founded in 1865 in order to preserve Southern society and the dominance of the white race.
9. **Fifteenth Amendment (Ratified in 1870):** Prohibited the denial of voting rights based on race, color, or previous condition of servitude.
10. **Enforcement Acts (1870-1871):** Criminal statutes protecting black American civil rights.
11. **Sharecropping and Tenant Farming:** Agricultural labor systems that emerged as the dominant arrangement in the South and were worked by many freedmen.
12. **Compromise of 1877:** Resolved the disputed 1876 presidential election between Rutherford B. Hayes and Samuel Tilden, with Hayes winning the presidency in exchange for the promise to withdraw Federal troops from the South, effectively ending Reconstruction.
13. **Slaughterhouse Cases (1873) and United States v. Cruikshank (1876):** Early Supreme Court decisions severely narrowing the Fourteenth Amendment's protections.

Topic 2: Industrialization and the Western Frontier

Learning Standards

Students should be able to:

1. **Summarize** the various industries that developed in the second half of the 19th century, the important individuals associated with each, and their contributions to the American economy and society.
2. **Identify** the problems associated with industrialization and economic growth, and describe the steps taken by the U.S. government to address these problems.
3. **Explain** the causes of western expansion and settlement, the economic and technological advances that made this possible, and the effects this had on American national identity.
4. **Analyze** the importance and role of the frontier for American society and identity.

Historical Events and Developments

1. **U.S. Industrial and Capital Growth:** In the second half of the 19th century, the U.S. economy grew at a staggering pace. By 1900, America had become the leading industrial power in the world, and its Gross Domestic Product was \$21 billion, larger than any other country. With growth driven by the expansion of railroads, oil, and steel, as well as plentiful labor from immigration, America became more prosperous than ever, and its standard of living rose steadily.
2. **Cornelius Vanderbilt and the Railroads:** The railroad industry was one of the first to grow rapidly, from 35,000 miles of track in 1865 to 193,000 miles by 1900. At the center of this industry was Cornelius Vanderbilt, who oversaw the New York Central rail line that ran from New York City to Chicago. The transcontinental railroad connecting the East and West coasts—built by the Central Pacific Railroad from the West and the Union Pacific Railroad from the East—was completed when the tracks were joined at Promontory, Utah, on May 10, 1869. The transcontinental rail reduced cross-country travel time to a week, spurring westward expansion, settlement, trade, and economic growth.
3. **John D. Rockefeller, Standard Oil Company, and the Oil Industry:** Revolutions in the oil-refining process spurred on the oil industry, making oil useful for other products besides kerosene—such as gasoline, naphtha (flammable oil), lubricants, and waxes. John D. Rockefeller owned Standard Oil Company (1870) and eventually created a near-monopoly of the oil industry, owning 90% of it by 1900. Rockefeller implemented the strategy of “vertical integration,” the oversight or control of every aspect of an industry, consolidating and coordinating all the parts to increase economic efficiency and reduce costs. Rockefeller became the richest man in America.

4. **Andrew Carnegie and the Steel Industry:** The revolution of steel production in the 1850s made it possible to construct tall buildings and bridges, and lay thousands of miles of track. Pittsburgh became the iron and steel capital of the United States, led by Andrew Carnegie. In 1870, 77,000 tons of steel was produced, but by 1900 that number had grown to 11.4 million tons.
5. **J. Pierpont Morgan and American Finance:** Morgan was a wealthy, well-educated investment banker in New York who founded J.P. Morgan & Co in 1895, the forerunner of today's JP Morgan Chase Bank. Morgan played a critical role in financing and stabilizing American industries: in the 1880s and 1890s, he reorganized bankrupt railroads and brought stability after a period of chaotic expansion; he financed and orchestrated larger mergers, such as General Electric (1892), U.S. Steel (1901), and International Harvester (1902); during the Panic of 1907, he loaned the U.S. Treasury \$62 million to avert the crisis; and his "money-trust" lending and investment practices led to the creation of the Federal Reserve System in 1913.
6. **Technological Innovations and Social Advances:** With the railroads came many inventions that brought striking changes to American society. The telegraph played an integral role in transportation communication; national-scale markets in consumer goods moved by rail resulted in economic specialization and standardization as well as mail-order commerce and the reliable delivery of goods nationwide; the adoption of standard time zones across continental America made it possible to keep trains running smoothly; and the invention of the airbrake, the Pullman sleeping car, and refrigerated rail cars improved the quality of rail transport.
7. **Western Expansion and Settlement:** The Louisiana Purchase (1803) and then the Mexican Cession (1848) after the Mexican-American War (1846-1848) opened up vast tracts of western land for settlement by Americans. The California Gold Rush (1849) led many to migrate to California, resulting in a boom in economic growth and development. Western settlement led to clashes with the American Indians and their eventual defeat by the U.S. Army. These developments led to reflections on the importance of the Western American frontier for American identity, and on what the closing of the frontier might portend for the American future.

Core Sources

1. **[Standard Oil of New Jersey v. United States \(1911\)](#) (excerpt):** A landmark antitrust Supreme Court decision found Standard Oil in violation of the Sherman Anti-Trust Act. Standard Oil controlled 90% of oil refining through mergers and acquisitions, predatory pricing, and trusts to squeeze out competition. Interpreting the Sherman Act "in the light of reason," a unanimous Supreme Court concluded that Standard Oil had placed "an unreasonable and undue restraint on trade" and had attempted to monopolize the

petroleum industry. The Court ordered the company's dissolution, and it was broken into 34 companies.

2. **Andrew Carnegie, "[Wealth](#)" (1889) (excerpt):** An article that later was expanded (*The Gospel of Wealth and Other Timely Essays*, 1901), in which Carnegie argued that successful businessmen have an obligation to give philanthropically. Carnegie personally advocated for funding public goods, such as universities, parks, and libraries, believing that the man who dies rich is thereby disgraced.
3. **Adolf A. Berle and Gardiner C. Means, "[The Modern Corporation and Private Property](#)" (1932) (excerpt):** Argued that ownership and control of business, which were formally joined, had since split into two types of organization creating the quasi-public corporation. This in turn changed the conception and legal practice of private property and its use in society.
4. **Frederick Jackson Turner, "[The Significance of the Frontier in American History](#)" (excerpt) (1894):** One of the most influential essays in modern historiography, it introduced what became known as the Frontier Thesis: the belief that continual westward expansion was intrinsic in shaping American democracy, individualism, innovation, and national character.

Additional Sources

1. **Thomas Edison patent for the incandescent lightbulb (1880):** The invention that paved the way for the universal domestic use of electric light.
2. **William Graham Sumner, "Federal Legislation on Railroads" (1887):** An essay arguing against the proposed Interstate Commerce Act.
3. **Henry Clews, *Twenty-Eight Years in Wall Street* (1888):** Details Clews' observations about Wall Street and includes a short bibliography of J.P. Morgan.
4. **"New York as a Commercial Center," *Harper's Weekly* (1867):** Focuses on the benefits and consequences of the transcontinental railroad for New York City.
5. **"From Poverty to Two Hundred Millions," *The Saint Paul Globe* (1896):** An article about the rise of Standard Oil.
6. **B.C. Forbes, *Men Who Are Making America* (1917):** A biography of Rockefeller, his role in the oil industry, and his philanthropy.
7. **Burton W. Folsom, *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America* (2018):** Defends the "Robber Barons" (Carnegie, Rockefeller, etc.) against scholarly misunderstandings and criticisms.

Key Facts

1. **Homestead Act (1862):** Offered 160 acres of public land for settlers who would improve it for five years.
2. **Pacific Railway Act (1862):** A series of Congressional legislation to fund the transcontinental railroad offering government bonds and grants of land to railroad companies.
3. **Thomas Edison and Electric Light:** Edison's invention of the incandescent lightbulb in the late 1870s and early 1880s revolutionized urban life and industrial production.
4. **Battle of Little Bighorn/Custer's Last Stand (June 25-26, 1876):** Massacre of General Custer and the 7th Cavalry Unit of the U.S. Army by Lakota Sioux, Northern Cheyenne, and Arapaho Indians.
5. **The Great Railroad Strike of 1877:** Marked the first major nationwide labor action in U.S. history, beginning in West Virginia and spreading across multiple states after railroad companies cut wages during an economic depression.
6. **Interstate Commerce Act (1887) and Interstate Commerce Commission (1887-1996):** An act that oversaw railroad business practices and monopolies, created the first federal regulatory agency, the Interstate Commerce Commission, to oversee the railroad industry.
7. **The Sherman Antitrust Act of 1890:** The first federal attempt to regulate monopolies and trusts.
8. **The Wounded Knee Massacre (1890):** Incident in South Dakota that killed approximately 300 Lakota people, marking the final major armed conflict between American Indians and the U.S. government, effectively ending the Indian Wars.

Topic 3: Labor, Urbanization, Immigration, and Party Machines During the Gilded Age

Learning Standards

Students should be able to:

1. **Explain** the various ways American society was transformed by the wide availability of consumer goods; the movement of millions of Americans to urban areas; the transformation of cities; the standardization of time, transportation, goods, and products; and the influx of millions of immigrants from southern and eastern Europe as well as China.
2. **Explain** how industrial labor and urbanization challenged the American ideal of a primarily agricultural nation, and the accompanying virtues of individualism, closeness to nature, self-reliance, and self-sufficiency.

Historical Events and Developments

1. **Labor and Urbanization:** Wage labor increased dramatically during the Gilded Age, from less than a million in 1860 to over 3.2 million in 1890. The quick growth in wage laborers led to long-work hours (60 hours a week), dangerous working conditions, and the exploitation of women and child labor. Labor itself was transformed from local cottage industries to menial and repetitive tasks on assembly lines. Laborers moved to urban areas where industrial plants were located, leading to the growth in size and complexity of urban areas. Urban life was cramped, unsafe, unclean, and often disease-ridden; cities were transformed from “walking cities” to segregated or segmented cities, with suburbs served by streetcars and trams.
2. **Inception of Organized Labor:** The Gilded Age (1870s-1900) represents the beginning of organized labor in America, with the National Labor Union founded in 1866. Representing both skilled and unskilled workers, it advocated for an eight-hour work day. Labor unions like these were necessary in order to protect workers from exploitative industrial conditions and low pay.
3. **Immigration:** From the late 1880s to the early 20th century, over twenty million immigrants came to America. Many of these immigrants were from new places: southern and eastern Europe, from nations such as Italy, Greece, Hungary, and Russia. More Asian immigrants also arrived, primarily from Japan and China, and primarily to work as laborers on the railroads and other western industries. In addition, most of these immigrants were not Protestant Christians but represented religious traditions that were new to America, such as Jews, Catholics, and Eastern Orthodox. The differences in

language, custom, religion, and way of life made integration and assimilation more challenging.

4. **Political Machines and Bosses:** The fragmented party scheme after the Civil War led to the rise of party machines and political bosses in the cities in order to provide organization and material goods to people. The most famous was the Democratic party machine of Tammany Hall in New York City, run by the political boss William M. Tweed. Party machines were known for their graft and corruption, but they also provided organization, goods, and services that were valuable to urban dwellers.
5. **Mail Order and Chain Retail Business:** Companies like Montgomery Ward and Sears, Roebuck, and Company produced mail-order catalogs that made a wide variety of consumer goods available to middle-class Americans, even in remote areas. Chain stores, such as A&P grocery stores, also cropped up around the country, offering standardized consumer goods while putting competitive pressure on local businesses.
6. **Early Women’s Rights Movement:** Led by Elizabeth Cady Stanton, Lucretia Mott, and Frederick Douglass, the first women’s rights convention occurred at the Seneca Falls Convention in July 1848. It produced the “Declaration of Sentiments” (modeled on the Declaration of Independence) that advocated for women’s equality with men and the protection of basic women’s rights.
7. **Early Temperance Movement and Other Social Reforms:** The excesses of wage labor, industrialization, and urban life meant that certain vices spread, such as alcoholism and drunkenness. The temperance movement was an early effort to cut down on the abuse of liquor, while other activists—like Jane Addams—opened houses for the poor and provided education and other social services.

Core Sources

1. **Abraham Lincoln, [Temperance Address](#) (1842):** Lincoln argued against the overly harsh tactics of the early temperance movement, claiming their denunciations were excessive and alienated those who were struggling. He also claimed there were ulterior motives involved.
2. **Seneca Falls Conference, [Declaration of Sentiments](#) (1848):** Argued that men and women were equal and accused men of denying women their equal rights, taking away their property, monopolizing employment, and destroying their self-confidence and self-respect, among other things.
3. **[George Washington Plunkitt of Tammany Hall](#) (1905) (excerpt) (1905):** Description of the political machine in New York, and how a little “honest graft” makes the system work. Plunkitt accepted the fraud because it made the system work, and delivered real goods and services to hardworking and suffering urbanites.

4. **Jane Addams, [Hull House \(1889\) \(Twenty Years At Hull House, 1912\)](#) (excerpt):** Begun by Addams on Chicago's Near West Side, the purpose of the Hull House was to live among immigrants and the working poor and to offer cultural and education programs. The charter reads, "To provide a center for higher civic and social life, to institute and maintain educational and philanthropic enterprises, and to investigate and improve the conditions in the industrial districts of Chicago."
5. **Henry Cabot Lodge, ["The Restriction of Immigration"](#) (1891) (excerpt):** Lodge, then a Congressman from Massachusetts, argued for a tighter immigration policy, especially in light of the influx of immigrants from southern and eastern Europe who he believed did not meet the standard of republican citizenship.

Additional Sources

1. **Chinese Exclusion Act (1882):** Signed by President Chester A. Arthur, the Act suspended Chinese immigration for ten years, required Chinese nationals to leave the United States, and prohibited Chinese naturalization. The ban did not apply to non-laborers, such as merchants, teachers, students, diplomats, tourists, and government officials.
2. **Knights of Labor, *Constitution of the General Assembly ... of the Order of the Knights of Labor of North America (Preamble, pp. 3-5)* (1890):** The aims of the organization were to create "industrial and moral worth, not wealth" as the standard of greatness, secure a fair share for workers and social benefits, and reduce labor hours (among other things).
3. **"Some Lessons of the Great Strike," *Harper's Weekly* (1894):** Reflections on the Pullman Strike.
4. **Sears, Roebuck, and Company, *Consumer's Guide no. 107* (Chicago, 1898):** A massive mail-order catalog that gave Americans access to thousands of items for purchase. It represented not only the beginning of mass commercialism and advertising, but also the standardization of products and culture across America.
5. **Upton Sinclair, *The Jungle* (1906):** A sensational and fictional, but not wholly inaccurate, account of the unsanitary and unsafe conditions that blue collar laborers faced daily in the Chicago meatpacking industry.

Key Facts

1. **Gilded Age Architecture:** The Gilded Age produced extravagant architecture—such as The Breakers mansion of Cornelius Vanderbilt in Newport, Rhode Island—that sought to imitate European aristocratic architecture through monumental scale and detailed ornaments.

2. **The Chinese Exclusion Act (1882):** Became the first significant law restricting immigration based on nationality, prohibiting Chinese laborers from entering the United States for ten years and barring Chinese immigrants from naturalization.
3. **The Pendleton Civil Service Reform Act (1883):** An act that established merit-based federal employment to replace the “spoils system” where government jobs were awarded based on political patronage.
4. **Haymarket Riot (May 4, 1886):** A workers’ strike at the McCormick Harvesting Machine Company in Chicago over advocacy for an eight-hour work day led police to fire on the protestors, killing two and wounding others. Four anarchists were executed.
5. **Jane Addams’ Hull House in Chicago (1889):** Addams pioneered the settlement-house movement that provided social services, education, and cultural programs to immigrant and working-class communities.
6. **Ellis Island (1892):** The primary immigration processing station in New York that eventually processed over 12 million immigrants (predominantly from Southern and Eastern Europe).
7. **Panic of 1893:** A severe economic depression triggered by the collapse of the Philadelphia and Reading Railroads, followed by bank failures and a stock market crash, resulting in widespread unemployment, business failures, and social unrest that lasted until 1897.
8. **Pullman Strike (1894):** A major railroad labor conflict at the Pullman Palace Car Company in Chicago sparked by the Panic of 1893 and decreased wages. It became the largest railroad strike in American history. Union leader Eugene V. Debs, future Socialist Party candidate, was jailed for his role.

Topic 4: Foreign Policy: Republicanism vs. Imperialism

Learning Standards

Students should be able to:

1. **Describe** the way America’s geography, Washington’s Farewell address, and the balance of world imperial powers in the 19th century led to an early foreign policy of non-interventionism in America.
2. **Explain** the tension between the principles of republican government found in the Declaration and Constitution and the ideals of imperialism and empire.
3. **Analyze** how America came to annex overseas territories and explain the progressive ideas of paternalistic uplift and “civilizing mission.”
4. **Construct an argument** for or against the Monroe Doctrine.

Historical Events and Developments

1. **George Washington’s “Great Rule”:** Washington articulated a foreign policy philosophy in his Farewell Address of avoiding permanent and entangling alliances with foreign nations, not holding antipathy or passionate attachment toward any nation, and extending commercial relations with all while avoiding political conflict.
2. **Neutrality in the Early Republic:** Despite pressures from both Federalist and Democratic-Republicans in the 1790s to join with either Britain or France in the French Revolutionary Wars, the Washington Administration, aided by the negotiations of John Jay, kept America out of war, maintained her neutrality, and concluded commercial treaties with Britain.
3. **The Monroe Doctrine:** Announced by President James Monroe in his 1823 message to Congress, the doctrine stipulated that Europe must stay out of the Americas and that, in exchange, America would not intervene in European affairs.
4. **Spanish-American War (April-August, 1898):** A brief war between Spain and the United States where America emerged triumphant and Spain lost most of her colonial empire.
 - a. **Sinking of the *U.S.S. Maine*:** The American battleship the *U.S.S. Maine* was sent to Havana, Cuba during negotiations with Spain to protect American lives and property. On February 15, 1898, the *Maine* suddenly exploded and sank, killing 260 men. The cause of the incident was never fully ascertained, but it propelled America to war with the Spanish.

- b. **Defeat of Spanish in the Philippines:** After the outbreak of hostilities with Spain, Commodore George Dewey, head of the Asiatic Squadron in Manila, attacked the Spanish fleet in the Philippines and demolished it.
 - c. **Liberation of Cuba and the Platt Amendment:** An armistice was signed in which Spain gave up Cuba, Puerto Rico, Guam, and the Philippines to the United States. Cuba was not annexed, but was administered as an independent state under the Platt Amendment, which gave the U.S. the right to intervene if necessary.
5. **Progressive Imperialism and Civilizational Uplift:** The development of late 19th century philosophy of American colonization in Latin and South America, as well as overseas imperialism. Led by Progressive scholars like John W. Burgess and politicians like Albert Beveridge, the idea of paternal imperial rule believed America was destined to uplift barbarous peoples and help them develop into functioning civilizations.
6. **Annexation and the Roosevelt Corollary:** The United States annexed Texas in 1845, Samoa and Hawaii late in the 19th century, took the Philippines during the Spanish-American War, and gained significant control over Cuba. President Theodore Roosevelt justified intervention in the Western Hemisphere as a corollary to the Monroe Doctrine.

Core Sources

1. **George Washington, [Farewell Address \(1796\)](#) (excerpt) and [Proclamation of Neutrality \(1793\)](#):** Set America's early foreign policy position as one of avoiding European political affairs and declared America's preference for neutrality in foreign conflicts.
2. **James Monroe, [Seventh Annual Message to Congress \(1823\)](#) (Monroe Doctrine):** Speech that established the Monroe Doctrine, asserting that the United States is not subject to European colonization, that no European nation has a right to meddle in the affairs of the Western Hemisphere, and declared that the U.S. would not involve itself in internal European matters but respect de facto governments as legitimate.
3. **John W. Burgess, [Political Science and Comparative Constitutional Law \(1893\)](#) (excerpt):** Burgess, a progressive political scientist, gives a racialized account of the imperative of civilizational uplift and escape from barbarism.
4. **Theodore Roosevelt, [Fourth Annual Message to Congress \(Feb. 1904\)](#) (excerpt):** Clearest statement of Roosevelt's "Corollary" to the Monroe Doctrine where he denied the U.S.'s desire to dominate Latin and South America, but also reserved the right to intervene in cases of wrongdoing or impotence.

