**PREREQUISITE KNOWLEDGE**

**Prerequisite Knowledge for** History 170: U.S. History through 1876

**I. Instructions to high school teacher/course facilitator on how to use the prerequisite knowledge listed on this form:**

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| 1. Students need to know how to properly structure a basic academic essay and read critically.  2. It would also be useful if students had a general background in understanding the following concepts:   * **Politics**: A general idea of how different political systems work, in terms of the role of government and who has a voice in government.  We'll be discussing the rise of representative democracy in the U.S., so it's important to understand what that means. * **Economics:** An overview of different types of economic systems - how things are made and distributed - how people make a living.  We'll be talking in particular about the shift from a subsistence, agrarian economy to a market based commercial and industrial economy. * **Social:**  How societies organize themselves into groups and assign power and status.  Understanding how gender, class, and race shape social relationships will be particularly significant. * **Cultural:** How value and belief systems shape society.  We'll be particularly looking at the role played by religion in the creation of the United States, so some familitarity with Christianity would be useful. |

**2. List of Important Terms, Concepts, Issues, Problems, Events, People, etc.**

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| General Themes:  Political  Key ideas include:   * the development and nature of representative government (including who gets to vote and who is actually represented) * reasons for the American revolt against British government * reasons for the creation of the Constitution * the federal system of government (balance of power between states and central government) * the evolution of the roles and balance of power between the three branches of government * foreign policy with a focus on the growth of national identity * the creation and evolution of the two party system * the rise of mass participation politics in the Jacksonian era * the debate over the proper functions and power of government. * reasons for the Southern revolt * political implications of the Civil War   Economic  Key ideas include:   * nature of a subsistence economy versus a market economy * economic differences between colonial regions * changes in the colonial economy, including the relationship to the British empire * debate over the proper government role in the economy (Hamilton vs. Jefferson, Democrats vs. Whigs, etc.) * economic significance of westward expansion * origins and implications of the Market Revolution * origins and implications of early industrial development * economic differences between the regions * economic origins of the Civil War * economic implications of the Civil War and Reconstruction   Social/Cultural  Key ideas include:   * cultural and social differences between European and Native-American societies * the role of religion in early colonial society * comparison of social and cultural structures in the different colonial regions * changes in religious thought in the 18th century, including the implications of the Great Awakening and the Enlightenment * evolution of social class, focusing on the rise of the planter elite in the South and mercantile/industrial elite in the North * social and cultural implications of slavery, for both black and white society * changing role and status of women in American society * role and status of Native-Americans in American society * social/cultural changes induced by Market Revolution, including the Second Great Awakening and the rise of utopian and social reform movements * social/cultural implications of immigration * social/cultural implications of the Civil War and Reconstruction, with a focus on changes in the status of African-Americans   Specific Lesson Outcomes and Key Term  Colonial America  Lesson Outcomes:   * What was the relationship between the colonists and Native peoples? * How and why did slavery emerge as an economic and social system? * What were the distinctive economic, political, cultural and social characteristics of the different regions of settlement? * What role did religion play in the development of the English colonies? * What was the economic and political relationship between England and its North American colonies, and did this change over time?   Key Terms:  Jamestown problems  Headright system  Bacon's Rebellion  Origins of Maryland  South: Social and Economic Characteristics  New England: Social and Economic Characteristics  Middle Colonies: Social and Economic Characteristics  Dominion of New England  The Enlightenment  Navigation Acts  First Great Awakening  Half-Way Covenant  Changing colonial population: 1700s  Stono Rebellion  Quakers  Revolution and Constitution  Lesson Outcomes:   * Why did the colonists become increasingly resentful of British rule, to the point  of actual rebellion? * What was the outcome of the Revolution?  To what extent did it actually change the economic, political, and social systems of the former colonies? * What were the fundamental weaknesses of the Articles of Confederation and why did key American leaders decide to discard this form of government? * Was the creation of the Constitution a refutation of Revolutionary principles, or an expression of these principles?   Key Terms:  Albany Plan of Union Outcome of French & Indian War Proclamation of 1763 Admiralty Courts Virtual representation Actual representation Reasons for British taxation Stamp Act Sons of Liberty Declaratory Act Townshend Revenue Act Boston Tea Party Coercive Acts Quebec Act Battle of Saratoga Impact of the Revolution on slavery New State Constitutions Shay's Rebellion Articles of Confederation: Structure of government Virginia Plan New Jersey Plan Identity of Anti-Federalists Democratic/undemocratic elements of Constitution  The New Republic  Lesson Outcomes:   * What were the fundamental philosophical and political differences between the Federalists and the Democratic-Republicans? * How were these philosophical differences expressed in terms of actual government policies? * How did the War of 1812 effect the development of the United States?   Key Terms:  Marbury v. Madison Political philosophy of Jefferson/Democratic-Republicans Political philosophy of Hamilton/Federalists Alien and Sedition Acts Bank of the United States (structure) Protective tariffs Hamilton's economic program Whiskey Rebellion X, Y, Z affair Virginia and Kentucky Resolutions Jay's Treaty Treaty of Greenville Adam's "midnight judges" Lousiania Purchase Embargo Act of 1807 War of 1812: Origins War of 1812: Effect on Federalists War of 1812: Effect on country Hartford Convention Monroe Doctrine Panic of 1819 Missouri Compromise Era of Good Feelings  Markets and Reform  Lesson Outcomes:   * What is the Market Revolution and what caused it? * How did the Market Revolution and the beginnings of Industrialization change the lives of Americans? * Why do we see an upsurge in religious and reform activity during this era? * What were the key reform movements of  this era? Were there similarities in their overall goals and methods? To what extent do they actually change American life?   Key Terms:  Market Revolution Erie Canal Significance of steamboats Textile industry Economic impact of War of 1812 "Limited liability" Difference between Northern & Southern economies Waltham system Protective tariffs Effect of Market Revolution Second Great Awakening "millenial" beliefs Utopian reforms: changing familial and gender roles Shakers Oneida Church of the Later Day Saints Transcendentalist movement Temperance movement: methods Temperance movement: purpose Prison and Insane Asylum reform Dorothea Dix Public education: Purpose Horace Mann "Gag rule" American Anti-Slavery Society Seneca Falls Convention  Slavery and Democracy  Lesson Outcomes:   * How did white Southerners justify the institution of slavery? What are the long-term implications of these rationalizations? * How did African-Americans trapped in slavery cope with their situation? Resist slavery? * How did slavery define the social, political, and economic structures of the South? Of the nation? * To what extent does the American political system become more democratic in this period? * Why is Andrew Jackson considered to be such an important President? * How was the Second Party system different from the First Party system?   Key Terms:  Universal white male suffrage Worcester v. Georgia (1832) Trail of Tears Doctrine of nullification South Carolina Exposition and Protest Jackson's opposition to the 2nd Bank of the U.S. Jackson's destruction of the 2nd Bank of the U.S. Tariff of Abominations Political philosophy of Democrats Political philosophy of Whigs Southern economy: 1800-1860 Eli Whitney's cotton gin African-American Christianity Southern arguments rationalizing slavery Nat Turner's Rebellion (1831) European immigration to the South African-American resistance to slavery Education in the South Effect of slavery on class division in the South Slave ownership in the South  Expansion and Rebellion  Lesson Outcomes:   * How did the United States justify the war with Mexico? * How did territorial expansion help create the crisis leading up to the Civil War? * What were the key issues and events that led to the rapid escalation of sectional tensions and the collapse of the American political system?   Key Terms:  Manifest Destiny Mexican-American War: Origins Wilmot Proviso of 1846 Treaty of Guadalupe-Hildalgo Compromise of 1850 Dred Scott case (1857) American (Know Nothing) Party Republican Party: ideology and platform Kansas-Nebraska Act Bleeding Kansas Bleeding Sumner Freeport Doctrine Lincoln-Douglas Debates Election of 1860 John Brown's raid on Harper's Ferry Lincoln's first inaugural address Ft. Sumter  War and Reconstruction  Lesson Outcomes:   * Overall, how did the Civil War change the United States, in terms of its economy, social order, and political system? * What were the key strategies used by the North to try and restructure the South? * To what extent did Reconstruction actually change the South? * How did Reconstruction attempt to change the status of African-Americans in American society?  To what extent did it succeed?   Key Terms:  "King Cotton" Second Confiscation Act Republican economic policies during the war Northern and Southern draft laws Problems of Confederate economy Confederacy: States vs. central government Northern economy during the war Battle of Vicksburg (1863) Battle of Antietam (1862) Emancipation Proclamation Lincoln's suspension of habeas corpus Effect of civil war on the U.S. Lincoln's Reconstruction plan Southern "Redeemers" Thirteenth Amendment Fourteenth Amendment Fifteenth Amendment "black codes" "Scalawags" sharecropping system Tenure of Office Act Impeachment of Andrew Johnson Compromise of 1877 |