Additional Sources

1. **Emer de Vattel, *The Law of Nations* (1758):** Treatise on international law describing the moral and political relationship between nations, and a major source for the American founders on foreign policy.
2. **The Federalist, nos. 2, 3, 6, 8, 11 (John Jay and Alexander Hamilton) (1787):** Earliest statement of American nationalism and foreign policy under the U.S. Constitution, arguing that the union of the states must ensure American commercial and national security protection.
3. **Alexander Hamilton, *Pacificus* no. 1 and no. 2 (1793):** Hamilton defends Washington's Neutrality Proclamation and argues as to why it was not a violation of the 1778 treaty America had with France.
4. **Grover Cleveland, *Special Message to Congress on Hawaii* (1893):** President Cleveland reports the role the U.S. played in the overthrow of Queen Lili'uokalani and the Hawaiian monarchy and announced America's withdrawal from the previous annexation treaty.
5. **Albert Beveridge, *March of the Flag* (1898):** With millenarian overtones, in this campaign speech the Republican Senatorial candidate from Indiana declared that America would only advance in her "commercial supremacy" and the reign of her "free institutions" until the empire of American principles has been established among all mankind.
6. **President McKinley, "Open Door" Policy Toward China (1898-1899):** Developed in diplomatic circular notes by McKinley's Secretary of State, John Hay, the open-door policy of the United States toward China established favorable trade relations with the Chinese.
7. **Vice President Theodore Roosevelt, "Expansion and Peace" (1899):** Speech by VP Roosevelt in which he argued that overcoming barbarism requires force, and that the expansion of civilization decreases the need for war.
8. **Henry Cabot Lodge, *Retention of the Philippines* (1900):** Lodge, as a Senator from Massachusetts, argues for making the Philippines part of American territory, putting down unrest, and restoring peace and order, as well as establishing good government—all without making the Philippines directly part of America.
9. **Platt Amendment (1901):** American legislation passed upon the adoption of the independent Cuban constitution that gave America the right to intervene in Cuba and maintain its government, which later became part of the Cuban constitution (in 1902).

Key Facts

1. **Monroe Doctrine (1823):** Foreign policy doctrine espoused by President Monroe that declared the Western hemisphere off-limits to European powers.
2. **Annexation of Texas (1845):** Texas had declared independence from Mexico in 1836, but its annexation and statehood was not accepted by the United States until 1845.
3. **Mexican-American War (1846-1848):** War between America and Mexico that saw America annex large parts of Mexican territory, known as the Mexican Cession.
4. **Sinking of the *U.S.S. Maine* (Feb. 15, 1898):** Mysterious sinking of a U.S. battleship that sparked the beginning of the Spanish-American War.
5. **Spanish-American War (April-August, 1898):** War between Spain and America that led to America emerging as a world power and annexing territory in central America and southeastern Asia.
6. **Annexation of the Philippines (1898-1902):** The Treaty of Paris marked the end of the Spanish-American War and gave America the right to control the Philippines, which it did by establishing a military government there for three years.
7. **Building of the Panama Canal (1881-1914):** Started by the French, but taken over and completed by the Americas, this canal linked the Caribbean to the Pacific Ocean, revolutionizing shipping in the Americas.
8. **Platt Amendment (1901):** Congressional legislation overseeing the independence of Cuba.
9. **Venezuela Crisis (1902-1903):** European powers (Britain, Germany, and Italy) blockaded Venezuela over unpaid foreign debts, initiating President Theodore Roosevelt's involvement and the announcement of the Roosevelt Corollary in 1904.

Unit 7: Progressivism, the Great War, and the New Deal (1898-1939)

17-18 Lessons

10-12% Exam Weighting

Unit Summary:

The seventh unit details an era of bold transformation in America, where Progressive reformers like Theodore Roosevelt championed government intervention to tame industrial excesses, conserve nature, and uplift society through antitrust actions. Touting consumer protection policies and direct democracy innovations like the referendum, initiative, and recall, Progressive intellectuals reconceived politics as an evolving science unbound by traditional constitutional constraints. This unit recounts American neutrality in the Great War before Woodrow Wilson's idealism helped push America into the war. Wilson, driven by a vision of "making the world safe for democracy" through his Fourteen Points and the League of Nations, had his hopes for a new world order shattered by a recalcitrant Senate that rejected the Treaty of Paris and returned America to her pre-war isolationism amid post-war disillusionment. Accordingly, the Roaring Twenties burst forth with economic and cultural energy, spurred on by Harding's exhortation to "return to normalcy," witnessing revolutions in jazz, flappers, and the Harlem Renaissance, yet dogged also by Prohibition's failures, nativist immigration curbs, and fundamentalist-modernist clashes like the Scopes Monkey Trial. As the 1929 stock market crash ushered in the Great Depression's despair, Herbert Hoover's limited and nervous interventions gave way to Franklin D. Roosevelt's sweeping New Deal, a whirlwind of relief programs, regulatory reforms, and social security nets that expanded federal power dramatically. Although FDR came under critiques for overreach, especially amidst his contentious court-packing scheme, the transformations of American political society under the New Deal prevailed as World War II loomed on the horizon.

Recommended Chapters from *Land of Hope*: 14-17.

Topic 1: Theodore Roosevelt and the Progressive Era

Learning Standards

Students should be able to:

1. **Explain** the political thought of leading Progressive intellectuals and political leaders. In what ways did they depart from an older understanding of American politics and law, and how did they justify that decision?
2. **Describe** the presidency of Theodore Roosevelt, his core achievements and reforms, as well as the election of 1912 and the competing visions of the New Freedom and the New Nationalism.
3. **Explain** and **analyze** progressive political and religious reforms, such as the initiative, referendum, recall, and city manager, as well as the activism of the social gospel.
4. **Develop an argument** that either critiques or defends the new Progressive political science and the changes it would have made to the Declaration and the Constitution.

Historical Events and Developments

1. **Progressive Reform and Activism:** Progressive reformers sought to address the harms of rapid industrialization, such as monopolies, poor working conditions, urban slums, and political corruption, by advocating for greater government intervention to protect the public interest over private profit. Activists, often middle-class urban professionals, women, and clergy, pushed for regulations on big business, consumer protections, labor rights, and conservation of natural resources to create a more equitable society. They emphasized efficiency, scientific expertise, and moral uplift by appealing to the “public interest” (over private or corporate interests) and the virtue of “disinterestedness.”
2. **Progressive Political Philosophy:** Leading intellectuals and political officers, such as Woodrow Wilson, Frank Goodnow, Theodore Roosevelt, John Dewey, Herbert Croly, Robert La Follette, Charles Beard, and Walter Rauschenbusch, each in their own way advocated for a new political understanding of America in order to address modern problems. They viewed politics as an evolutionary science in which rights, liberties, and laws could change over time as the social and economic circumstances required. Relying upon an implicit paternalism, they believed that politics should be separated from administration and expertise, that liberty could and should be curtailed for the common good, that the separation of powers was an outdated model that made government inefficient and unworkable, that the Constitution itself was a product of wealthy interests, and that religious fervor and activism should animate political reform.
3. **William Jennings Bryan and the Populist Political Movement:** William Jennings Bryan was a charismatic orator and three-time Democratic presidential nominee (1896,

1900, 1908). He fused agrarian populist views with Democratic politics by advocating for the monetization of silver, anti-monopoly measures, and aid for farmers and workers against eastern industrial interests. Bryan's 1896 "Cross of Gold" speech invoked Christian religious symbols to defend poor laborers against wealthy interests. Bryan's efforts paved the way for Progressive Era reforms and shifted the Democratic party toward a broader coalition of farmers, laborers, and reformers.

4. **Progressive Immigration Restriction, Race Science, and Eugenics:** Progressives' beliefs in paternalism and the distinction between civilized and barbarous peoples led them to embrace racial theories of human superiority (such as the Teutonic germ theory), adopt strict immigration legislation against Asians and southern and eastern Europeans, and pursue a eugenicist vision of scientific human engineering that would have eliminated undesirable and unfit persons from civilized society.
5. **Presidency of Theodore Roosevelt (1901-1909):** Theodore Roosevelt became President after McKinley's assassination. He championed the "Square Deal" by using federal power to regulate corporations, break up monopolies through antitrust suits (e.g., against Northern Securities), regulate businesses through consolidation, and mediate labor disputes like the May 1902 anthracite coal strike. He prioritized conservation, established the U.S. Forest Service, national parks, forests, and wildlife refuges while creating agencies like the Bureau of Corporations to oversee business practices. Roosevelt's leadership expanded executive authority through the use of the "bully pulpit," promoted consumer protections through laws like the Pure Food and Drug Act and Meat Inspection Act, and positioned the federal government as a steward of public welfare. Roosevelt promoted sustainable resource use, placing 230 million acres under federal control.
6. **Muckraking Journalism:** Muckrakers (called such by Roosevelt) were investigative journalists who exposed corruption, corporate greed, and social injustices through detailed, fact-based reporting in magazines like *McClure's*. They helped inspire public outrage and spur reform. Muckrakers focused on accurate reporting and moral urgency to highlight issues like monopolies, unsafe food, and urban poverty. The work of Henry Demarest Lloyd, Jacob Riis, Lincoln Steffens, and Ida Tarbell's exposé on Standard Oil all garnered support for regulations and helped drive Progressive legislation.
7. **Election of 1912:** The 1912 presidential election was a pivotal contest among four candidates: incumbent Republican William Howard Taft, former president Theodore Roosevelt (running as the Progressive or "Bull Moose" Party nominee), Democrat Woodrow Wilson, and Socialist Eugene V. Debs. Roosevelt's New Nationalism platform emphasized strong federal regulation and social welfare, while Wilson's New Freedom stressed antitrust enforcement, tariff reduction, and economic opportunity for small businesses. Wilson won decisively due to the Republican split; he implemented key

Progressive reforms during his presidency, including the Federal Reserve Act and Clayton Antitrust Act.

8. **Progressive Political Reforms: The Initiative, Referendum, Recall, and City Manager:** Progressives introduced direct democracy reforms like the initiative (allowing citizens to propose laws via petition), referendum (enabling voters to approve or reject legislation), and recall (permitting removal of elected officials by petition and vote—especially the recall of judicial decisions) to bypass corrupt political interests, empower the public, and overcome what they thought were defects in the original constitutional design (such as indirect democracy, separation of powers, etc.). The city manager system, pioneered in places like Dayton, Ohio and Staunton, Virginia, replaced mayor-council structures (many of which were corrupt) with professional administrators accountable to elected councils. The hope was to spur on efficient, expert-driven, and nonpartisan urban governance, but critics argue that its effect was to further isolate political offices from public accountability.
9. **The Social Gospel (Walter Rauschenbusch, Robert T. Ely):** The Social Gospel movement applied Christian ethics to modern social problems, viewing societal reform—rather than just individual salvation—as essential to establishing God’s kingdom on earth amid industrialization’s ills. Walter Rauschenbusch, its leading theologian, argued in works like *Christianizing the Social Order* that Christianity demanded active opposition to poverty, exploitation, and injustice through collective action and government intervention. Economist Richard T. Ely bridged theology and social science, advocating ethical economics and labor reforms, influencing Progressive policies by framing economic justice as a religious imperative and inspiring clergy and reformers to support workers' rights, public welfare, and anti-corruption efforts.

Core Sources

1. **William Jennings Bryan, “[Cross of Gold](#)” Speech (1896) (excerpt):** A speech delivered on July 9, 1896, at the Democratic National Convention in Chicago, in which Bryan advocated for allowing the monetization of silver, in order to alleviate the economic hardships faced by farmers, laborers, and debtors during the depression. He portrayed the gold standard as a tool of wealthy Eastern elites and bankers that crucified the common people, while framing free silver as a righteous cause aligned with Democratic traditions of defending the producing masses against organized wealth. Bryan concluded his speech with the famous line, “You shall not crucify mankind upon a cross of gold.” The speech electrified the convention and convinced them to select Bryan as their presidential nominee.
2. **Theodore Roosevelt, “[The Right of the People to Rule](#)” (1912) (excerpt):** In this 1912 speech, Theodore Roosevelt defended the core Progressive principle of popular sovereignty, arguing that the American people are capable of self-government and should

exercise direct control through mechanisms like the initiative, referendum, recall, and even the recall of judicial decisions. He contrasted this democratic ideal with fears of oligarchic and majority rule (tyranny of the majority), positioning it as essential to countering special interests and ensuring government serves the common welfare rather than entrenched minorities.

3. **Walter Rauschenbusch, *Christianizing the Social Order* (Part VI, Chapter 3: The Socialization of Property) (1912) (excerpt):** In this section of his book, Rauschenbusch argued that the social ideal of Christianity required rejecting individualism and the capitalist system, especially the belief of private property. Instead, property should be put to social uses through greater public control, cooperative ownership, or regulation of key industries in order to overcome industrial injustices and class divisions. This would result in aligning economic structures with the Kingdom of God, transforming property from an instrument of selfish power into a means of serving the common good and ensuring fair distribution of resources for the good of all.
4. **Theodore Roosevelt, *The New Nationalism* (1910) (excerpt):** The New Nationalism formed the core of Roosevelt's 1912 Progressive vision. Roosevelt called for a strong, centralized federal government to regulate corporations, protect human welfare over unchecked property rights and special interests, and promote "social justice" through progressive reforms like labor protections and conservation. Positioning himself as Lincoln's political heir, Roosevelt rejected both mob violence and corporate greed, and emphasized national unity and executive stewardship of the public good (stewardship theory of the presidency) to address industrial abuses and ensure equal opportunity.
5. **Woodrow Wilson, *The New Freedom* (Chapters 1-2) (1912) (excerpt):** In his 1912 campaign platform and subsequent book, Woodrow Wilson advocated the "New Freedom" as a program to restore competition and individual opportunity by dismantling monopolies, reducing tariffs, reforming banking, and using government power aggressively yet selectively to curb corporate dominance and special privilege. Unlike Roosevelt's regulatory nationalism, Wilson's approach focused on freeing small businesses and entrepreneurs from trusts through antitrust enforcement and economic emancipation rather than large-scale government intervention.
6. **Charles Beard, *An Economic Interpretation of the Constitution of the United States* (Chapter 1) (1913) (excerpt):** In his controversial book, Charles Beard argued that the U.S. Constitution was framed primarily to protect the financial interests and property rights of the wealthy elite among the Founding Fathers, rather than genuine republican principles. He argued that class and economic divisions shaped the Constitution's structure, including checks and balances, to safeguard against majority threats to vested property interests.

7. **Nineteenth Amendment (1920)**: Historic amendment to the Constitution that granted women the right to vote, the culmination of decades of women’s rights activism.

Additional Sources

1. **Ronald J. Pestritto and William J. Atto, “Introduction to American Progressivism,” in *American Progressivism: A Reader* (pp. 1-32) (2008)**: Pestritto and Atto provide an invaluable overview to the political thought and policies of the Progressives. Drawing upon the works and words of Woodrow Wilson, John Dewey, Herbert Croly, Theodore Roosevelt, and many others, they discuss the Progressive’s understanding of the organic origins of the state, their rejection of the inalienable rights of the Declaration, their efforts to overcome the separation of powers, the social gospel, and much more.
2. **Woodrow Wilson, “Christ’s Army,” and “Christian Progress,” (1876)**: Wilson invoked religious language, themes, and ideas to inject social causes with a politicized faith, and presented life as a spiritual battle that everyone must partake in and so abandon neutrality in the fight against absolute evil.
3. **Ida Tarbell, *The History of the Standard Oil Company* (1904)**: First published in *McClure’s Magazine* and later turned into a book, Tarbell documented the monopolistic and predatory business practices of John D. Rockefeller’s Standard Oil Company, including secret railroad rebates, price undercutting, and ruthless tactics that crushed competitors and exploited the oil industry. It became a landmark of muckraking journalism that fueled public outrage and antitrust sentiment, and contributed to the Supreme Court’s 1911 decision in *Standard Oil v. United States* to break up the company.
4. **Theodore Roosevelt, Inaugural Address (1905)**: In his second inaugural address, Roosevelt emphasized the need for justice, righteousness, courage, and self-reliance in facing modern industrial challenges, urging the nation to uphold democratic self-government as an example to the world and to preserve the heritage of the founders for future generations through devotion to lofty ideals in everyday life.
5. **Progressive Party Platform of 1912**: Advocating the welfare of the people, the Progressive platform embraced popular sovereignty through direct primaries, the initiative, referendum, and recall, called for equal suffrage for men and women, and inveighed against entrenched special interests.
6. **Theodore Roosevelt, “Who Is a Progressive?” (1912)**: Roosevelt defined a true Progressive as someone with vision, fervent conviction, broad sympathy, and faith in the people, and who actively fights for social and industrial justice, the uplift of mankind, and real popular rule against special privileges and sinister interests.

7. **Sixteenth Amendment (Ratified 1913):** Gave Congress the right to levy an income tax for the first time in U.S. history.
8. **Seventeenth Amendment (Ratified 1913):** Established the direct election of U.S. Senators in each state by popular vote, striking down the original constitutional structure of senators elected by state legislators, which fundamentally changed the federalist structure of the U.S. government.
9. **Frank Goodnow, “The American Conception of Liberty” (1916) (excerpt):** Critique by Goodnow of the traditional American view of liberty rooted in natural rights and limited government, arguing that it had become outdated in an industrial age and often served to protect property over social welfare. He advocated for a more flexible, progressive understanding of liberty that would allow the government to regulate for the public good, challenging rigid constitutional interpretations and emphasizing evolving societal needs over absolute individual rights.

Key Facts

1. **Presidency of Theodore Roosevelt (1901–1909):** As a leading Progressive, Roosevelt used the presidency to “bust” trusts, promote conservation, and advocate for consumer protections. He used the presidency as a “bully pulpit” both at home and abroad. He “spoke softly, but carried a big stick” in his foreign relations.
2. **Hepburn Act (1906):** An act that expanded the power of the Interstate Commerce Commission and gave them authority to set “just and reasonable” railroad rates.
3. **The Pure Food and Drug Act and the Meat Inspection Act (1906):** Sparked by *The Jungle*, this legislation established federal regulations for food safety and labeling, creating the foundation for the modern Food and Drug Administration to protect consumers from adulterated products.
4. **Antiquities Act (1906):** An act that established the U.S. Forest Service as well as eighteen new U.S. national monuments. Part of Roosevelt’s push for conservation.
5. **Founding of the National Association for the Advancement of Colored People (NAACP, 1909):** Formed in response to racial violence and discrimination, the NAACP fought for civil rights and against lynching and segregation, marking an important (though limited) push for equal treatment amid widespread Jim Crow laws.
6. **Presidency of Howard Taft (1909-1913):** Taft was Roosevelt’s hand-picked successor, but his presidency was marked by traditional Republican caution instead of Progressive activism.
7. **The Triangle Shirtwaist Factory Fire (1911):** The tragic death of 146 garment workers in a New York fire due to locked doors and poor safety practices served to highlight

industrial exploitation, leading to stronger labor laws, fire codes, and child labor restrictions in New York and beyond.

8. **Sixteenth Amendment (Ratified 1913):** Authorized Congress to levy a federal income tax without apportionment among the states, providing a new revenue source to fund Progressive reforms and reduce reliance on tariffs and revenue from alcohol sales.
9. **Seventeenth Amendment (Ratified 1913):** Established the direct election of U.S. Senators by popular vote instead of by state legislatures, increasing democratic accountability and reducing corruption in the Senate.
10. **The Federal Reserve Act (1913):** Under President Woodrow Wilson, this Act created a central banking system to stabilize the economy, regulate currency, and prevent financial panics like those of 1893.
11. **The Clayton Antitrust Act (1914):** Strengthened antitrust enforcement by prohibiting specific anticompetitive practices, exempting labor unions from some restrictions, and limiting corporate mergers.
12. **Opening of the Panama Canal (August 1914):** Begun almost thirty-five years prior, the only waterway connecting the Caribbean to the Pacific was opened for shipping.
13. **Eighteenth Amendment and Prohibition (Ratified 1919):** This banned the manufacture, sale, and transportation of alcohol. Driven by moral and social reform efforts to reduce poverty, crime, and family abuse, it was very unpopular and was repealed in 1933.
14. **Nineteenth Amendment (Ratified 1920) and Women's Suffrage:** Years of activism by Susan B. Anthony, Carrie Chapman Catt, and others culminated in an amendment granting women the right to vote nationwide.
15. **National Child Labor Committee (NCLC) and the Keating-Owen Act (1916):** The NCLC was a private organization that sought to reform national child labor laws. The NCLC backed the Keating-Owen Act, which limited exploitative child labor and improved working conditions.

Topic 2: Woodrow Wilson and the Great War

Learning Standards

Students should be able to:

1. **Assess** the causes of World War I and explain how America came to be involved in the war despite public resistance.
2. **Compare** and **contrast** Woodrow Wilson's early resistance toward war and his embrace of neutrality with his later appeal to Congress to declare war and describe Wilson's vision of international democratic norms and his goal in forming the League of Nations.
3. **Explain** how the war changed American law and society, with particular focus upon the First Amendment, military mobilization, and international diplomacy.

Historical Events and Developments

1. **Assassination of Archduke Franz Ferdinand and the Origins of World War I (1914):** The assassination of the heir to the Austro-Hungarian throne by a Serbian nationalist in Sarajevo triggered a chain reaction of alliances and declarations of war across Europe. This event exposed the fragility of the European balance of power, leading to the rapid mobilization of armies and the outbreak of World War I. It marked the end of a long period of relative peace in Europe and set the stage for global conflict.
2. **U.S. Declaration of Neutrality (1914):** President Woodrow Wilson proclaimed U.S. neutrality shortly after the war began, urging Americans to remain impartial in thought and action to avoid entanglement in European affairs. This policy reflected America's non-intervention traditions, was popular with ordinary Americans, and allowed the country to trade with both sides initially. However, it became increasingly difficult to maintain as submarine warfare and economic ties pulled the U.S. toward war.
3. **Sinking of the *Lusitania* (1915):** A German U-boat torpedoed the British passenger liner *Lusitania* off the Irish coast, killing nearly 1,200 people, including 128 Americans, escalating tensions between the U.S. and Germany. This incident shifted American public opinion against Germany and prompted Wilson to demand "strict accountability" for attacks on neutral ships. It highlighted the dangers of unrestricted submarine warfare and foreshadowed U.S. entry into the war.
4. **Zimmermann Telegram (1917):** British intelligence intercepted a German telegram proposing a military alliance with Mexico against the U.S., promising the return of lost territories in exchange for support. The revelation inflamed American public sentiment and contributed to the erosion of neutrality. It was a key factor in Wilson's decision to

seek a declaration of war, as it demonstrated German aggression toward U.S. interests even in the face of her neutrality.

5. **U.S. Entry into World War I and War Mobilization (1917):** On April 6, 1917, Congress declared war on Germany following Wilson’s address framing the conflict as a fight to make the world “safe for democracy.” This marked a shift from Wilson’s earlier neutrality and non-interventionism. The U.S. rapidly expanded its military through conscription, reaching over four million troops, while agencies like the War Industries Board coordinated industrial production and resource allocation. This total war effort included propaganda campaigns to boost morale and economic measures like food conservation. It transformed American society, including workforce shifts with black American migration and women's increased roles in industry. American involvement tipped the balance in favor of the Allies and accelerated the war's end.
6. **Mass Society and Total War:** The Great War witnessed the advent of total war, as military strategy lagged behind advancing weapons technology. The result was mass casualties in war such as the world had never seen. The stalemate and trench warfare that developed meant millions of men were sacrificed over little to no gain. The decimation from the War would cripple the major European powers for generations to come.
7. **Woodrow Wilson’s Fourteen Points (1918):** Wilson outlined a visionary peace plan in a speech to Congress, emphasizing open diplomacy, free trade, disarmament, and a League of Nations. This proposal aimed to prevent future totalizing wars by addressing nationalism and colonial issues. Though influential, many points were compromised at the Paris Peace Conference, leading to a flawed Treaty of Versailles.
8. **Armistice and Treaty of Versailles (1918-1919):** The armistice on November 11, 1918, ended fighting, with Germany surrendering under terms influenced by Wilson’s ideals but coupled with onerous Allied demands. The 1919 Treaty of Versailles imposed harsh penalties on Germany, redrew maps, and created the League of Nations. The War Guilt Clause of Article 231 blamed Germany for the war. The U.S. Senate rejection of both the treaty and the League returned America to her non-interventionist roots, but also weakened the conditions of peace in Europe.

Core Sources

1. **[U.S. Declaration of Neutrality \(1914\)](#)**: President Wilson’s proclamation announcing U.S. neutrality in the Great War, urging citizens to remain impartial to avoid provoking involvement. It reflected America’s traditional non-interventionism and set the tone for foreign policy during the early war years.
2. **Woodrow Wilson, [“Peace Without Victory” Speech](#) (January 22, 1917):** Appealing directly to the people of Europe over their leaders, Wilson called for a negotiated peace without victors to avoid resentment and future conflicts. He declared there would have to

be a “just and secure peace” but a “peace without victory” nonetheless that promoted democratic principles and disarmament in the name of the common interest. This speech prefigured his later push for the League of Nations.

3. **Woodrow Wilson, [Address to Congress Requesting War Declaration](#) (April 2, 1917):** Wilson urged Congress to declare war on Germany, describing submarine attacks as “warfare against mankind” and demanding that “the world must be made safe for democracy” until “the world at last [be] free.” This speech framed U.S. military involvement as a moral crusade rather than territorial ambition.
4. **Woodrow Wilson, [Fourteen Points](#) (April 2, 1917) and the [League of Nations](#) (January 8, 1918) (excerpt):** Wilson presented his blueprint for peace to Congress, advocating open diplomacy, self-determination, and a League of Nations to prevent future wars. This address influenced armistice negotiations but faced resistance in the final treaty. The Senate refused to ratify the United States’ admission to the League of Nations, which ultimately contributed to its failure. Yet the League paved the way for the establishment of the United Nations after World War II.
5. **Henry Cabot Lodge, [Opposing the League of Nations](#) (August 1919) (excerpt):** The preeminent senator from Massachusetts denied that he was against the League, but he still criticized it as impractical and attempting to do too much, as well as being inconsistent with the Monroe Doctrine.
6. **[Schenck v. United States](#) (1919) (excerpt):** In a critical decision, Justice Oliver Wendell Holmes declared that free speech rights were not absolute, especially when national security was at risk. When there is a “clear and present danger,” speech can be curtailed, as no one has a right to yell “fire!” in a crowded theater. The case was over the constitutionality of the 1917 Espionage Act, under which a number of people (including Eugene V. Debs) had been convicted and imprisoned. Holmes upheld the constitutionality of the Act vis-à-vis the First Amendment under Congress’s wartime authority.

Additional Sources

1. **William James, “The Moral Equivalent of War” (1910):** James argued that war cultivates essential martial virtues such as courage, discipline, and hardihood, which pacifism cannot do. He critiqued the romanticization of war by militarists while recognizing its historical role in developing heroism. He insisted that modern civilization must find a way to preserve these qualities without the destruction of actual combat.
2. **Woodrow Wilson, State of the Union Address (December 1917):** In Wilson’s first annual message since the United States entered the War, he declared that Germany was a “menace ... without conscience or honor of capacity for covenanted peace,” and that it

“must be crushed.” Wilson was confident that God’s providence and protection was over the nations and there would be lasting peace and justice.

3. **Woodrow Wilson, Speech at Mount Vernon (July 4, 1918):** Delivered at George Washington’s tomb, Wilson linked American ideals of liberty to the war effort, emphasizing destruction of autocracy and establishment of self-government. This speech exemplified his vision of the U.S. as a moral leader in global affairs.
4. **Treaty of Versailles (June 28, 1919):** Peace agreement at the Paris Peace Conference that ended the war with Germany, incorporating some of Wilson’s ideas like the League of Nations but imposing punitive measures on the Central Powers. Wilson’s failure to secure U.S. ratification underscored domestic opposition to international entanglements. The Treaty’s demands toward Germany contributed toward the origins of World War II.
5. **Winston Churchill (choose one), Shall We All Commit Suicide? (1924), Fifty Years Hence (1931), Mass Effects in Modern Life (1925):** Churchill profoundly reflects upon the nature of a mass commercialized society, and its effects in war to create total war like never before.

Key Facts

1. **First Great Migration (1910-1940):** Beginning of the large migration of black Americans from the South to northern industrial areas looking for work as the war disturbed American economic production. These migrations aggravated racial tensions and led to occasional riots.
2. **U.S. Declaration of Neutrality (1914):** The U.S. under Wilson declared its neutrality in the war in Europe.
3. **Sinking of the *Lusitania* (1915):** The German sinking of the British liner *Lusitania* killed 1,198, including 128 Americans, which outraged the public and began to soften their resistance to war.
4. **Bolshevik Revolution in Russia (1917):** Led by Vladimir Lenin, the Bolshevik Revolution was a Marxist uprising that overthrew Tsar Nicholas II, led to the Russian Civil War, and eventually birthed Soviet Communism.
5. **Zimmerman Telegram (1917):** British intelligence intercepted a telegram in which Germany proposed a military alliance with Mexico against the U.S., promising Mexico the return of lost territories like Texas, Arizona, and New Mexico if it joined the war.
6. **U.S. Enters WWI (April 6, 1917):** Following German unrestricted submarine warfare and the Zimmermann Telegram, Congress declared war on Germany at Wilson’s request, marking America's formal entry into World War I.

7. **Selective Service Act and Conscription (1917):** The Selective Service Act was passed on May 18, 1917, instituting the draft and rapidly building a mass U.S. Army. Millions of American men registered and over 2.8 million were eventually drafted into service.
8. **Espionage Act (1917) and Sedition Act (1918):** Enacted under Wilson's administration, these acts suppressed dissent by criminalizing anti-war speech, resulting in over 2,000 prosecutions and the imprisonment of figures like Eugene V. Debs.
9. **Creation of American Expeditionary Forces (1917-1918):** Under General John J. Pershing, America's newly recruited army arrived in France in 1917 and contributed significantly to the Allied victory in 1918.
10. **Armistice (November 11, 1918):** Brought an end to the Great War. The war cost over 40 million civilian and military casualties, including 116,000 American servicemen.

Topic 3: From Boom to Bust: The Roaring 20s and the Onset of the Great Depression

Learning Standards

Students should be able to:

1. **Explain** how the Presidential administrations of Harding and Coolidge were a reaction to Woodrow Wilson and the Progressives before them.
2. **Analyze** America's economic policies in the 1920s. Why did America's GDP and standard of living rise so rapidly?
3. **Describe** the kind of modern cultural transformations that took place in America in the 1920s, from transportation to communication to consumable goods.

Historical Events and Developments

1. **Post-war Disillusionment and Return to Normalcy:** Following World War I, Americans grappled with the flawed Treaty of Versailles, which many criticized for its punitive reparations on Germany and feared would lead to future conflict. This, combined with domestic economic instability and the anxieties of communist infiltration, led to Warren G. Harding's 1920 election promise of a "return to normalcy." Harding appealed to a war-weary public seeking respite from Wilsonian idealism and interventionism. The Presidencies of Harding, Coolidge, and Hoover saw a rejection of expansive government and a prioritizing of economic stability and business over global democratic crusades.
2. **Economic Policies Under Presidents Harding and Coolidge as Inspired by Treasury Secretary Andrew Mellon:** Harding inherited a recession in 1920-1921 which he sought to combat through conservative measures championed by Andrew Mellon, such as tax cuts, higher tariffs, and reduced federal spending. These policies, which slashed top income taxes from 77% to 25% and emphasized capital investment, resulted in rapid economic growth, halving the national debt and boosting GDP by 42% over the decade. America became more prosperous and standards of living rose, but wealth inequality also increased.
3. **Communist Fears and Palmer Raids:** Fears of Bolshevik revolution, fueled by a spate of bombings in 1919, prompted raids by Attorney General A. Mitchell Palmer, where over 6,000 suspected radicals were detained without warrants. Initially popular, the raids subsided after Palmer's failed May Day uprising prediction, reflecting post-war anxiety over immigration and radicalism. This episode echoed Wilsonian legislation like the Espionage Act, underscoring tensions between national security and civil liberties.

4. **Rise of Mass Production and the Automobile Industry:** Henry Ford's refinement of the assembly line revolutionized manufacturing, quadrupling productivity in his plants and reducing Model T prices from \$850 in 1910 to under \$300 by the 1920s. This innovation created a mass market for automobiles, with 26 million cars in the U.S. by 1929, transforming the economy through subsidiary industries like rubber, steel, and petroleum. The automobile reshaped American life, enabling suburbanization, highway expansion, and greater individual mobility. It showed how traditional values like individualism combined easily with the era's technological optimism.
5. **Cultural Transformations and Mass Media:** The 1920s saw the emergence of modern consumer culture, with electricity powering refrigerators (production rising from 5,000 to 1 million annually), radios (ownership reaching 60% of families), and movies. A common culture created shared national experiences and increased nationalist sentiment. Professional sports, jazz music, and celebrities like Babe Ruth and Charles Lindbergh amplified through media fostered a vibrant, urban modernity. These developments often clashed with traditional values, highlighting a continual cultural split between cosmopolitan innovation and rural conservatism.
6. **Prohibition and its Consequences:** The Eighteenth Amendment, which effectively banned alcohol in 1920, was a Progressive reform to curb corruption and promote morality. While it succeeded in reducing consumption by up to 50%, it could not be effectively enforced. A black market arose, and it spawned speakeasies, bootlegging, and organized crime. The law was highly unpopular and undermined respect for law.
7. **The Modernist-Fundamentalist Split and the Scopes Monkey Trial:** A cultural split arose over the question of whether fundamental Christian doctrines should be revised according to modern science and modern philosophy. Those who were skeptical of Biblical claims and supported this endeavor were called "Modernists"; those who continued to hold to traditional teachings were called "Fundamentalists". This debate extended far beyond specific Biblical interpretations and had consequences for vital elements of American life and government policy. A defining event of the controversy was the 1925 Scopes Trial, where teacher John Scopes challenged Tennessee's anti-evolution law. Although Scopes lost the case, the drama between prosecutor William Jennings Bryan and defense attorney Clarence Darrow garnered national media coverage, hurt the fundamentalists' public image, and put progressives in the ascendancy.
8. **The 1929 Stock Market Crash and the Depression:** Uncontrollable speculation drove stock prices to unsustainable levels leading to the October 1929 crash on "Black Tuesday," where the Dow Jones fell from 381 to 198 in weeks. This erased \$30 billion in value, signaling the end of the economic prosperity of the 1920s. While not the sole cause of the Great Depression, it exposed underlying issues like overproduction, credit overuse, and global imbalances.

Core Sources

1. **Warren G. Harding, “Return to Normalcy” Campaign Speech (1920):** In this campaign address, Harding called for a rejection of Wilsonian internationalism and a focus on domestic stability, promising to heal post-war divisions through conservative governance. It resonated with voters exhausted by war, inflation, and radicalism, emphasizing America's need for “not nostrums, but normalcy.”
2. **John Maynard Keynes’ *The Economic Consequences of the Peace* (1919) (excerpt):** Keynes’ *Economic Consequences* critiqued the Treaty of Versailles for its harsh reparations on Germany, predicting economic ruin and future war. The book reflected widespread disillusionment with the Paris peace process and influenced American isolationism during the interwar years.
3. **Andrew Mellon on Taxation and Revenue: *Taxation: The People’s Business* (1924) (excerpt):** Mellon argued that high taxes stifled investment and advocated cuts to stimulate growth, paradoxically increasing revenues. This book outlined the Republican economic philosophy that drove the 1920s prosperity, emphasizing lower rates for the wealthy to encourage capital flow. It became the basis for the later “Laffer Curve.”
4. ***Eighteenth Amendment* (1919):** The Eighteenth Amendment prohibited the “manufacture, sale, or transportation of intoxicating liquors,” making the consumption of alcohol illegal.
5. **Calvin Coolidge, *Speech on the 150th Anniversary of the Declaration of Independence* (1926) (excerpt):** Coolidge defended the timelessness of America’s founding principles against Progressive calls for modernization. He affirmed equality and liberty as final truths, countering the decade’s rapid changes and the previous generations’ embrace of Progressive progress with reverence for the veracity of America’s founding documents.

Additional Sources

1. **Henry Ford, *My Life and Work* (1922):** Ford detailed his assembly line innovations and high-wage philosophy to boost worker productivity and purchasing power. It exemplified the era's industrial optimism, promoting mass production as a path to affordable goods and societal progress.
2. **Calvin Coolidge, *First Annual Message to Congress* (1923):** Coolidge’s first state of the union address outlined the basic principles and ideas that would define his presidency: tax reductions, limited federal intervention economically and socially, more restriction on immigration, non-interventionist foreign policy, and support for civil rights for black Americans.

3. **The Butler Act (1925 Tennessee Anti-Evolution Law):** This state legislation banned teaching human evolution in public schools, setting the stage for the Scopes Trial. It captured fundamentalist resistance to modernism, highlighting cultural clashes over science and religion in the 1920s.
4. **Kellogg-Briand Pact (1928):** An international treaty that sought to “condemn recourse to war for the solution of international controversies” and that only peaceful means were legitimate toward resolving differences.
5. **Art Deco Architecture and Miami, Florida (1920s-1940s):** Art Deco was a bold, modern style that flourished between World War I and World War II. It reflected the optimism, speed, and technological progress of the machine age. Examples include the Chrysler Building (1930), the Empire State Building (1931), and Miami Beach.

Key Facts

1. **Communist Bombings (1919):** In early 1919, 44 bombs targeted leaders, fueling fears of radicalism and justifying Wilson’s Attorney General A. Mitchell Palmer’s raids on suspected anarchists.
2. **The Spanish Influenza (1918):** A major epidemic outbreak that killed more than 22 million people around the world, including 675,000 Americans.
3. **Warren G. Harding Presidency (1920-1923):** Harding’s election promised a “return to normalcy” after World War I, but his administration was marred by scandals like Teapot Dome. He died unexpectedly of a heart attack in 1923.
4. **Teapot Dome Scandal (1922):** Harding’s Interior Secretary, Albert Fall, leased oil reserves for bribes, leading to the first cabinet member’s imprisonment.
5. **Harlem Renaissance (1920s):** A cultural explosion in New York City’s Harlem neighborhood that focused on black American art, literature, and music, featuring figures like Langston Hughes and Duke Ellington.
6. **Harding’s & Coolidge’s Tax Cuts:** Income taxes dropped from 77% to 25% for top earners, stimulating investment and halving the national debt to \$16 billion by 1929. Continuing Harding’s tax policies, by 1927 only the top 2% paid federal income taxes, sustaining economic growth averaging 4.7% annually.
7. **Al Capone’s Rise and Fall (1920s):** The notorious gangster dominated Chicago’s bootlegging scene during Prohibition, embodying organized crime until his 1931 tax evasion conviction.
8. **Norman Rockwell Art (1920s):** Rockwell was famous for his “Everyday Life” paintings created for the *Saturday Evening Post* that ran for forty-seven years. In 1943 he produced

his iconic “Four Freedoms” paintings as inspired by FDR’s 1941 state of the union speech.

9. **The Assembly Line & Auto Ownership:** Employing the assembly line and standardized parts at scale, Ford quadrupled productivity, enabling Model T production of 9,000 cars daily by 1925 that only cost \$300. U.S. cars increased from 8 million in 1920 to 26 million by 1929. To meet demand, 300,000 miles of highway were constructed.
10. **Radio Adoption:** From 5% in 1920, radio ownership reached 60% by 1929, with KDKA's 1920 broadcast marking mass communication's rise.
11. **Immigration Act of 1924:** The act imposed strict quotas on immigration, favoring Northern Europeans and reflecting nativist sentiments amid post-war economic anxieties.
12. **Charles Lindbergh’s Transatlantic Flight (1927):** In 1927, Charles Lindbergh’s solo transatlantic flight captivated the media, symbolizing technological heroism and celebrity culture.
13. **Ku Klux Klan Revival:** Membership peaked at 5 million in 1925, targeting immigrants, Catholics, and Jews alongside black Americans.
14. **Scopes Monkey Trial:** In 1925, John Scopes was fined \$100 for teaching evolution in violation of the Butler Act. The trial created the modernist-fundamentalist rift and discredited conservative Christianity nationally.
15. **F. Scott Fitzgerald’s Literary Influence (1920s):** As a key voice of the Jazz Age, Fitzgerald’s novels, like *The Great Gatsby*, captured the excesses and disillusionment of American society in the prosperous decade.
16. **Kellogg-Briand Pact (1928):** An international agreement signed in Paris that attempted to outlaw war altogether and pledged its members to settle disputes peacefully.
17. **Herbert Hoover Elected President (1928):** Hoover’s victory emphasized prosperity and efficiency, but his term soon faced the onset of the Great Depression.
18. **Stock Market Crash (1929):** The Dow Jones fell 89% from 381 to 41 by 1932, erasing \$30 billion and contributing to the onset of the Great Depression.

Topic 4: Franklin Delano Roosevelt, the Great Depression, and the New Deal

Learning Standards

Students should be able to:

1. **Explain** the causes of the Great Depression and describe its economic consequences.
2. **Compare** and **contrast** Hoover’s response to the Great Depression with Roosevelt’s, describing each President’s actions and their effects.
3. **Analyze** the ways in which FDR’s New Deal marked unprecedented levels of federal involvement in American society, and how critics claimed that it was undermining constitutional law and liberties.

Historical Events and Developments

1. **The Great Depression (1929-1939):** The Great Depression was the worst economic depression in American history and left millions unemployed, shuttered banks and private businesses, destroyed life savings, and caused widespread economic misery and poverty. By 1933, over 13 million Americans, or 25%, were unemployed—the highest of the Depression. Over 5,000 banks failed during this time and many more would shut down later. The agricultural section was decimated, new investments dropped to 1/10th of what it had been before the crash, and national income dropped by 40%.
2. **President Hoover’s Response to the Depression:** Unlike his predecessors’ laissez-faire approach, Herbert Hoover pursued “associationalism,” or voluntary cooperation between business and government. Hoover convinced business leaders to maintain wages and prices while creating the Reconstruction Finance Corporation to stabilize key institutions through loans. He signed the Smoot-Hawley Tariff in 1930 to protect American businesses, but it only produced retaliatory tariffs and increased prices. Hoover refused to provide direct federal relief to individuals, fearing it would create a “super-state” that destroyed American liberties. This limited intervention exacerbated the crisis, contributing to retaliatory tariffs via Smoot-Hawley and global economic contraction.
3. **The Bonus Expeditionary Force Incident (1932):** In 1932, thousands of World War I veterans marched on Washington demanding early payment of bonuses, encamping in Anacostia Flats to pressure Congress. Hoover, fearing radicalism, ordered their dispersal using troops under General Douglas MacArthur, resulting in violence and public outrage. The event symbolized Hoover’s perceived distance and coldness, eroding his support and highlighting the desperation of the era.

4. **Franklin D. Roosevelt's 1932 Election Victory:** Franklin D. Roosevelt, full of optimism and charisma, campaigned on a “new deal for the American people,” promising bold experimentation to combat the Depression in contrast to Hoover’s pessimism. In a landslide win, Roosevelt captured 57% of the popular vote and all but six states, solidifying a Democratic coalition of Southerners, urban ethnics, and farmers. Roosevelt’s victory marked a shift toward popular acceptance of an expanded and more interventionist federal government.
5. **The Hundred Days Legislation:** In his first three months, FDR enacted a blizzard of reforms, including banking holidays, the Emergency Banking Act, and the creation of agencies like the Civilian Conservation Corps (CCC), the Federal Emergency Relief Administration (FERA), the Civil Works Administration, and the Works Progress Administration (WPA). These and other programs supplied jobs to the unemployed, subsidized industries (such as farmers), and sought to stabilize prices. These measures faced implementation challenges and constitutional scrutiny, reflecting FDR’s pragmatic trial-and-error approach using federal power like never before. Their effectiveness, however, was questioned, as unemployment never dropped below 10% during the 1930s.
6. **National Industrial Recovery Act (NIRA) and the National Recovery Administration (NRA):** The NIRA (1933) established the National Recovery Administration to set industry codes, prices, and wages, aiming to end destructive competition through business-government collaboration. FDR championed it as contributing to the public interest and combating industrial interests, calling the NIRA the “most important legislation ever enacted by Congress.” Initially popular under General Hugh Johnson, it devolved into favoritism toward large firms, monopolies, and bureaucratic overload, and was struck down as unconstitutional by the Supreme Court in the 1935 case of *Schechter Poultry Corporation v. United States*. This failure highlighted the limits of centralized planning in a complex economy.
7. **Agricultural Adjustment Act (AAA):** To address overproduction and low prices, the AAA paid farmers to reduce output, funded by processing taxes, seeking parity between supply and demand (raising prices by reducing supply). While raising some incomes, it favored large producers and hurt small farmers and was struck down by the Supreme Court in 1936. The program was fixed and resumed in 1938, leading to the famous 1942 case of *Wickard v. Filburn*. The program underscored ethical tensions, as it resulted in the destruction of crops amid widespread hunger and poverty.
8. **Opposition to FDR and the New Deal:** FDR’s ambitious federal programs and their limited (but significant) success generated a backlash among both Republicans and Democrats. Republicans like Hoover in his book *The Challenge to Liberty* (1934) accused the New Deal programs of invading and destroying American liberties. The American Liberty League, featuring John W. Davis and Al Smith, protested the growth of

executive power and extraconstitutional measures. Huey P. Long, the governor of Louisiana, proposed his Share Our Wealth program that would have given citizens a guaranteed income and that organized the Share Our Wealth Society that boasted over seven million members. Dr. Francis E. Townsend of California proposed the Townsend Recovery Plan that would have given each elderly citizen \$200 per month to spend.

9. **Second New Deal (Second Hundred Days) and Social Security:** Facing criticism and midterm gains, FDR shifted leftward in 1935, enacting the Social Security Act for old-age pensions (responding to Townsend), unemployment insurance via federal-state cooperative assistance, and aid to dependents, all funded by payroll taxes (contributions by employer and employee). Accompanied by the Wagner Act (the National Labor Relations Act) for union rights and wealth taxes, it crossed Hoover's red line of direct federal-individual relations. These reforms entrenched welfare state elements, providing security amid ongoing economic woes.
10. **Roosevelt's Court-Packing Scheme and the 1937 Recession:** After Supreme Court rulings against key programs, FDR proposed expanding the Court to dilute conservative justices, sparking backlash as an overreach. The failed plan, coupled with a sharp recession from budget cuts and taxes, eroded his perception of invincibility and halted New Deal momentum. Roosevelt was accused of being power-hungry, and his reputation took a hit as he was accused of being arrogant and unprincipled. A sharp recession in 1937, partly caused by Roosevelt's policies of budget cutting, wiped out the economic gains since 1933. Roosevelt was blamed, and it caused many to wonder if the New Deal itself was not the core problem of America's economic malaise.

Core Sources

1. **Herbert Hoover, [Principles and Ideals of the United States Government](#) (1928) (excerpt):** In this address, President Hoover optimistically proclaimed the nearing end of poverty in America, reflecting Republican prosperity before the crash. It highlighted his engineering confidence and set the stage for irony as the Depression unfolded under his watch.
2. **Franklin D. Roosevelt, [Commonwealth Club Address](#) (1932) (excerpt):** In his Commonwealth Club Address (Sept. 23, 1932), FDR praised Thomas Jefferson and the spirit of American individualism, but at the same time fundamentally reinterpreted the basis for America's commitment to the fundamental rights of life, liberty, and property.
3. **Franklin D. Roosevelt, [First Inaugural Address](#) (1933) (excerpt):** FDR famously declared "the only thing we have to fear is fear itself," promising bold action against the Depression and invoking war powers for economic recovery. It boosted national morale and outlined the New Deal's experimental and ambitious aims.

4. [*Schechter Poultry Corp. v. United States*](#) **Supreme Court Decision (1935) (excerpt):** The Court unanimously struck down the NIRA as an unconstitutional delegation of power. This judgment halted key New Deal elements, prompting FDR's court-packing plan.
5. **Herbert Hoover, [*The Challenge to Liberty*](#) (1934) (excerpt):** The former President attacked FDR's New Deal administration as being a threat to American liberty by infringing upon "essential liberties" and implementing a government of men, not of laws.

Additional Sources

1. **Franklin D. Roosevelt, Oglethorpe Address (1932):** In his speech at Oglethorpe University in Atlanta, Georgia (May 22, 1932), Roosevelt famously called for "bold, persistent experimentation" to confront the Great Depression. Above all, he declared that the government must "above all, try something," as he believed business cycles were to blame for the Depression and only social planning could rectify it.
2. **Rex Tugwell, "The Principle of Planning and the Institution of Laissez Faire" (1932):** Tugwell provides the philosophical justification for the abolition of laissez faire business and the case for a planned economy in FDR's New Deal economy.
3. **Franklin D. Roosevelt, First Fireside Chat on Banking (March 12, 1933):** Roosevelt explained the banking holiday and reforms conversationally via radio, reassuring Americans and restoring confidence in the system. This innovative use of media exemplified his direct communication style and helped stabilize the economy. FDR's "fireside chats" became a cornerstone of his administration's communication with the American people.
4. **Franklin D. Roosevelt, Address on Constitution Day (Sept. 17, 1937):** Roosevelt argued that the founders of the Constitution intended for there to be a "flexible statesmanship of the future, within the Constitution" that could "adapt to time and circumstance."
5. **James Landis, *The Administrative Process* (1938):** Landis advocated for the separation of politics and administration, critiqued the separation of powers, and described how a "fourth branch" of enlightened administration could effectively organize and run the country.

Key Facts

1. **Smoot-Hawley Tariff (1930):** The tariff raised duties on imports, which provoked retaliatory tariffs, worsened global trade, and furthered the market crash.

2. **Reconstruction Finance Corporation (1932):** Created by Hoover in 1932, it loaned to banks, railroads, and life insurance companies to stabilize infrastructure. It was criticized as favoring the wealthy, but made limited gains.
3. **Bonus Army Clash (1932):** In spring 1932, WWI veterans marched on Washington to collect their war bonuses early, but were harshly dispersed by federal troops.
4. **Emergency Relief Act (1932):** An act that appropriated \$300 million for relief loans to states and supported a variety of public works.
5. **First Hundred Days (1933):** From March to June 1933, Congress passed 15 major acts including banking reforms and relief agencies.
6. **Banking Act of 1933:** Part of the First Hundred Days legislation, the Banking Act created the Federal Deposit Insurance Corporation (FDIC) that would insure banks deposits up to \$5,000 in order to prevent bank runs and stabilize the financial system.
7. **Civilian Conservation Corps (CCC):** Enrolled 3 million young men in conservation work, providing jobs and skills during the Depression.
8. **Works Progress Administration (WPA):** The WPA employed 8.5 million Americans in public projects, including arts, lasting until 1943 despite “make-work” critiques.
9. **Securities Exchange Act of 1934:** The Act created the Securities and Exchange Commission that regulated the stock market, limited speculative transactions that created economic instability.
10. **National Housing Act of 1934:** This Act created the Federal Housing Administration for the purpose of insuring bank loans for the construction and repair of houses. Later subsumed under the Department of Housing and Urban Development (1965).
11. **Social Security Establishment (1935):** The Social Security Act was the first direct federal-individual aid that created pensions and insurance.
12. **Revenue Act of 1935:** Raised tax rates on incomes over \$5,000, as well as increased corporate, estate, and gift taxes. Unpopular with businessmen and the Chamber of Commerce.
13. **Hoover Dam (1936):** After only five years of construction, the Hoover Dam (designed by John L. Savage) on the Colorado River between Nevada and Arizona opened.
14. **Court-Packing Proposal (1937):** In 1937, FDR proposed adding more justices to the Court to dilute its ability to counter his New Deal legislation. Widely condemned as a power grab, the plan failed. Its having been proposed, however, may have led judges to uphold the constitutionality of the Wagner and Social Security acts.

15. **Executive Reorganization Act (1937):** An Act that would have freed executive officials from Congressional oversight, creating a powerful administrative state. Resisted by Republicans and Democrats alike.

Unit 8: World War II and the Cold War (1939-1958)

11-12 Lessons

7-8% Exam Weighting

Unit Summary:

The eighth unit recounts the saga of America’s reluctant emergence as a global superpower, beginning with the Great Depression’s grip and isolationist trends of the 1930s that were shattered by Axis aggressions—from Japan’s brutal invasions to Hitler’s blitzkrieg triumphs and the fall of France—culminating in the Pearl Harbor attack that propelled America into a transformative war effort. On the battlefields, heroic stands like the Battle of Britain and turning points like Midway, the daring D-Day landings, and the island-hopping Pacific campaign showcased Allied grit, resolve, and genius. The atomic bombings of Hiroshima and Nagasaki hastened Japan’s surrender but forever altered warfare and ushered in an atomic age. At home, wartime mobilization ended the Depression with booming production, drawing women and minorities into the workforce, that helped America emerge as the world’s industrial leader in the post-war era. Victory in Europe quickly led to the Cold War’s tense standoff, as the Iron Curtain descended and America’s containment strategy—through the Truman Doctrine, Marshall Plan, Berlin Airlift, and NATO—countered Soviet expansion amid crises in Korea and beyond. Domestically, the post-war period witnessed unprecedented economic growth, a baby boom that fueled suburban sprawl, and consumer culture via the GI Bill and interstate highways, even as civil rights milestones like *Brown v. Board of Education* challenged segregation. Meanwhile, concerns about the international ambitions of Soviet communism and domestic infiltration resulted in fears of communist influences in America, epitomized by the work of Joseph McCarthy and the testing of civil liberties.

Recommended Chapters from *Land of Hope*: 18-19.

Topic 1: America and World War II

Learning Standards

Students should be able to:

1. **Explain** America's initial reaction to the war in Europe, the rhetoric and actions President Roosevelt took to prepare America for war, the sources of resistance to American intervention, and the causes that overcame that resistance and propelled the country into full involvement in World War II.
2. **Describe** the progress of the War in the European and Pacific theaters and analyze the pivotal role that America played in each.
3. **Explain** the ways World War II transformed America socially and politically such that America emerged from the contest significantly different.

Historical Events and Developments

1. **American Isolationism in the 1930s:** During the 1930s, Americans focused inward on economic recovery from the Great Depression, fostering a strong reluctance to engage in foreign conflicts due to regrets over World War I involvement. This led to the passage of Neutrality Acts starting in 1935, which aimed to prevent trade with warring nations and avoid entanglements like those in 1917. The mood shifted only gradually as global aggressions by Axis powers mounted, challenging the feasibility of sustained neutrality.
2. **Aggression by Axis Powers and Policies of Appeasement:** In the 1930s, the authoritarian governments of Japan, Italy, and Germany pursued highly aggressive policies, with Japan invading Manchuria in 1931 and China in 1937, and with Germany rearming itself in defiance of the Treaty of Versailles. These acts, including the brutal Rape of Nanking and the remilitarization of the Rhineland in 1936, were met with weak responses from Western democracies pursuing a policy of appeasement. This emboldened the authoritarian powers, culminating in the Rome-Berlin-Tokyo Axis alliance and setting the stage for full-scale world war.
3. **The German Blitzkrieg and the Fall of France:** In 1940, Germany unleashed Blitzkrieg tactics using closely coordinated air strikes, armored units, and fast-moving infantry to overcome static resistance. They conquered Denmark, Norway, Belgium, the Netherlands, and France in just months. The fall of Paris in June 1940 marked a humiliating defeat for France, which had withstood the German fury during all the years of World War I but fell quickly before the Nazi onslaught. This left the island nation of Great Britain as the sole European holdout against Nazi domination of Western Europe.
4. **Battle of Britain (1940):** After the miracle at Dunkirk (May-June 1940), where over 350,000 British and Allied troops were rescued and evacuated to England, from summer

to fall of 1940, the Royal Air Force heroically repelled the German air force's (Luftwaffe) attempts to gain air superiority over Britain in preparation for a possible invasion. (Operation Sea Lion). This airborne battle, which elicited Churchill's famous "finest hour" speech, was the first major setback for the German war machine. It bought time for Allied recovery and shifted American opinion toward aiding Britain.

5. **Lend-Lease Act and U.S. Aid to Allies (1941):** In March 1941, Congress passed the Lend-Lease Act, allowing the U.S. to supply war materials to Britain and other nations vital to American defenses. This marked a significant departure from official U.S. neutrality, escalating American involvement in undeclared naval actions against German U-boats and thus increasing American-Axis tensions. Roosevelt positioned America as the "arsenal of democracy," intent upon providing crucial support to Britain without full belligerency.
6. **Attack on Pearl Harbor (1941):** On December 7, 1941, imperial Japan launched a surprise aerial assault on the U.S. Pacific Fleet at Pearl Harbor, destroying much of it and killing over 2,400 Americans. Thankfully, the U.S. aircraft-carrier fleet was at sea, and was untouched by the carnage. The attack unified a divided America, ending her isolationism and neutrality overnight. The U.S. subsequently declared war on Japan, Germany, and Italy, entering World War II on the side of the Allies.
7. **U.S. Home Front Mobilization:** Upon entering the war, the U.S. economy was transformed into a wartime machine, producing vast quantities of military equipment through the cooperation of businesses, everyday Americans, and government agencies like the War Production Board and the Office of War Mobilization. Federal spending increased by 1,000%, and the national debt soared to \$250 billion, but the economy also grew 15% in a year. This huge stimulus effectively ended the Great Depression and drew women and minorities into the workforce on an unprecedented scale. By the War's end, U.S. output doubled that of the Axis powers combined.
8. **D-Day Invasion:** On June 6, 1944, Allied forces launched a massive invasion of Europe at Normandy, France. Landing over 326,000 troops in a week despite fierce and effective German defenses, the invading force formed a beachhead and began to push back German forces. This established a Western front, relieved Soviet pressure, and broke Nazi momentum in Europe. Heroic acts, like the Rangers scaling Pointe du Hoc, symbolized the operation's daring and turned the tide toward Allied victory.
9. **Island Hopping in the Pacific:** From 1942 onward, U.S. forces employed leapfrogging tactics, isolating highly fortified Japanese islands by bypassing them, and seizing strategic ones like Guadalcanal and the Marianas. Key victories at Midway and Leyte Gulf crippled Japan's navy and airpower, and established American naval and air superiority. This strategy converged on the Philippines, which was liberated, and set the stage for Japan's ultimate defeat.

10. **Atomic Bombings and the War's End:** In August 1945, the U.S. dropped atomic bombs on Hiroshima and Nagasaki, killing over 200,000 and demonstrating unprecedented destructive power. This forced Japan's surrender on September 2, 1945, ending World War II. The bombings thrust America into a new era of global leadership, forever altering warfare and international relations.

Core Sources

1. **Winston Churchill, "[Finest Hour](#)" Speech (June 18, 1940) (excerpt):** In this speech delivered to the House of Commons, Churchill rallied Britain against the impending Nazi attack, emphasizing the stakes for civilization. He vowed unrelenting resistance, inspiring national resolve during the tense Battle of Britain.
2. **Franklin D. Roosevelt, "[Arsenal of Democracy](#)" Fireside Chat (December 29, 1940) (excerpt):** Roosevelt urged Americans to support the Allies by producing war materials, framing it as essential for U.S. security without direct combat. It was here that Roosevelt introduced the policy of unconditional or "total surrender." The speech shifted public opinion toward interventionism and paved the way for the Lend-Lease Act.
3. **Franklin D. Roosevelt, "[State of the Union Address](#)" ("Four Freedoms" Speech) (January 6, 1941) (excerpt):** In his State of the Union address, Roosevelt outlined America's four essential freedoms for the war effort: freedom of speech, freedom of worship, freedom from want, and freedom from fear. Not only representing a reinterpretation of American freedom, it also justified U.S. aid to foreign democracies, influenced post-war human rights declarations, and reshaped civil rights in American domestic policy in the coming decades.
4. **[The Atlantic Charter](#) (August 1941) (excerpt):** Jointly issued by Roosevelt and Churchill before America entered the War, this declaration outlined post-war goals like self-determination, disarmament, and economic cooperation. It served as a blueprint for the United Nations and Allied unity.
5. **Franklin D. Roosevelt, "[Day of Infamy](#)" Speech (December 8, 1941):** Addressing Congress a day after the Pearl Harbor attack, Roosevelt condemned Japan's actions and requested a declaration of war. The speech unified the nation and marked America's full entry into World War II.

Additional Sources

1. **The Molotov-Ribbentrop Pact (1939):** A non-aggression treaty between Nazi Germany and the Soviet Union that publicly pledged mutual non-aggression and neutrality for 10 years, while a secret protocol divided Eastern Europe into spheres of influence between the two powers. This allowed Germany to invade Poland without fear of Soviet reprisal. The pact collapsed with the Nazis' surprise invasion of Soviet Russia in June 1941.

2. **Winston Churchill, We Shall Fight On The Beaches (June 1940):** An inspiring but grim speech given by Churchill after the miraculous deliverance of the British and Allied forces from Dunkirk. Churchill vowed that the English would fight the German invasion at every point and to the last man.
3. **The Moscow Declaration (1943):** Signed by ambassadors from the U.S., U.K., U.S.S.R., and China, the declaration pledged to continue the war until the unconditional surrender by the Axis powers, and outlined plans for post-war international organization. These plans became the precursor for the United Nations.
4. **Franklin D. Roosevelt, 1944 State of the Union Address:** In this famous address, Franklin enlarged on American rights and liberties in the economic realm, offering what became known as the “economic bill of rights.”
5. **Potsdam Declaration (July 26, 1945):** Issued by the U.S., Britain, and China, it demanded Japan’s unconditional surrender or face “prompt and utter destruction.” Ignored by Japan, it precipitated the atomic bombings that ended the war.
6. **Famous WWII War Images:**
 - a. Photo of the Pearl Harbor attack
 - b. Raising the Flag on Iwo Jima
 - c. Normandy D-Day landing

Key Facts

1. **Rise of Adolf Hitler (1933-1939):** Hitler became German chancellor in 1933, quickly establishing a dictatorship as the new imperial “Third Reich” (following Rome and the Holy Roman Empire), demonizing Jews and proclaiming northern European (“Aryan”) racial superiority, and rearming in violation of the Treaty of Versailles.
2. **U.S. Neutrality Acts (1935-1939):** These laws restricted U.S. trade with belligerents to avoid entanglement in foreign wars.
3. **Japanese Invasion of China (1937):** In 1937, Japan launched a full-scale war against China, including the brutal Rape of Nanking that massacred up to 300,000 civilians.
4. **Battle of Dunkirk (June 1940):** In 1940, over 350,000 Allied troops were evacuated from France using a makeshift fleet, preventing their annihilation by German forces.
5. **Roosevelt’s Third and Fourth Terms (1940, 1944):** Breaking with tradition, FDR won reelection in 1940 by promising to keep America out of combat, and then in 1944 with the end of WWII in sight.

6. **Japanese American Internment (1942):** In 1942, over 110,000 Japanese Americans were forcibly relocated to internment camps over suspicion of their loyalty.
7. **Battle of Midway (June 1942):** The turning point in the Pacific theater, the U.S. forces sank four Japanese carriers and halted their Pacific advance.
8. **American Composer Aaron Copland:** Often called the “Dean of American Composers,” his *Fanfare for the Common Man* was composed in 1943, originally commissioned as a fanfare to honor WWII military servicemen and America’s entrance into WWII. Copland nearly chose the title *Fanfare for the Four Freedoms* based on Roosevelt’s 1941 speech, but settled on the “Common Man” title inspired by then Vice President Henry Wallace’s speech in which he declared the century after WWII “can be and must be the century of the common man.”
9. **Yalta Conference (February 4-11, 1945):** A conference between the United States, United Kingdom, and Soviet Russia to determine the post-war reorganization of Germany and Europe.
10. **Death of Franklin Roosevelt (April 12, 1945):** Roosevelt died of a hemorrhage in Warm Springs, Georgia before he could witness the end of the war.
11. **V-E Day and V-J Day:** On May 8, 1945, Germany unofficially surrendered, leading to celebrations in the streets of war-torn Europe. On August 14, 1945, celebrations erupted across America upon Japan’s surrender, marking the end of World War II.
12. **Holocaust Discoveries:** In 1944, Allied troops uncovered Nazi concentration camps that revealed the genocide of six million Jews and other denigrated populations.
13. **Atomic Bomb Deployment (1945):** “Little Boy” (uranium fission bomb) was dropped on Hiroshima on August 6, and “Fat Man” (plutonium fission bomb) on Nagasaki on August 9, 1945. The bombs killed over 200,000 Japanese, convincing Japan to surrender unconditionally and end WWII.

Topic 2: The Cold War Abroad: Communist Containment and the Korean War

Learning Standards

Students should be able to:

1. **Describe** the causes of the Cold War and the American response.
2. **Explain** America's strategy toward communism in international relations abroad and domestic policies at home.
3. **Analyze** the growth of American military and industrial might in the face of foreign threats and explain the concerns of some that such growth posed risks for American democracy.
4. **Construct an argument** for the success or failure of the policy of Communist containment.

Historical Events and Developments

1. **Atomic Bomb Anxieties:** The use of atomic bombs in 1945 ushered in a new era of existential fear, as writers like James Agee described it as splitting "all thoughts and things." The bomb symbolized humanity's uncontrollable power, amplifying Cold War tensions and contributing to American willingness to contain Communism abroad and hunt down communists at home.
2. **Beginning of the Cold War:** By 1946, the wartime alliance between the U.S. and Soviet Union collapsed, marked by Winston Churchill's "Iron Curtain" speech warning of Soviet expansion in Eastern Europe. The U.S. responded with the Truman Doctrine in 1947, committing to support free peoples against communism, beginning with aid to Greece and Turkey. This ideological conflict defined global politics, leading to containment as the core U.S. strategy.
3. **The Marshall Plan (1947):** The Marshall Plan provided \$13 billion in aid to rebuild war-torn Europe and even the Soviet Union (which refused it), aiming to prevent economic collapse which could encourage communism. It revitalized Western European economies and created markets for U.S. goods.
4. **The Berlin Airlift (1948):** The Soviets blockaded West Berlin in 1948 to counter Western unification plans. The U.S. countered by airlifting 13,000 tons of supplies daily for eleven months. This non-violent response forced the Soviets to lift the blockade in 1949, demonstrating the effectiveness of a containment policy. It solidified the East-West division of Germany and heightened Cold War divisions.

5. **The Korean War (1950-1953):** North Korea's 1950 invasion of South Korea tested U.S. commitment to containing the spread of communism. Instead of declaring war, Truman sought a "peacekeeping" force from the United Nations under General MacArthur. The war was indecisive until Chinese intervention on behalf of North Korea, which forced a 1953 armistice at the 38th parallel. It cost over 33,000 American lives and entrenched the Cold War in Asia without a decisive victory.
6. **Eisenhower's Foreign Policy:** Dwight Eisenhower, elected in 1952, consolidated Truman's containment through alliances like the North Atlantic Treaty Organization (NATO) and interventions in Indochina and the Middle East. He ended the Korean War via armistice and used covert actions, such as in Iran, to counter communism. His "hidden-hand" approach balanced fiscal conservatism with global engagement, allowing him to avoid major wars.

Core Sources

1. **Winston Churchill, ["Iron Curtain" Speech \(1946\)](#):** Delivered at Westminster College, Churchill warned of Soviet expansion dividing Europe behind an "iron curtain." Churchill urged Western unity against communism, signaling the beginning of the Cold War.
2. **George F. Kennan, [The Long Telegram \(1946\) \(excerpt\)](#):** Outline of U.S. foreign policy strategy toward the Soviet Union, arguing that even though peaceful coexistence with Soviet Russia was impossible, the only viable strategy was "containment"—the patient but firm resistance to Soviet expansion anywhere in the world. This strategy committed America to becoming a world military power.
3. **Harry S. Truman, [Address to Congress \(Truman Doctrine\) \(1947\) \(excerpt\)](#):** In this address to Congress, Truman pledged U.S. support for all free peoples resisting subjugation, requesting aid for Greece and Turkey. It officially established a policy of U.S. containment against Soviet influence.

Additional Sources

1. **NSC-68 Report (1950):** A classified document produced by the National Security Council that advocated massive military buildup and alliances with non-communist countries to contain Soviet expansion. It shaped U.S. Cold War strategy, emphasizing long-term vigilance.
2. **Harry Truman, Farewell Address (1953):** Truman reflected on his presidency, defending containment and warning of Cold War perils. He emphasized America's global responsibilities.

3. **Dwight Eisenhower, “Atoms for Peace” Speech (1953):** Addressed to the UN, Eisenhower proposed peaceful nuclear uses to counter proliferation fears. It highlighted atomic anxieties while promoting international cooperation.

Key Facts

1. **Iron Curtain Speech (1946):** Churchill's 1946 address highlighted Soviet domination in Eastern Europe, coining the phrase the “iron curtain.”
2. **Truman Doctrine (1947):** In 1947, Truman committed U.S. aid to resist communism around the world, starting with \$400 million for Greece and Turkey.
3. **The Marshall Plan:** From 1948-1952, \$13 billion rebuilt Europe, preventing communist takeovers.
4. **Berlin Airlift:** In 1948-1949, the U.S. airlifted supplies to West Berlin for almost a year, thwarting the Soviet blockade.
5. **Establishment of NATO (1949):** NATO united twelve nations in mutual defense against Soviet threats.
6. **Chinese Communist Victory:** In 1949, Mao Zedong’s forces defeated Nationalists, establishing communist rule in China.
7. **Soviet Atomic Test:** The successful 1949 nuclear bomb test by the Soviets in Kazakhstan ended the U.S. nuclear monopoly and sparked a nuclear arms race.
8. **Korean War Armistice (1953):** The 1953 agreement ended fighting, maintaining Korea’s division at the 38th parallel.
9. **Suez Crisis and Resolution (1956):** After Egypt’s President Nasser nationalized the Suez Canal, leading to a regional war, Eisenhower forced Britain, France, and Israel to withdraw from Egypt and brokered a peace deal.
10. **Cuban Revolution (1959):** Fidel Castro’s 1959 overthrow of the military dictator Fulgencio Batista established a communist regime near U.S. shores.

Topic 3: The Cold War at Home: Post-War Boom, Civil Rights, and Domestic Communism

Learning Standards

Students should be able to:

1. **Explain** the economic and social effects of the post-war boom in America.
2. **Explain** the victories won by racial civil rights proponents in the 1950s, and the effects this had on American law and society.
3. **Analyze** the causes of the so-called “Red Scare” in America under the influence of Joseph McCarthy and explain its impact on American politics and society.

Historical Events and Developments

1. **U.S. Economic Primacy (1945-1975):** In the three decades after World War II, the U.S. dominated the world economy. While the industrialized countries of Europe and Asia struggled to recover from wartime devastation, the U.S. enjoyed a dominating position in many global industries. Before the 1970s, the U.S. produced most of the world’s oil and the federal government together with the Texas Railroad Commission effectively set the price of oil worldwide.
2. **Economic Boom and Rising Living Standards:** Following World War II, the U.S. economy experienced the impact of a massive stimulus from wartime spending, growth in the U.S. industrial base, and the destruction of competing industries in Europe and Asia, leading to a surge in prosperity that doubled GNP from \$223 billion in 1945 to \$525 billion in 1970. This growth was also fueled by pent-up consumer demand for goods like automobiles and appliances, alongside continued high government spending on defense. The boom transformed American society, enabling suburban expansion and a high standard of living unprecedented in history.
3. **Baby Boom and Suburbanization:** Between 1945 and 1960, the U.S. population grew by 30 percent due to the baby boom, driven by post-war optimism and deferred family formation from the Depression and war years. This demographic surge, combined with affordable housing like Levittowns and the GI Bill’s low-cost mortgages, led to explosive suburban growth. Ten million more Americans lived in suburbs than in cities by 1970. Suburbanization reshaped the national geography, and universal car ownership and the newly-built interstate highway system by 1956 made possible new kinds of businesses, including shopping malls, drive-through fast food restaurants, and drive-in movie theaters. Trucking eclipsed railroads in freight transportation, while municipal and inter-city buses replaced passenger rail and urban trolleys in most areas.

4. **GI Bill of Rights (Serviceman’s Readjustment Act, 1944):** Enacted in 1944, the GI Bill provided returning veterans with education benefits, leading to a boom in college enrollments from 160,000 prewar graduates to 500,000 in 1950. It also offered low-cost home loans, enabling five million veterans to buy houses without down payments. This legislation sought to ease veterans’ transition to civilian life and fuel economic growth.
5. **Joseph McCarthy and Communist Fears:** Concerns about communist infiltration in the 1950s led to loyalty programs and investigations, with Senator Joseph McCarthy accusing government officials of subversion. This post-war “Red Scare” resulted in blacklisting and convictions under the Smith Act, demonstrating that the fear of foreign influence and infiltration could damage civil liberties. Later, releases of documents revealed communist infiltration into some government agencies.
6. **Civil Rights Progress for Black Americans (1954):** From the Court’s decision in *Brown v. Board of Education* in 1954, to the Montgomery Bus Boycotts in 1955-56, to the passage of the Civil Rights Act of 1957, black Americans witnessed segregation beginning to be overturned in education and transportation, as well as the creation of a federal Civil Rights agency to protect their civil rights in American society. This represented a substantial increase in the authority and involvement of the federal government in state and local matters.

Core Sources

1. **Joseph McCarthy, “[Enemies from Within](#)” Speech (1950):** McCarthy claimed to hold a list of communists in the State Department, igniting an effort to identify and root out domestic communists.
2. **[Brown v. Board of Education](#) (1954) (excerpt):** Supreme Court ruling that determined that the doctrine of “separate but equal” (words taken from the decision in *Plessy v. Ferguson* in 1898 that symbolized the era of segregation) was unconstitutional in education, in violation of the Equal Protection Clause of the Fourteenth Amendment.

Additional Sources

1. **Gunnar Myrdal, *An American Dilemma* (1944):** This study exposed contradictions between American ideals and racial practices, coining the term “American Creed.” It influenced the civil rights movement by framing inequality as a crisis of national identity.

Key Facts

1. **GI Bill Enactment (1944):** The 1944 Servicemen’s Readjustment Act provided education and housing benefits to 12 million veterans.

2. **Taft-Hartley Act of 1947:** A major federal law that amended the National Labor Relations Act of 1935 by restricting the power of labor unions and granting states the right to pass “right to work” laws.
3. **Truman’s Executive Order #9981 (1948):** Desegregated the U.S. Armed Forces.
4. **Elvis Presley and Rock ‘n’ Roll (1954):** Presley recorded *That’s All Right* in 1954, which mainstreamed Rock ‘n’ Roll and launched a new musical genre.
5. ***Brown v. Board of Education* (1955):** Overturned *Plessy v. Ferguson* and outlawed racial segregation in schools.
6. **Interstate Highway System (1956):** Authorized in 1956, this 42,000-mile network transformed U.S. transportation and commerce.
7. **Montgomery Bus Boycott (1955–1956):** Sparked by Rosa Parks’ arrest and led by Martin Luther King Jr., it ended bus segregation in Montgomery, Alabama.
8. **Civil Rights Act of 1957:** The first major civil rights law since Reconstruction, it created the U.S. Commission on Civil Rights.
9. **Alaska and Hawaii Statehood (1959):** Alaska and Hawaii successfully become the 49th and 50th states of America.

Unit 9: The American Century (1958-2017)

14-15 Lessons

7-8% Exam Weighting

Unit Summary:

The ninth unit tells the story of American ascendancy and upheaval, beginning with the turbulent 1960s where Cold War brinkmanship was epitomized by Kennedy's Bay of Pigs fiasco and the nail-biting Cuban Missile Crisis. Johnson's Vietnam quagmire tested containment strategies and attempts at deescalation. Domestic revolutions like the Great Society's social reforms and the civil rights movement's landmark victories in integration and voting rights reshaped society amid rising unrest from the New Left and a new conservative movement. The 1970s brought scandal and renewal, as Nixon's Watergate downfall and détente policies gave way to American withdrawal from Vietnam and Carter's human rights agenda. Public disappointment in the 1970s gave way to renewed optimism as an economic boom under President Reagan fueled a military buildup, ending in the Soviet Union's eventual collapse. In the post-Cold War glow of the 1990s and the American unipolar moment, Clinton's centrist "Third Way" policies sought to navigate globalization, welfare reforms, and personal scandal. This set the stage for the new millennium's shocks: Bush's post-9/11 War on Terror, the American-led wars in Afghanistan and Iraq, and the Great Recession's economic turmoil.

Recommended Chapters from *Land of Hope*: 20-22 and the Epilogue.

Topic 1: America Transformed: The Turbulent Sixties

Learning Standards

Students should be able to:

1. **Analyze** changing U.S. Cold War strategies under the presidencies of Kennedy, Johnson, and Nixon. What did the Bay of Pigs, Cuban Missile Crisis, and Vietnam War do to the long-accepted strategy of containment?
2. **Compare** and contrast the domestic policies and goals of Presidents Kennedy and Johnson, and assess both the successes and limitations of their administrations.
3. **Explain** the successes of the civil rights movement in the 1960s, both in its social elements and in its political and legislative achievements.
4. **Explain** the causes of social unrest and the complaints of activists in the 1960s, and **assess** how these influenced the election of Richard Nixon.

Historical Events and Developments

1. **Dwight Eisenhower’s Farewell Address:** In his final address, Eisenhower warned against the dangers of the “military-industrial complex” and the need to balance present demands with the needs of future generations. He emphasized guarding democratic processes from undue influence by military and industrial interests, reflecting his concerns about the Cold War’s impact on American institutions and democratic processes.
2. **1960 Presidential Election:** The 1960 election pitted Richard Nixon against John F. Kennedy, resulting in a narrow victory for Kennedy, signaling a shift toward youthful energy and change. Kennedy’s charisma, effective use of televised debates, and an ambitious domestic platform appealed to voters seeking renewal after Eisenhower’s steady but aging administration. The close margin highlighted a public readiness for innovation, particularly in addressing Cold War challenges and domestic issues like poverty.
3. **JFK’s Inauguration and New Frontier Initiatives (1960):** At his inauguration Kennedy declared that America was ready to “pay any price, bear any burden” to “assure the survival and success of liberty.” He launched his New Frontier platform, focusing on space exploration, economic stimulation through tax cuts, and foreign aid programs like the Peace Corps and Alliance for Progress. His administration stimulated economic growth by slashing tax rates, leading to increased GDP, job growth, and reduced unemployment. Despite domestic legislative obstacles, these efforts galvanized national resources toward ambitious goals, including landing a man on the moon by 1969.

4. **Bay of Pigs Invasion:** In April 1961, Kennedy authorized a CIA-backed invasion of Cuba by Cuban exiles at the Bay of Pigs, aiming to overthrow Fidel Castro. The invasion was a complete failure. The operation's collapse, due in part to withheld U.S. air support, exposed planning flaws, damaging Kennedy's credibility early in his term. This fiasco emboldened Soviet leader Khrushchev and highlighted the risks of aggressive anti-Communist interventions in Latin America.
5. **Cuban Missile Crisis:** In October 1962 Americans discovered Soviet missiles in Cuba, capable of reaching the U.S. mainland within minutes, thereby placing major American cities within range of attack. A two-week standoff ensued, with Kennedy imposing a naval blockade to force their removal. The crisis brought the U.S. and Soviets to the brink of nuclear war but ended with an understanding that resulted in Soviet withdrawal of the missiles in Cuba. It prompted improved U.S.-Soviet communications via a hotline and sobered both superpowers about the perils of escalation.
6. **John F. Kennedy Assassination and Lyndon B. Johnson Ascension:** John F. Kennedy was assassinated in Dallas on November 22, 1963, shocking the nation and elevating Lyndon B. Johnson to the presidency. Johnson pledged continuity with Kennedy's administration but pursued bolder domestic reforms, including civil rights and anti-poverty measures (The Great Society). This transition marked a shift from Kennedy's cautious style to Johnson's aggressive legislative push.
7. **The Great Society:** After his massive electoral victory in the 1964 presidential election over Barry Goldwater (486-52 electoral votes), President Lyndon Johnson unveiled the Great Society in 1964. This program enacted sweeping reforms in education, health care (Medicare/Medicaid), voting rights, immigration, and poverty alleviation. Programs reduced poverty rates significantly, from 22% to 13% nationally, but were criticized as fostering dependency and uncontrolled costs. The Immigration and Nationality Act of 1965 eliminated quotas and opened immigration to non-Western countries. This ambitious agenda expanded federal roles in social welfare, aiming for equity but encountering mixed results amid rising inflation and social unrest.
8. **Birth of the Modern Conservative Movement and the Emergence of the "New Left":** In 1955, William F. Buckley Jr. established *National Review*, and with it the 20th century conservative movement that opposed communism, advocated for limited government, and sought to defend individual liberties. Buckley successfully minimized the influence of the radical John Birch Society in the early 1960s. In the late 1950s and early 1960s, a youth-led and more radical "New Left" arose that was dissatisfied with older New Deal liberalism. They advanced anti-war measures and advocated for racial equity, participatory democracy, and countercultural attitudes toward sexual activity, recreational use of drugs, and religion.

9. **The Civil Rights Movement, the SCLC, and Martin Luther King, Jr.:** The Civil Rights Movement gained momentum after the Supreme Court ruled in *Brown v. Board of Education* (1954) that segregation in public schools was unconstitutional, and in the wake of brutal violence like that against Emmitt Till, who was beaten and lynched in 1955. In 1957, Martin Luther King, Jr. became the first president of the Southern Christian Leadership Conference, a leading civil rights organization. This organization was driven not only by King's forceful presence, but also hundreds of black ministers who joined King in his commitment to non-violent civil disobedience. King appealed eloquently to biblical as well as classical sources in arguing for justice and dignity for black Americans. The SCLC played a significant role in the Montgomery Bus Boycott in 1955 (when Rosa Parks was arrested), the Birmingham Campaign (1963), and the Selma to Montgomery marches (in 1965). The latter event involved more than 600 peaceful protestors, led by King, John Lewis, and Hosea Williams, who were attacked by state troops at the Edmund Pettus Bridge on their way to Montgomery. The iconic images of linked-armed protestors facing off against police incensed the nation and helped lead to the passage of the Voting Rights Act later in 1965. King and the SCLC were central in organizing the 1963 March on Washington where King delivered his celebrated "I Have a Dream" speech.
10. **Sit-Ins, Freedom Rides, and the SNCC:** A wave of successful restaurant sit-ins in Greensboro, NC in early 1960 catalyzed the formation of the Student Nonviolent Coordinating Committee as an explicitly youth- and student-driven movement. After the Congress of Racial Equality abandoned their freedom rides in the face of violent resistance, the SNCC quickly and successfully reorganized the Freedom Rides to Alabama and Mississippi. They also ran voter registration drives in Mississippi (1961-1964) and Selma, AL (1963-1965), and participated in the 1963 March on Washington. These efforts exposed segregation's brutality, swaying public opinion and pressuring legislation like the 1964 Civil Rights Act.
11. **Civil Rights Fracturing and Transformation:** The SCLC's emphasis on reconciliation and integration transformed social norms and constitutional law, though it later faced internal divisions, tensions with the SNCC, and opposition from urban rioters. Militant groups like the Black Power movement, inspired by the Black Panther Party and Malcolm X, opposed the non-violent commitments of the SNCC and SCLC, seeking social freedom and racial justice through more direct confrontations.
12. **The Vietnam War:** Johnson escalated U.S. involvement in Vietnam following the 1964 Gulf of Tonkin Resolution, eventually deploying over 500,000 troops by 1969 to contain the Viet Cong communist regime. Johnson adopted a limited-war strategy, avoiding all-out victory to prevent superpower conflict, but it led to stalemate and mounting American casualties. As public disillusionment grew, antiwar protests broke out across campuses and eroded support for Johnson's administration.

13. **Second-Wave Feminism:** Second-wave feminism emerged in the mid-to-late 1960s and peaked throughout the 1970s. It built on earlier suffrage gains by challenging traditional gender roles and pushing for women’s full participation in public life, such as entrance into the workforce and higher education. Sparked by Betty Friedan’s 1963 book *The Feminine Mystique*, which critiqued the confinement of women to the home, the movement demanded equal pay, workplace protections, and access to greater professional opportunities. The National Organization of Women (NOW) lobbied for gender equality, access to abortion and birth control, racial equity, and the end of domestic violence against women. Reforms such as the Equal Pay Act (1963), Title VII of the Civil Rights Act (1964), and Title IX of the Education Amendments (1972)—as well as judicial victories in *Griswold v. Connecticut* (1965) and *Roe v. Wade* (1973)—were counted as highlights of the movement’s success.
14. **1968 Social Violence and Richard Nixon’s Election:** 1968 was a turbulent year, witnessing the Tet Offensive, the assassinations of Martin Luther King Jr. and Robert Kennedy, urban riots, and Johnson’s withdrawal from reelection in the 1968 presidential election. The chaotic Democratic Convention in Chicago sparked violent riots and paved the way for Richard Nixon’s victory over Hubert Humphrey and George Wallace. Nixon’s appeal to “Middle America” for social and economic stability worked, reflecting a conservative shift in the electorate.

Core Sources

1. **John F. Kennedy, [Inaugural Address](#) (1961) (excerpt):** Kennedy called for a new generation to defend freedom globally, pledging to bear any burden in the Cold War and urging citizens to “ask not what your country can do for you—ask what you can do for your country.” The address inspired national resolve and reenergized America’s role in aiding developing nations and confronting Communism.
2. **[National Review’s Statement of Principles](#) (1955) (excerpt):** In the “Publisher’s Statement,” William F. Buckley rejected social engineering and declared the government’s job was to protect life, liberty, and property.
3. **[Port Huron Statement](#) (1962) (excerpt):** Drafted by Students for a Democratic Society, this manifesto critiqued American bureaucracy and Cold War policies, and advocated for participatory democracy and social reform. It captured youth disillusionment, calling for a new kind of liberalism—a “New Left”—to address alienation and inequality.
4. **Martin Luther King Jr., [“I Have a Dream” Speech](#) (1963) and [Letter from a Birmingham Jail](#) (1963) (excerpt):** Delivered at the March on Washington, King’s iconic “I Have a Dream” speech envisioned racial harmony rooted in American ideals like equality and the Declaration of Independence. His letter from jail exemplified the

notion of a higher law that determines justice, as King drew upon biblical and Christian themes.

5. **Barry Goldwater, [Acceptance Speech at the Republican National Convention \(1964\)](#) (excerpt):** Goldwater defended extremism in liberty's defense and moderation in justice's pursuit, rejecting big government and advocating fiscal conservatism. The speech energized conservatives but alienated moderates, highlighting Republican Party divisions.
6. **Lyndon B. Johnson, [Great Society Speech \(1964\)](#) (excerpt):** In a speech given at the University of Michigan, Johnson outlined a grand vision for society to eliminate poverty and injustice through education, urban renewal, and environmental protection.

Additional Sources

1. **Betty Friedan, *The Feminine Mystique (1963)*:** Friedan's book exposed the dissatisfaction of suburban housewives, arguing that societal expectations limited women's fulfillment. It sparked the second-wave feminist movement, challenging traditional gender roles and advocating for women's professional opportunities.
2. **Civil Rights Act (1964) and Voting Rights Act (1965):** The Civil Rights Act outlawed discrimination in public facilities, employment, and education based on race, color, religion, sex, or nation of origin. Signed by Johnson, it marked a major victory for the Civil Rights Movement, providing federal enforcement of integration and equal rights. The Voting Rights Act prohibited racial discrimination in voting and removed barriers like literacy tests in the South, enabling federal oversight of elections. It enfranchised millions of black Americans and transformed Southern politics.
3. **Martin Luther King, Jr., *Why We Can't Wait (1964)*:** In this book, King argued for preferential treatment, compensatory policies, and affirmative action for black Americans because of past discrimination and abuse. He called for a "Bill of Rights for the Disadvantaged" as a way that America could atone for the injustices inflicted upon blacks. King emphasized urgent action to "balance the equation," but elsewhere he indicated these policies would probably be temporary.
4. **Malcolm X, *The Autobiography of Malcolm X (1965)*:** Widely regarded as the leader of the Black Power movement, Malcolm X advocated for black nationalism and self-determination "by any means necessary," including black control of economic and political resources. This meant that he was open to using force and violence, as much as political organizing or voting, to accomplish justice.
5. **Gulf of Tonkin Resolution (1964):** Congress authorized Johnson to use military force in Vietnam following alleged naval attacks, granting broad powers to prevent Communist aggression. America escalated her involvement in Vietnam, but the resolution faced criticism as a "blank check" for unchecked executive action.

6. **Paulo Freire, *Pedagogy of the Oppressed* (1968, 1970):** Freire, a Marxist educator from Brazil, argued that traditional educational modes and standards were tools of oppression. His “dialogical” pedagogy sought to empower marginal peoples to challenge structures of domination.
7. **Lyndon B. Johnson, Howard University Commencement Address (1965):** LBJ famously declared that black Americans deserved full freedom, but that freedom alone was not enough. Instead, they needed the assistance of the federal government to even the playing field. This speech served as a justification for policies of affirmative action.

Key Facts

1. **1960 Election:** Kennedy barely defeated Nixon by a slim 100,000 popular votes.
2. **Peace Corps (1961):** Created by Kennedy in 1961 to promote intercultural understanding and aid developing nations.
3. **Moon Landing Program (1960s):** Kennedy set the ambitious target of landing a man on the moon by the end of the 1960s. The program succeeded when Neil Armstrong and Buzz Aldrin landed on the moon on July 20, 1969.
4. **Bay of Pigs Fiasco (1961):** The 1961 invasion of Cuba failed disastrously, embarrassing Kennedy and strengthening Castro.
5. **Berlin Wall Construction:** Soviet Prime Minister Nikita Khrushchev erected the Berlin Wall in 1961 to halt East German defections.
6. **Cuban Missile Crisis & Resolution (1962):** Kennedy’s 1962 blockade forced Soviet missile removal from Cuba, averting nuclear war.
7. **Economic Gains under Kennedy:** Kennedy’s 1963 tax reductions spurred economic growth, increasing GDP by 45% in two years.
8. **Assassination of JFK (1963):** Lee Harvey Oswald killed Kennedy in Dallas on November 22, 1963, shocking the nation and ushering in the Johnson administration.
9. **Montgomery Bus Boycott:** The 1955-1956 boycott, led by King, ended bus segregation in Montgomery through nonviolent resistance.
10. **March on Washington (1963):** Over 200,000 attended the 1963 march where King delivered his iconic “I Have a Dream” speech.
11. **The Great Society (1964-1966):** Johnson passed over 200 bills from 1964 to 1966, including Medicare, the Civil Rights Act, and the Voting Rights Act.
12. **Beginning of the Vietnam War (1963-64):** U.S. troops in Vietnam rose from 16,000 in 1963 to over 500,000 by 1969 under President Johnson.

13. **Gulf of Tonkin Incident (1964):** A naval confrontation in North Vietnam that resulted in the Gulf of Tonkin Resolution and greater American involvement in Vietnam.
14. **Nixon's 1968 Presidential Victory:** Nixon won the presidency in 1968 over Hubert Humphrey (Dem) and George Wallace, amid national turmoil.

Topic 2: From Nixon to Reagan

Learning Standards

Students should be able to:

1. **Explain** the major arguments for why the American war in Vietnam failed, why American troops were eventually withdrawn, and the consequences for Vietnam and Cambodia.
2. **Describe** how the Vietnam War changed America socially and politically.
3. **Compare** and contrast the economic policies of Presidents Nixon and Carter with those of Ronald Reagan. Describe the results of these policies and why the public generally approved of Reagan’s policies and disapproved of Nixon’s and Carter’s.
4. **Explain** the different strategies of America’s international relations after 1970, from the successful opening of China to the mixed success of the Camp David Accords and the failure of the Iran Hostage Crisis.

Historical Events and Developments

1. **Vietnamization Policy:** In his “Nixon Doctrine,” announced on November 3, 1969, President Nixon introduced “Vietnamization” as a strategy to withdraw U.S. troops from Vietnam while training loyal South Vietnamese forces to take over the war effort. This plan successfully reduced American military presence from over half a million to fewer than 25,000 by 1972, allowing the U.S. to exit the conflict without capitulating. Yet it failed to prevent the fall of South Vietnam after the Paris Peace Accords.
2. **Paris Peace Accords (1973):** The Paris Peace Accords ended direct U.S. involvement in Vietnam and facilitated the return of American prisoners of war. The agreement allowed North Vietnamese troops to remain in the South, which proved a critical flaw leading to the eventual communist takeover.
3. **Diplomacy with China:** Nixon and Kissinger’s 1972 visit to China, facilitated by secret talks, normalized relations between the U.S. and the People’s Republic of China after decades of isolation. This move pressured the Soviet Union to improve ties with the U.S., leading to arms-limitation agreements. It represented a pragmatic shift in U.S. foreign policy toward realism, prioritizing national interests over ideological purity.
4. **Nixon Shock and Economic Policies:** In 1971, Nixon imposed wage and price controls and ended the dollar’s convertibility to gold (departing entirely from the gold standard), abandoning free-market principles to combat inflation and recession. These measures, known as the “Nixon Shock,” provided short-term relief but failed to address underlying

issues as stagflation continued. The policies angered conservatives and illustrated the intractable fiscal challenges that Nixon faced.

5. **Watergate Scandal and Nixon's Resignation:** The 1972 break-in at the Democratic National Committee headquarters exposed Nixon's administration's involvement in illegal activities, including wiretaps and cover-ups. Revelations from White House tapes led to impeachment articles and Nixon's resignation in 1974—the first president to resign. This event eroded public trust in the executive branch and sparked debates about the dangers of a so-called “imperial presidency.” President Gerald R. Ford pardoned Nixon in 1974.
6. **Fall of Saigon and Cambodia:** In 1975, Congress cut aid to South Vietnam, leading to its rapid collapse and the communist unification of Vietnam. Simultaneously, the Khmer Rouge overthrew Cambodia's government and implemented a genocidal regime. Refugee crises developed as U.S. containment policy fizzled.
7. **Camp David Accords (1978):** Brokered by Carter in 1978, the accords led to a peace treaty between Egypt and Israel, with Egypt recognizing Israel in exchange for territorial concessions. However, a resolution on the Palestinian issue was not met, and the Egyptian leader Sadat was assassinated, leading to an unsatisfying result.
8. **Iran Hostage Crisis:** In 1979, Iranian revolutionaries seized the U.S. embassy in Tehran and held 52 Americans hostage for 444 days. President Carter's failed rescue attempts and negotiations damaged his presidency, eroding public confidence. The hostages were eventually released on President Ronald Reagan's inauguration day.
9. **Nixon's Affirmative Action and the Conservative Response:** Despite Nixon's public opposition to racial quotas and busing, the Nixon administration implemented affirmative action policies from the Johnson presidency, most notably the Revised Philadelphia Plan (1969). Spearheaded by Assistant Secretary of Labor Arthur Fletcher, it required federal contractors in Philadelphia (later extended to other cities) on large construction projects to set specific goals and timetables for hiring minorities in skilled building trades, where unions had historically excluded them. The Conservative backlash against Nixon argued that his policies were *de facto* quotas that violated color-blind principles and the 1964 Civil Rights Act's intent against discrimination. Congressional conservatives (like Senate Minority Leader Everett Dirksen), white labor unions, and blue-collar workers all argued that the Philadelphia Plan was “toxic” and would threaten job security.
10. **Transformations in Family and Social Life:** The birth control pill was approved by the FDA in 1960, and by 1973 over a third of women were on it. The first “no-fault” divorce law went into effect in California in 1970 (signed into law by Governor Ronald Reagan with the Family Law Act), making it easier for married couples to divorce due to a variety of irreconcilable differences. Fertility rates declined between 37% and 44% from 1965 to 2016, while divorce rates doubled between 1965 and 1980 (before sinking to pre-

1980 levels by the 2000s), and single-parent households increased from 9% in 1965 to over 25% in 2016 for white families and from 25% in 1965 to over 66% in 2016 for black families.

11. ***Griswold v. Connecticut (1965) and Roe v. Wade (1973)***: The Supreme Court ruled the Constitution granted rights of privacy to use contraception and to a woman’s right to abortion in the first trimester. The *Roe v. Wade* decision removed a contentious topic from the democratic process. Because of this, abortion became a central topic of debate in the American political landscape for the next six decades. *Roe* was later overturned in 2022 in *Dobbs v. Jackson Women’s Health Organization*, returning the matter to regulation by the states via the democratic process.
12. **“Reaganomics” and Economic Recovery**: President Reagan’s economic policies included substantial tax cuts in 1981 as well as deregulation during his time in office, while the Federal Reserve continued to restrain growth in the money supply. Economic growth increased significantly, succeeding in creating 20 million jobs, while inflation declined from 13.5% to 4%. Despite ballooning deficits, in part due to increased defense spending, GNP grew enough to end stagflation. Proponents argued that Reagan’s “supply-side” economic approach restored prosperity, while critics pointed to increased national debt.

Core Sources

1. **Richard Nixon, [Inaugural Address \(1969\)](#) (excerpt)**: In his speech, Nixon summoned America to greatness amid Vietnam divisions. He outlined his vision for ending the war honorably and addressing domestic unrest.
2. **Jimmy Carter, [“Crisis of Confidence” \(July 15, 1979\)](#) (excerpt)**: Carter diagnosed a deep national malaise, arguing that Americans had lost faith in the future, government, and traditional values amid energy shortages, inflation, and past traumas like Vietnam and Watergate.
3. **Ronald Reagan, [“Evil Empire” Speech \(1983\)](#) (excerpt)**: Addressing American evangelicals, Reagan labeled the Soviet Union an “evil empire” by focusing on its moral failures. The speech rallied anti-communist sentiment and signaled Reagan’s aggressive rhetoric toward the Soviet threat.
4. **Ronald Reagan, [Berlin Wall Speech \(1987\)](#) (excerpt)**: Famously challenging Soviet Prime Minister Mikhail Gorbachev to “tear down this wall,” Reagan demanded freedom and openness between the two countries. The Berlin Wall came down two years later in November 1989.

Additional Sources

1. **Arthur Schlesinger Jr., *The Imperial Presidency* (1973):** The book critiqued the unchecked growth of presidential power since the Progressive Era, using Nixon as a cautionary example. It argued for constitutional restraints to prevent executive overreach.
2. **Jimmy Carter, “Moral Equivalent of War” Speech (1977):** Echoing William James from earlier in the century, Carter urged energy conservation as a patriotic duty amid shortages, proposing shifts to alternative fuels. He framed the crisis as a national moral challenge, but his rhetoric fell flat.

Key Facts

1. **Vietnam Troop Reduction:** Under Vietnamization, U.S. troops in Vietnam dropped from 500,000 to under 25,000 by 1972.
2. **Opening of China (1972):** Nixon’s visit to China initiated diplomatic recognition, exploiting Sino-Soviet tensions.
3. **Nixon Shock (1971):** Nixon took the dollar off the gold standard and imposed wage-price controls, creating fiat currency.
4. **Election of 1972:** Nixon won 60.7% of the popular vote and 520 electoral votes against McGovern in a landslide victory.
5. **Roe v. Wade (1973):** Supreme Court decision that ruled a Texas law banning abortion was unconstitutional, granting women the right to abort their babies in the first trimester.
6. **Watergate Resignation (1974):** Nixon resigned on August 9, 1974, facing impeachment over cover-ups.
7. **Fall of Saigon (1975):** South Vietnam fell to communists after U.S. aid cuts, ending the war.
8. **Bicentennial Celebration of the U.S. Founding (1976):** The U.S. marked the 200th anniversary of its founding.
9. **Carter’s 1976 Election Victory:** Carter won narrowly with 50% of the vote against Ford amid post-Watergate skepticism.
10. **Iran Hostage Crisis:** 52 Americans were held for 444 days starting November 4, 1979, damaging Carter’s reputation and administration.
11. **Election of 1980:** Reagan defeated Carter with 50.7% of the vote and 489 electoral votes.

Topic 3: The World Since the Cold War

Learning Standards

Students should be able to:

1. **Explain** how the Cold War came to an end and what the Soviet Union's defeat meant for Western democracies in general and America's role in the world in particular.
2. **Analyze** the domestic transformations of the 1990s and early 2000s, comparing centrist reforms under President Clinton with the contested 2000 election and the later financial collapse.
3. **Describe** the causes and effects of the September 11, 2001 terrorist attack. How did the attack, as well as the response to it, change America domestically and the world internationally?
4. **Construct an argument** on why America became the most powerful nation in the world by the 21st century.

Historical Events and Developments

1. **Fall of the Berlin Wall:** In November 1989, the Berlin Wall was torn down by crowds from East and West Berlin, symbolizing the collapse of Communist control in East Germany. This event marked the rapid disintegration of the Soviet empire in Eastern Europe, leading to the reunification of Germany without Soviet opposition. It represented a major victory for Western democracies and accelerated the end of the Cold War.
2. **Fall of the Soviet Union:** In 1991, following a failed coup against Mikhail Gorbachev, the Soviet Union dissolved. Soviet satellite states declared their independence, and the Communist Party was abolished. This led to the emergence of Russia as a separate entity and significant nuclear arms reductions agreed upon by the U.S. and Russia. The event signified the end of the Cold War and a bipolar world order and paved the way for the American unipolar moment and global dominance.
3. **Operation Desert Storm:** In 1991, a U.S.-led United Nations coalition launched Operation Desert Storm to expel Iraqi forces from Kuwait after an invasion by Saddam Hussein. They achieved a swift victory through overwhelming air and ground assaults. The operation enforced international norms against aggression and demonstrated the potential for multilateral action in the new world order. However, it stopped short of regime change in Iraq.
4. **Welfare Reform and Balancing the Budget:** In 1996, Democratic President Bill Clinton signed welfare reform legislation passed by a Republican Congress led by Speaker Newt Gingrich that imposed work requirements and time limits on the receipt of

aid, ending long-standing programs like Aid to Families with Dependent Children. This contributed to the achievement of the first balanced federal budget since 1969. The reforms reflected a shift toward centrist policies amid partisan gridlock, but they were short-lived.

5. **Clinton Impeachment Trial:** In 1998-1999, President Clinton was impeached by the House for perjury and obstruction related to a personal sexual scandal; he would be acquitted by the Senate. Despite the controversy, Clinton's approval ratings stayed high, in part due to a strong economy, which allowed him to complete his term.
6. **Contested 2000 Presidential Election:** The 2000 election between George W. Bush and Al Gore resulted in a virtual tie, requiring a Supreme Court decision to determine that the victory should go to Bush. This controversial outcome deepened national polarization and led Democrats to question the election's legitimacy. It highlighted flaws in the U.S. electoral system and undermined trust in American democracy.
7. **September 11, 2001 Terrorist Attacks and the Global War on Terror:** On September 11, 2001, al-Qaeda terrorists hijacked planes to strike the World Trade Center, Pentagon, and other American targets, killing nearly 3,000 Americans. The attacks unified Americans behind the leadership of President George W. Bush and led to a reevaluation of national security priorities. It prompted the "War on Terror," including the 2002 invasion of Afghanistan and the 2003 invasion of Iraq, which reshaped U.S. foreign policy and the Middle East. In addition, the attacks led to changes in social life in America, such as the creation of the TSA and the Patriot Act, with the latter increasing federal surveillance capabilities.
8. **Democracy Building and Globalization:** China was admitted to the World Trade Organization in 2001 amidst the belief that trade liberalization would lead to salutary political changes. Global trade through outsourcing and cheap foreign goods led to the "China shock" and a higher proportion of the world's manufacturing being produced in China. Republicans and Democrats alike supported "democracy-building" overseas, such as in the Middle East, as well as continued national security and intelligence interventions in foreign governments (such as in Ukraine in 2014).
9. **Grutter v. Bollinger (2003) and Affirmative Action:** In the 2003 Supreme Court case *Grutter v. Bollinger*, Justice Sandra Day O'Connor ruled in favor of affirmative action in university and college admissions policies. In the previous landmark case, *University of California v. Bakke* (1978), the Court had argued that racial discrimination of any kind was wrong but would allow affirmative action in admissions if the university could prove that a diverse student body constituted a "compelling government interest." In her opinion, O'Connor ruled that a diverse student body did meet such a strict scrutiny standard and would not violate the Equal Protection Clause, but only as long as race was only one factor considered and the admission policy was "narrowly tailored." In the

subsequent case, *SFFA v. Harvard* (2023), Chief Justice John Roberts struck down Harvard’s affirmative action policies, ruling that “diversity” was too vague to be a compelling government interest, and that racial quotas had become a negative factor in racial stereotyping.

10. **Great Recession of 2007-2009:** Triggered by unsound subprime mortgage lending and financial speculation, the housing market burst and caused a general economic downturn that led to the Great Recession. President Bush’s approval rating plummeted, which contributed to Barack Obama’s strong 2008 election victory. The crisis highlighted systemic financial vulnerabilities and fueled populist movements like the Tea Party.

Core Sources

1. **George H. W. Bush, “[New World Order](#)” Speech (1990) (excerpt):** In this address to Congress, Bush outlined a vision for post-Cold War global cooperation, emphasizing multilateralism and the rule of law following Iraq’s invasion of Kuwait. He called for a world where diverse nations could thrive peacefully under shared principles.
2. **George W. Bush, [Address to Congress After 9/11](#) (2001):** Bush declared a “War on Terror,” vowing to defeat al-Qaeda and nations harboring terrorists. The speech rallied national unity and justified military actions in Afghanistan and beyond.

Additional Sources

1. **Francis Fukuyama, “The End of History?” (1989):** Published in *The National Interest*, Fukuyama argued that the Cold War’s end marked the triumph of liberal democracy over communism, suggesting ideological conflicts were concluding. Fukuyama believed Western-style capitalism would emerge as the final form of human government.
2. **North American Free Trade Agreement (NAFTA) (1992):** Treaty between the U.S., Canada, and Mexico that eliminated most trade barriers and aimed to boost economic growth through integration. Signed under Bush and implemented under Clinton, it symbolized the push toward globalization despite labor opposition.
3. **Samuel Huntington, “The Clash of Civilizations?” (1993):** In *Foreign Affairs* (and later in a book), Huntington predicted post-Cold War conflicts would arise between cultural and civilizational blocs rather than ideologies or nations. He identified potential fault lines between Western, Islamic, and Sinic civilizations, warning against assuming universal Western values.
4. **Patriot Act (2001):** Enacted post-9/11, this law expanded surveillance powers to combat terrorism, allowing broader wiretapping and data collection. It balanced security needs against civil liberties, sparking ongoing debates about privacy and federal power.

Key Facts

1. **Fall of the Soviet Union (1991):** The dissolution of the U.S.S.R. in December 1991 officially ended the Cold War and led to the independence of 15 republics.
2. **Launch of the World Wide Web (1991) and Its Economic and Political Impact:** Tim Berners-Lee publicly released the World Wide Web, developing the internet into a global platform for information sharing and communication. The internet transformed the global economy in the 21st century by contributing to substantial GDP growth, accounting for around 3.4% of GDP in major economies as of the early 2010s. It created millions of jobs through new industries and boosted productivity across traditional sectors through innovation and global connectivity. Finally, the internet transformed American politics and elections, from online advertising and campaign finance to get-out-the-vote efforts and polling data.
3. **The Persian Gulf War (1991):** A U.S.-led coalition liberated Kuwait from Iraqi occupation in Operation Desert Storm, marking a major post-Cold War military intervention.
4. **Oklahoma City Bombing (1995):** The deadliest act of domestic terrorism in U.S. history occurred when Timothy McVeigh bombed the Alfred P. Murrah Federal Building, killing 168 people and injuring hundreds more.
5. **Impeachment of President Bill Clinton (1998-1999):** President Bill Clinton became only the second U.S. president to be impeached by the House of Representatives over the Monica Lewinsky scandal but was acquitted by the Senate.
6. ***Bush v. Gore* and the 2000 Presidential Election (2000):** The U.S. Supreme Court halted the Florida recount in a 5-4 decision, effectively awarding the presidency to George W. Bush despite Al Gore winning the popular vote.
7. **September 11 Attacks (2001):** Al-Qaeda terrorists hijacked planes and attacked the World Trade Center and Pentagon, killing nearly 3,000 people and reshaping global security and counterterrorism policies.
8. **The Invasion of Iraq (2003):** The U.S.-led coalition overthrew Saddam Hussein, leading to a prolonged conflict and significant geopolitical shifts in the Middle East.
9. **Hurricane Katrina (2005):** One of the worst natural disasters in U.S. history, it devastated New Orleans and the Gulf Coast, exposing failures in federal response and causing over 1,800 deaths.

Appendix: Table of Sources

Organized by Unit and Topic

Unit 1: Early European Settlement (pre 1492-1700)

Topic	Core Sources	Additional Sources
Topic 1: America before European Contact	<i>None</i>	<ol style="list-style-type: none"> 1. Popol Vuh 2. Aztec Creation Myth (Five Suns) 3. The Navajo Emergence Story
Topic 2: Europe at the End of the Middle Ages	<i>None</i>	<ol style="list-style-type: none"> 1. Marco Polo, <i>The Travels of Marco Polo</i> (1298) 2. Fulcher of Chartres, <i>Chronicle of the First Crusade</i> (early 12th century) 3. Niccolo Barbaro, <i>Diary of the Siege of Constantinople</i> (1453)
Topic 3: Spanish Conquest and Settlement	<ol style="list-style-type: none"> 1. Columbus's Letter to Luis de Santangel (1493) (excerpt) 	<ol style="list-style-type: none"> 1. Hernan Cortes, Second Letter to Charles V (1520) 2. Bartolome de las Casas, <i>A Short Account of the Destruction of the Indies</i> (1542) 3. Alvar Nunez Cabeza de Vaca, <i>Relation</i> (1542) 4. <i>Florentine Codex</i> (Nahua accounts recorded by Bernardino de Sahagun, mid-16th century)

Topic	Core Sources	Additional Sources
Topic 4: Reformation and National Rivalries	<ol style="list-style-type: none"> 1. Martin Luther, <i>On the Freedom of a Christian</i> (1520) (excerpts) 2. <i>Protestatio</i> of the Lutheran Princes (1529) 	<ol style="list-style-type: none"> 1. Martin Luther, <i>Secular Authority: To What Extent It Should Be Obeyed</i> (1523) 2. John Calvin, selections from <i>Institutes of the Christian Religion</i> (1536) 3. Henry VIII, <i>Act of Supremacy</i> (1534) 4. John Foxe, <i>Acts and Monuments</i> (“Foxe’s Book of Martyrs” 1563) 5. Pope Pius V, <i>Papal Bull Regnans in Excelsis</i> (1570) 6. <i>Thirty-Nine Articles</i> (1571) 7. Richard Hakluyt, <i>A Discourse Concerning Western Planting</i> (1584) 8. Elizabeth I, <i>Speech to the Troops at Tilbury</i> (1588)
Topic 5: Virginia	<ol style="list-style-type: none"> 1. <i>The First Charter of Virginia</i> (1606) (excerpt) 2. John Smith, <i>A Generall Historie of Virginia</i> (1624) (excerpt) 	<ol style="list-style-type: none"> 1. Thomas Harriot, <i>A Brief and True Report of the New Found Land of Virginia</i> (1588) 2. Attributed Speech of Powhatan, Recorded by John Smith (early 17th century) 3. Richard Frethorne’s Letter from Virginia (1623) 4. Virginia “Slave Codes” (1662; 1705)

Topic	Core Sources	Additional Sources
Topic 6: Massachusetts	<ol style="list-style-type: none"> 1. The <i>Mayflower Compact</i> (1620) 2. John Winthrop, <i>A Model of Christian Charity</i> (1630) (excerpt) 	<ol style="list-style-type: none"> 1. <i>Massachusetts Body of Liberties</i> (1641) 2. John Winthrop, “Speech to the General Court” (1645) 3. John Winthrop, selections from <i>The Journal of John Winthrop</i> (1648) 4. Metacom (King Philip), 1675 Statement of Grievances 5. Mary Rowlandson, <i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> (1682) 6. Tocqueville, <i>Democracy in America</i> (1833) (Vol. I, Part I, Chapter 2)

Topic	Core Sources	Additional Sources
Topic 7: The Thirteen Colonies	<i>None</i>	<ol style="list-style-type: none"> <li data-bbox="954 287 1417 405">1. Roger Williams, <i>The Bloody Tenent of Persecution for Cause of Conscience</i> (1644) <li data-bbox="954 436 1341 554">2. John Locke, <i>Fundamental Constitutions of Carolina</i> (1669) <li data-bbox="954 585 1406 743">3. Samuel Danforth, A Brief Recognition of New-England's Errand into the Wilderness (1670) <li data-bbox="954 774 1338 848">4. William Penn, <i>Charter of Liberties</i> (1701) <li data-bbox="954 879 1398 1079">5. Hugh Jones, Of the Habits, Customs, Parts, Employments, Trade of the Virginians, from <i>The Present State of Virginia</i> (1724) <li data-bbox="954 1110 1341 1142">6. Charter of Georgia (1732)

Unit 2: The Road to Revolution (1700-1776)

Topic	Core Sources	Additional Sources
<p>Topic 1: The English Constitutional Tradition</p>	<ol style="list-style-type: none"> 1. King Alfred’s Laws (Doom Book) (c. 893) <ol style="list-style-type: none"> a. Exodus 20:1-17; Exodus 21-23 2. Magna Carta (1215) (excerpt) 3. Sir John Fortescue, <i>In Praise of the Laws of England</i>, Chapters 1-3 (1567) <ol style="list-style-type: none"> a. Deuteronomy 17:14-20 4. English Bill of Rights (1689) (excerpt) 5. William Blackstone, <i>Introduction to the Commentaries on the Laws of England</i> (1765) (excerpt) 	<ol style="list-style-type: none"> 1. Henry de Bracton, <i>On the Laws and Customs of England</i> (~1240s) 2. James I, <i>The True Law of Free Monarchies</i> (1598) 3. The Grand Remonstrance (1641) 4. John Milton, <i>A Defense of the People of England (Defensio pro Populo Anglicano)</i> (1651)

Topic	Core Sources	Additional Sources
Topic 2: Colonial Self-Government	<ol style="list-style-type: none"> <li data-bbox="500 310 917 468">1. Alexis de Tocqueville, <i>Democracy in America</i> (Vol. 1, Part I, Chapter 5) (excerpt) 	<ol style="list-style-type: none"> <li data-bbox="959 310 1354 384">1. Nathaniel Bacon, “Bacon’s Declaration” (1676) <li data-bbox="959 415 1414 489">2. New York’s “Charter of Liberties and Privileges” (1683) <li data-bbox="959 520 1386 636">3. “The Declaration of the Gentlemen, Merchants, and Inhabitants of Boston” (1689) <li data-bbox="959 667 1349 783">4. William Penn, “Charter of Privileges” (Pennsylvania) (1701) <li data-bbox="959 814 1414 930">5. “A Brief Narrative of the Case and Tryal of John Peter Zenger” (1736) <li data-bbox="959 961 1414 1077">6. “Address to Gov. Clinton by the General Assembly of New York” (1749)

Topic	Core Sources	Additional Sources
Topic 3: Great Awakening and Enlightenment	<ol style="list-style-type: none"> 1. Jonathan Edwards, <i>A Divine and Supernatural Light</i> (1734) (excerpt) 2. John Locke, <i>Second Treatise of Government</i> (1690) (excerpt) 	<ol style="list-style-type: none"> 1. Jonathan Edwards, <i>Sinners in the Hands of an Angry God</i> (1741) 2. Nathan Cole, “Account of Hearing Whitefield Preach” (1740) 3. Gilbert Tennent, <i>The Danger of an Unconverted Ministry</i> (1740) 4. Charles Chauncy, <i>Seasonable Thoughts on the State of Religion in New England</i> (1743) 5. Benjamin Franklin, “On George Whitefield” (1739) 6. Benjamin Franklin, <i>The Way to Wealth</i> (1758) 7. Adam Smith, <i>The Wealth of Nations</i> (1776)
Topic 4: French and Indian War	<ol style="list-style-type: none"> 1. Benjamin Franklin, Letter Urging Union of the Colonies (1751) (excerpt) 	<ol style="list-style-type: none"> 1. The Journal of Major George Washington (1754) 2. The Albany Plan of Union (July 1754)

Topic	Core Sources	Additional Sources
Topic 5: Imperial Rule and Colonial Resistance	<ol style="list-style-type: none"> 1. James Otis, <i>Speech Against the Writs of Assistance</i> (1761) (excerpt) 2. First Continental Congress, <i>Declaration and Resolves</i> (1774) (excerpt) 3. Patrick Henry, “Give Me Liberty, or Give Me Death!” (1775) (excerpt) 4. Thomas Paine, <i>Common Sense</i> (1776) (excerpt) <ol style="list-style-type: none"> a. I Samuel 8:1-22 	<ol style="list-style-type: none"> 1. Jonathan Mayhew, <i>A Discourse Concerning Unlimited Submission and Non-Resistance to the Higher Powers</i> (1750) 2. Patrick Henry, <i>Virginia Resolves on the Stamp Act</i> (May 1765) 3. Thomas Whately, <i>The Regulations Lately Made Concerning the Colonies Considered</i> (1765) 4. John Dickinson, <i>Letters from a Farmer in Pennsylvania</i> (1767–1768) 5. Edmund Burke, <i>Speech on Conciliation with America</i> (1775) 6. Second Continental Congress, <i>Olive Branch Petition</i> (July 5, 1775) 7. Second Continental Congress, <i>Declaration of a Day of Public Prayer and Fasting</i> (March 16, 1776)

Topic	Core Sources	Additional Sources
Topic 6: The Declaration of Independence	<ol style="list-style-type: none"> 1. The Declaration of Independence (July 4, 1776) 2. George Mason, Virginia Declaration of Rights (June 12, 1776) 3. William Blackstone, <i>Commentaries on the Laws of England</i> (1765) (excerpt) 4. “All men are created equal” <ol style="list-style-type: none"> a. Genesis 1:27 (Bible) b. John Locke, <i>Second Treatise of Government</i>, chapter 2, “State of Nature” (1689) (excerpt) 5. Liberty <ol style="list-style-type: none"> a. Alexander Hamilton, <i>The Farmer Refuted</i> (1775) (excerpt) b. James Wilson, <i>Lectures on Law</i> (1790) (excerpt) 6. “Pursuit of happiness” <ol style="list-style-type: none"> a. Aristotle, <i>Nicomachean Ethics</i>, Book I (excerpt) b. Cicero, <i>De Officiis (On Duties)</i> (excerpt) c. William Blackstone, <i>Commentaries on the Laws of England</i>, Introduction (1765) (excerpt) 7. “Appealing to the Supreme Judge...” <ol style="list-style-type: none"> a. Deuteronomy 29:1-9 b. John Winthrop, <i>A Modell of Christian Charity</i> (1630) (excerpt; final section) 	<ol style="list-style-type: none"> 1. John Adams to Charles Adams (1794) <ol style="list-style-type: none"> a. Samuel Johnson, <i>A Dictionary of the English Language</i>, entries for “license” and “liberty” and “tyranny” (1755) 2. Thomas Jefferson to Amos J. Cook (1816)

Unit 3: The Constitution (1776-1791)

Topic	Core Sources	Additional Sources
Topic 1: War for Independence	<i>None</i>	<ol style="list-style-type: none"> 1. Joseph Plumb Martin, <i>A Narrative of Some of the Adventures, Dangers and Sufferings of a Revolutionary Soldier</i> (1830) 2. Thomas Paine, “The American Crisis” (December 1776)
Topic 2: The Confederation Period	<ol style="list-style-type: none"> 1. George Washington to James Madison (Nov. 5, 1786) (excerpt) 2. James Madison, “Vices of the Political System of the United States” (April 1787) (excerpt) 	<ol style="list-style-type: none"> 1. Address of the Annapolis Convention (Sept. 14, 1786)
Topic 3: The Constitution	<ol style="list-style-type: none"> 1. The Constitution of the United States (1787) 2. Baron de Montesquieu, <i>The Spirit of the Laws</i> (1748) (excerpt) 3. Preamble to the Constitution <ol style="list-style-type: none"> a. “Establish Justice”: The Founders on Justice b. “Promote the General Welfare”: The Founders on the General Welfare and Public Good 	<ol style="list-style-type: none"> 1. James Madison, Notes on the Debates in the Federal Convention: <ol style="list-style-type: none"> a. June 1, 1787 b. July 12, 1787 c. July 16, 1787 d. August 21, 1787

Topic	Core Sources	Additional Sources
Topic 4: Ratification Debates: The Anti-Federalists	<ol style="list-style-type: none"> 1. Patrick Henry, Speech in the Virginia Ratifying Convention (June 5, 1788) (excerpt) 2. Federal Farmer, Letter IV (Oct. 12, 1787) (excerpt) 3. Brutus, Essay XI (Jan. 31, 1788) (excerpt) 	<ol style="list-style-type: none"> 1. Brutus, Essay No. 1 (Oct. 18, 1787) 2. Plutarch, <i>Life of Brutus</i>
Topic 5: Ratification Battles: The Federalist	<ol style="list-style-type: none"> 1. The Federalist No. 1 (Hamilton) (excerpt) 2. The Federalist No. 2 (Jay) (excerpt) 3. The Federalist No. 10 (Madison) (excerpt) 4. The Federalist No. 51 (Madison) (excerpt) 5. The Federalist No. 78 (Hamilton) (excerpt) 	<ol style="list-style-type: none"> 1. Plutarch, <i>Life of Publicola</i> (Publius)

Topic	Core Sources	Additional Sources
Topic 6: The Bill of Rights	<ol style="list-style-type: none"> 1. The U.S. Bill of Rights 2. John Milton, <i>Areopagitica</i> (1644) (excerpt) 3. William Blackstone, <i>Commentaries on the Laws of England</i> (1765), Book I (excerpt) 4. Declaration of Independence (1776) (excerpt) 5. Semayne’s Case (1604) (excerpt) 6. Liberty of Subject Statute (1354, 28 Edw. III c.3) (excerpt) 7. Magna Carta (Clauses 38, 39) (1215) 8. Act for the Abolition of the Star Chamber (1765) (excerpt) 9. English Bill of Rights (1689) (excerpt) 10. Federalist No. 84 (Hamilton, 1788) (excerpt) 11. Federalist No. 45 (Madison, 1788) (excerpt) 	<ol style="list-style-type: none"> 1. English Bill of Rights (1689) 2. Thomas Gordon, <i>Cato’s Letters</i> #15 (1720–1723) 3. Statute of Winchester (1285) 4. English Bill of Rights (1689) 5. Petition of Right (1628) 6. James Otis, Speech Against Writs of Assistance (1761) 7. Assize of Clarendon (1166) 8. Magna Carta (Clause 39) (1215) 9. Magna Carta (Clause 20) (1215) 10. Virginia Declaration of Rights, Sec. 9 (1776) 11. James Madison, Speech Introducing Amendments (June 8, 1789)

Topic	Core Sources	Additional Sources
Topic 7: Religion in the Early Republic	<ol style="list-style-type: none"> 1. James Madison, <i>Memorial and Remonstrance Against Religious Assessments</i> (1785) (excerpt) 2. George Washington, <i>Thanksgiving Proclamation</i> (October 3, 1789) 3. George Washington, Letter to the Hebrew Congregation at Newport (1790) 4. George Washington, Letter to the Roman Catholics (1790) 5. John Adams, Letter to the Massachusetts Militia (October 11, 1798) 	<ol style="list-style-type: none"> 1. Massachusetts Constitution (1780), Declaration of Rights, Article III 2. Virginia Statute for Religious Freedom (1786) 3. Senate Statute on the Hiring of Congressional Chaplains (Sept. 22, 1789) 4. <i>McGowan v. Maryland</i> (1961) 5. <i>Abington School District v. Schempp</i> (1963)

Unit 4: The Early Republic (1789-1838).

Topic	Core Sources	Additional Sources
Topic 1: Washington's Presidency	<ol style="list-style-type: none"> 1. George Washington, Farewell Address (1796) (excerpt) 	<ol style="list-style-type: none"> 1. Alexander Hamilton, Report on Public Credit (1790) 2. Alexander Hamilton, Report on Manufactures (1791) 3. Thomas Jefferson, <i>Opinion on the Constitutionality of a National Bank</i> (1791)

Topic	Core Sources	Additional Sources
Topic 2: The French Revolution and American Politics	<ol style="list-style-type: none"> 1. Edmund Burke, <i>Reflections on the Revolution in France</i> (1790) (excerpt) 2. Alexander Hamilton, “Views on the French Revolution” (1794) (excerpt) 	<ol style="list-style-type: none"> 1. Thomas Jefferson to the Marquis de Lafayette (June 16, 1792) 2. John Adams to Thomas Jefferson (July 13, 1813) 3. Thomas Jefferson to John Adams (September 4, 1823)
Topic 3: Jefferson’s Presidency	<ol style="list-style-type: none"> 1. Thomas Jefferson, <i>First Inaugural Address</i> (1801) (excerpt) 2. U.S. Supreme Court, <i>Marbury v. Madison</i> (1803) (excerpt) 3. Thomas Jefferson to John Adams on a Natural Aristocracy (1813) (excerpt) 	<ol style="list-style-type: none"> 1. U.S. Congress, <i>Judiciary Act of 1801</i> 2. Thomas Jefferson, Instructions/Commission for the Lewis and Clark Expedition (1803) 3. Thomas Jefferson, Message to Congress on the Louisiana Purchase (1803) 4. U.S. Constitution, <i>Twelfth Amendment</i> (Ratified 1804) 5. Lewis and Clark, <i>Journals of the Corps of Discovery</i> (1804–1806)
Topic 4: Foreign Relations in the Early Republic	<ol style="list-style-type: none"> 1. Francis Scott Key, “The Star-Spangled Banner” (1814) 2. James Monroe, <i>Seventh Annual Address to Congress</i> (1823) (excerpt) 	<ol style="list-style-type: none"> 1. U.S. Treaty with Tripoli (1796/1797) 2. James Madison, <i>War Message to Congress</i> (1812)

Topic	Core Sources	Additional Sources
Topic 5: The First Industrial Revolution	<ol style="list-style-type: none"><li data-bbox="496 310 914 384">1. The Webster-Hayne Debates (1830) (excerpt)<li data-bbox="496 415 914 489">2. Henry Clay, “The American System” (1832) (excerpt)	<ol style="list-style-type: none"><li data-bbox="956 310 1403 384">1. James Madison, <i>Veto Message on the Bonus Bill</i> (1817)<li data-bbox="956 415 1403 489">2. U.S. Supreme Court, <i>McCulloch v. Maryland</i> (1819)<li data-bbox="956 520 1403 594">3. U.S. Supreme Court, <i>Gibbons v. Ogden</i> (1824)

Topic	Core Sources	Additional Sources
Topic 6: The Second Great Awakening and Reform Movement	<ol style="list-style-type: none"> 1. Charles Grandison Finney, <i>Lectures on Revivals of Religion</i> (1835) (excerpt) 	<ol style="list-style-type: none"> 1. Barton W. Stone, <i>The Cane-Ridge Meetinghouse</i> (1801) 2. Timothy Dwight, “A Brief Account of the Revival of Religion now Prevailing in Yale College, New-Haven” (<i>Connecticut Evangelical Magazine</i>, 1802) 3. Joseph Smith, <i>The Articles and Covenants of the Church of Christ and the Articles of Faith</i> (1830) 4. Lyman Beecher, <i>Six Sermons on Intemperance</i> (1827/1828) 5. Horace Mann, “The Necessity of Education in a Republican Government” (1839)

Topic	Core Sources	Additional Sources
Topic 7: Jacksonian Democracy and Democratic Culture	<ol style="list-style-type: none"> 1. Andrew Jackson, <i>Bank Veto Message</i> (1832) (excerpt) 2. Ralph Waldo Emerson, <i>Self-Reliance</i> (1841) (excerpt) 3. Edgar Allan Poe, “The Raven” (1845) 	<ol style="list-style-type: none"> 1. Alexis de Tocqueville, <i>Democracy in America</i> (1835/1840) 2. Henry David Thoreau, <i>Civil Disobedience</i> (1849) 3. Walt Whitman, <i>Song of Myself</i> (1855)

Unit 5: Slavery and the Civil War (1838-1865)

Topic	Core Sources	Additional Sources
Topic 1: The Antebellum South and Slavery	<ol style="list-style-type: none"> 1. <i>African American Spirituals</i> (excerpt) 	<ol style="list-style-type: none"> 1. <i>The Confessions of Nat Turner</i> (1831) 2. Alexis De Tocqueville, <i>Democracy in America</i> (Volume I, Chapter 18, Future Condition Of Three Races— Part IV) 3. Solomon Northup, <i>Twelve Years a Slave</i> (1853) 4. George Fitzhugh, <i>Sociology for the South</i> (1854) 5. Exodus 21:16; Deuteronomy 23:15-16; Galatians 3:28 6. Paul’s Epistle to the Ephesians (Ephesians 6:5)

Topic	Core Sources	Additional Sources
Topic 2: Abolitionism and Antislavery Politics	<ol style="list-style-type: none"> 1. William Lloyd Garrison, <i>On the Constitution and the Union</i> (1832) (excerpt) 2. Frederick Douglass, <i>Narrative of the Life of Frederick Douglass</i> (1845) (excerpt) 	<ol style="list-style-type: none"> 1. American Antislavery Society, <i>Declaration of Sentiments</i> (1833) 2. Frederick Douglass, “What is the Slave to the Fourth of July?” (1852)
Topic 3: Early Westward Expansion	<ol style="list-style-type: none"> 1. John L. O’Sullivan, “Annexation” (1845) (excerpt) 2. John C. Calhoun, “Speech on the Oregon Bill” (1848) (excerpt) 	<ol style="list-style-type: none"> 1. James K. Polk, War Message to Congress (1846) 2. William Swain, Letter from a California Goldminer (1850) 3. Stephen A. Douglas, “Speech on Measures of Adjustment” (1850)
Topic 4: Growing Sectional Conflict	<ol style="list-style-type: none"> 1. Abraham Lincoln, Peoria Address (1854) (excerpt) 2. <i>Dred Scott v. Sandford</i> (1857) (excerpt) 3. Abraham Lincoln, “House Divided” Speech (1858) (excerpt) 4. Stephen A. Douglas, “Speech at Chicago” (1858) (excerpt) 	<ol style="list-style-type: none"> 1. Abraham Lincoln, Reply to the <i>Dred Scot</i> decision (1857) 2. Republican Party Platform (1860) 3. “South Carolina Declaration of the Causes of Secession” (1860) 4. Corwin Amendment (1861) 5. The Constitution of the Confederate States (1861)

Topic	Core Sources	Additional Sources
Topic 5: The Civil War	<ol style="list-style-type: none"> 1. Abraham Lincoln, First Inaugural Address (1861) 2. Abraham Lincoln, Emancipation Proclamation (1863) 3. Abraham Lincoln, Gettysburg Address (1863) 	<ol style="list-style-type: none"> 1. “Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina” (1860) 2. Robert E. Lee, Letter to George Washington Custis Lee (April 1861) 3. Alexander H. Stephens, “Cornerstone Speech” (1861) 4. Frederick Douglass, “Men of Color, To Arms!” (1863) 5. William Tecumseh Sherman, Special Field Orders No. 120 (1864) 6. Ulysses S. Grant, Personal Memoirs (1885) (chap. 67 on Appomattox)
Topic 6: Lincoln’s Legacy and Reunion	<ol style="list-style-type: none"> 1. Abraham Lincoln, Second Inaugural Address (1865) 	<ol style="list-style-type: none"> 1. Walt Whitman, “O Captain! My Captain!” (1865)

Unit 6: Reconstruction and Modern America (1865-1898)

Topic	Core Sources	Additional Sources
Topic 1: Reconstruction and Civil Rights	<ol style="list-style-type: none"> 1. Abraham Lincoln, “Proclamation of Amnesty and Reconstruction” (1863) 2. Wade-Davis Bill (1864) (excerpt) 3. Thirteen, Fourteenth, and Fifteenth Amendments (1865, 1868, 1870) 	<ol style="list-style-type: none"> 1. Charles Sumner, “Our Domestic Relations; or, How to Treat the Rebel States” (1863) 2. Thaddeus Stevens, Speech on Reconstruction (1867) 3. <i>Plessy v. Ferguson</i> (1896)
Topic 2: Industrialization & the Western Frontier	<ol style="list-style-type: none"> 1. <i>Standard Oil of New Jersey v. United States</i> (1911) (excerpt) 2. Andrew Carnegie, “Wealth” (1889) (excerpt) 3. Adolf A. Berle and Gardiner C. Means, <i>The Modern Corporation and Private Property</i> (1932) (excerpt) 4. Frederick Jackson Turner, “The Significance of the Frontier in American History” (excerpt) (1894) 	<ol style="list-style-type: none"> 1. Thomas Edison patent for the incandescent lightbulb (1880) 2. William Graham Sumner, “Federal Legislation on Railroads” (1887) 3. Henry Clews, <i>Twenty-Eight Years in Wall Street</i> (1888) 4. “New York as a Commercial Center,” <i>Harper’s Weekly</i> (1867) 5. “From Poverty to Two Hundred Millions,” <i>The Saint Paul Globe</i> (1896) 6. B.C. Forbes, <i>Men Who Are Making America</i> (1917) 7. Burton W. Folsom, <i>The Myth of the Robber Barons: A New Look at the Rise of Big Business in America</i> (2018)

Topic	Core Sources	Additional Sources
Topic 3: Labor, Urbanization, Immigration, and Party Machines During the Gilded Age	<ol style="list-style-type: none"> 1. Abraham Lincoln, Temperance Address (1842) 2. Seneca Falls Conference, Declaration of Sentiments (1848) 3. George Washington Plunkitt of Tammany Hall (1905) (excerpt) (1905) 4. Jane Addams, Hull House (1889) (<i>Twenty Years At Hull House</i>, 1912) (excerpt) 5. Henry Cabot Lodge, “The Restriction of Immigration” (1891) (excerpt) 	<ol style="list-style-type: none"> 1. Chinese Exclusion Act (1882) 2. Knights of Labor, <i>Constitution of the General Assembly ... of the Order of the Knights of Labor of North America</i> (Preamble, pp. 3-5) (1890) 3. “Some Lessons of the Great Strike,” <i>Harper’s Weekly</i> (1894) 4. Sears, Roebuck, and Company, <i>Consumer’s Guide no. 107</i> (Chicago, 1898) 5. Upton Sinclair, <i>The Jungle</i> (1906)
Topic 4: Foreign Policy: Republicanism vs. Imperialism	<ol style="list-style-type: none"> 1. George Washington, Farewell Address (1796) (excerpt) and Proclamation of Neutrality (1793) 2. James Monroe, Seventh Annual Message to Congress (1823) (Monroe Doctrine) 3. John W. Burgess, <i>Political Science and Comparative Constitutional Law</i> (1893) (excerpt) 4. Theodore Roosevelt, Fourth Annual Message to Congress (Feb. 1904) (excerpt) 	<ol style="list-style-type: none"> 1. Emer de Vattel, <i>The Law of Nations</i> (1758) 2. The Federalist, nos. 2, 3, 6, 8, 11 (John Jay and Alexander Hamilton) (1787) 3. Alexander Hamilton, <i>Pacificus</i> nos. 1 and no. 2 (1793) 4. Grover Cleveland, Special Message to Congress on Hawaii (1893) 5. Albert Beveridge, March of the Flag (1898) 6. President McKinley, “Open Door” Policy Toward China (1898-1899) 7. Vice President Theodore Roosevelt, “Expansion and Peace” (1899) 8. Henry Cabot Lodge, Retention of the Philippines (1900) 9. Platt Amendment (1901)

Unit 7: Progressivism, the Great War and the New Deal (1898-1939)

Topic	Core Sources	Additional Sources
Topic 1: Theodore Roosevelt and the Progressive Era	<ol style="list-style-type: none"> 1. William Jennings Byran, “Cross of Gold” Speech (1896) (excerpt) 2. Theodore Roosevelt, “The Right of the People to Rule” (1912) (excerpt) 3. Walter Rauschenbusch, <i>Christianizing the Social Order</i> (Part VI, Chapter 3: The Socialization of Property) (1912) (excerpt) 4. Theodore Roosevelt, <i>The New Nationalism</i> (1910) (excerpt) 5. Woodrow Wilson, <i>The New Freedom</i> (Chapters 1-2) (1912) (excerpt) 6. Charles Beard, <i>An Economic Interpretation of the Constitution of the United States</i> (Chapter 1) (1913) (excerpt) 7. Nineteenth Amendment (1920) 	<ol style="list-style-type: none"> 1. Ronald J. Pestritto and William J. Atto, “Introduction to American Progressivism,” in <i>American Progressivism: A Reader</i> (pp. 1-32) (2008) 2. Woodrow Wilson, “Christ’s Army,” and “Christian Progress,” (1876) 3. Ida Tarbell, <i>The History of the Standard Oil Company</i> (1904) 4. Theodore Roosevelt, Inaugural Address (1905) 5. Progressive Party Platform of 1912 6. Theodore Roosevelt, “Who Is a Progressive?” (1912) 7. Sixteenth Amendment (Ratified 1913) 8. Seventeenth Amendment (Ratified 1913) 9. Frank Goodnow, “The American Conception of Liberty” (1916)

Topic	Core Sources	Additional Sources
Topic 2: Woodrow Wilson and the Great War	<ol style="list-style-type: none"> 1. U.S. Declaration of Neutrality (1914) 2. Woodrow Wilson, “Peace Without Victory” Speech (January 22, 1917) 3. Woodrow Wilson, Address to Congress Requesting War Declaration (April 2, 1917) 4. Woodrow Wilson, Fourteen Points (April 2, 1917) and the League of Nations (January 8, 1918) (excerpt) 5. Henry Cabot Lodge, Opposing the League of Nations (August 1919) (excerpt) 6. <i>Schenck v. United States</i> (1919) (excerpts) 	<ol style="list-style-type: none"> 1. William James, “The Moral Equivalent of War” (1910) 2. Woodrow Wilson, State of the Union Address (December 1917) 3. Woodrow Wilson, Speech at Mount Vernon (July 4, 1918) 4. Treaty of Versailles (June 28, 1919) 5. Winston Churchill (choose one), Shall We All Commit Suicide? (1924), Fifty Years Hence (1931), Mass Effects in Modern Life (1925)
Topic 3: From Boom to Bust: The Roaring 20s and the Onset of the Great Depression	<ol style="list-style-type: none"> 1. Warren G. Harding, “Return to Normalcy” Campaign Speech (1920) 2. John Maynard Keynes’ <i>The Economic Consequences of the Peace</i> (1919) (excerpt) 3. Andrew Mellon on Taxation and Revenue: <i>Taxation: The People’s Business</i> (1924) (excerpt) 4. Eighteenth Amendment (1919) 5. Calvin Coolidge, Speech on the 150th Anniversary of the Declaration of Independence (1926) (excerpt) 	<ol style="list-style-type: none"> 1. Henry Ford, <i>My Life and Work</i> (1922) 2. Calvin Coolidge, First Annual Message to Congress (1923) 3. The Butler Act (1925 Tennessee Anti-Evolution Law) 4. Kellogg-Briand Pact (1928) 5. Art Deco Architecture in New York and Miami, Florida (1920s-1940s)

Topic	Core Sources	Additional Sources
<p>Topic 4: Franklin Delano Roosevelt, The Great Depression, and the New Deal</p>	<ol style="list-style-type: none"> 1. Herbert Hoover, <i>Principles and Ideals of the United States Government</i> (1928) (excerpt) 2. Franklin D. Roosevelt, <i>Commonwealth Club Address</i> (1932) (excerpt) 3. Franklin D. Roosevelt, <i>First Inaugural Address</i> (1933) (excerpt) 4. <i>Schechter Poultry Corp. v. United States</i> Supreme Court Decision (1935) (excerpt) 5. Herbert Hoover, <i>The Challenge to Liberty</i> (excerpt) (1934) 	<ol style="list-style-type: none"> 1. Franklin D. Roosevelt, <i>Oglethorpe Address</i> (1932) 2. Rex Tugwell, “<i>The Principle of Planning and the Institution of Laissez Faire</i>” (1932) 3. Franklin D. Roosevelt, <i>First Fireside Chat on Banking</i> (March 12, 1933) 4. Franklin D. Roosevelt, <i>Address on Constitution Day</i> (Sept. 17, 1937) 5. James Landis, <i>The Administrative Process</i> (1938)

Unit 8: World War II and the Cold War (1939-1958)

Topic	Core Sources	Additional Sources
Topic 1: America and World War II	<ol style="list-style-type: none"> 1. Winston Churchill, “Finest Hour” Speech (June 18, 1940) (excerpt) 2. Franklin D. Roosevelt, “Arsenal of Democracy” Fireside Chat (December 29, 1940) (excerpt) 3. Franklin D. Roosevelt, State of the Union Address (“Four Freedoms” Speech) (January 6, 1941) (excerpt) 4. The Atlantic Charter (August 1941) (excerpt) 5. Franklin D. Roosevelt, “Day of Infamy” Speech (December 8, 1941) 	<ol style="list-style-type: none"> 1. The Molotov-Ribbentrop Pact (1939) 2. Winston Churchill, We Shall Fight On The Beaches (June 1940) 3. The Moscow Declaration (1943) 4. Franklin D. Roosevelt, 1944 State of the Union Address 5. Potsdam Declaration (July 26, 1945) 6. Famous WWII War Images <ol style="list-style-type: none"> a. Photo of the Pearl Harbor attack b. Raising the Flag on Iwo Jima c. Normandy D-Day landing
Topic 2: The Cold War Abroad: Communist Containment and the Korean War	<ol style="list-style-type: none"> 1. Winston Churchill, “Iron Curtain” Speech (1946) 2. George F. Kennan, The Long Telegram (1946) (excerpt) 3. Harry S. Truman, Address to Congress (Truman Doctrine) (1947) (excerpt) 	<ol style="list-style-type: none"> 1. NSC-68 Report (1950) 2. Harry Truman, Farewell Address (1953) 3. Dwight Eisenhower, “Atoms for Peace” Speech (1953)

Topic	Core Sources	Additional Sources
Topic 3: The Cold War At Home: Post-War Boom, Civil Rights, and Domestic Communism	<ol style="list-style-type: none"><li data-bbox="630 306 987 422">1. Joseph McCarthy, “Enemies from Within” Speech (1950)<li data-bbox="630 453 932 569">2. <i>Brown v. Board of Education</i> (excerpt) (1954)	<ol style="list-style-type: none"><li data-bbox="1044 306 1341 422">1. Gunnar Myrdal, <i>An American Dilemma</i> (1944)

Unit 9: The American Century (1958-2017)

Topic	Core Sources	Additional Sources
Topic 1: America Transformed: The Turbulent Sixties	<ol style="list-style-type: none"> 1. John F. Kennedy, Inaugural Address (1961) (excerpt) 2. <i>National Review</i>'s Statement of Principles (1955) (excerpt) 3. Port Huron Statement (1962) (excerpt) 4. Martin Luther King Jr., "I Have a Dream" Speech (1963) and Letter from a Birmingham Jail (1963) (excerpt) 5. Barry Goldwater, Acceptance Speech at the Republican National Convention (1964) (excerpt) 6. Lyndon B. Johnson, Great Society Speech (1964) (excerpt) 	<ol style="list-style-type: none"> 1. Betty Friedan, <i>The Feminine Mystique</i> (1963) 2. Civil Rights Act (1964) and Voting Rights Act (1965) 3. Martin Luther King, Jr. <i>Why We Can't Wait</i> (1964) 4. Malcolm X, <i>The Autobiography of Malcolm X</i> (1965) 5. Gulf of Tonkin Resolution (1964) 6. Paulo Freire, <i>Pedagogy of the Oppressed</i> (1968, 1970) 7. Lyndon B. Johnson, Howard University Commencement Address (1965)
Topic 2: From Nixon to Reagan	<ol style="list-style-type: none"> 1. Richard Nixon, Inaugural Address (1969) (excerpt) 2. Jimmy Carter, "Crisis of Confidence" (July 15, 1979) (excerpt) 3. Ronald Reagan, "Evil Empire" Speech (1983) (excerpt) 4. Ronald Reagan, Berlin Wall Speech (1987) (excerpt) 	<ol style="list-style-type: none"> 1. Arthur Schlesinger Jr., <i>The Imperial Presidency</i> (1973) 2. Jimmy Carter, "Moral Equivalent of War" Speech (1977)

Topic	Core Sources	Additional Sources
Topic 3: The World Since the Cold War	<ol style="list-style-type: none"> 1. George H. W. Bush, “New World Order” Speech (1990) (excerpt) 2. George W. Bush, Address to Congress After 9/11 (2001) 	<ol style="list-style-type: none"> 1. Francis Fukuyama, “The End of History?” (1989) 2. North American Free Trade Agreement (NAFTA) (1992) 3. Samuel Huntington, “The Clash of Civilizations?” (1993) 4. Patriot Act (2001)