**3. Academic Writing**

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| A collection of observations on a topic is not enough to make a good academic essay. An essay should have an **argument**. It should answer a question or a few related questions. It should strive to **prove** something—your single "thesis" or a few closely related assertions—by reasoning and by documented evidence from research.  When an assigned essay does not provide you with a ready-made thesis, you should first develop the **question(s)** your essay will answer. Next, create a preliminary thesis (answer to your questions) by thinking and researching. Don't become too content with this first answer (thesis). Pursue it, but test it—even ask yourself what might be said **against** it—and be ready to revise it as your work develops.  ( Source: <http://www.writing.utoronto.ca/advice/general/general-advice> )  A good thesis statement should: 1. Make a definite and limited assertion that needs to be explained and supported by further discussion. 2. It shows the emphasis and indicates the methodology of your argument. 3. It shows awareness of difficulties and disagreements: (Source: <http://www.writing.utoronto.ca/advice/planning-and-organizing/thesis-statements> )  Always use your own words unless a direct quote is significant for the content of your essay.  Acknowledge the sources from which you have obtained material. If you use a point from another author, in that author's words, you must use quotation marks, and provide an in-text citation specifying the source. This also applies to all information in your essay that isn’t yours (all material gathered from research). In addition, all resources you use in your essay should be listed in a works cited page at the end of your essay. The works cited page lists ONLY the sources used and documented in your paper.  It is NOT a list of ALL the sources you encountered in your research.  <http://www.erraticimpact.com/html/tips_on_writing_academic_essays.htm>  When doing web research be sure you are using reliable sources. For information about evaluating all your sources, go to: <http://www.library.cornell.edu/olinuris/ref/research/evaluate.html>  For more information about MLA style in-text citations, go to: <http://cctc.commnet.edu/mla/practical_guide.shtml> The "citing sources" link has detailed information on both Works Cited entries and in-text notations for those Works Cited resources.  For more information about “works cited” pages, go to: <http://cctc.commnet.edu/mla/practical_guide.shtml>for traditional materials or <http://www.bedfordstmartins.com/online/cite5.html#1> for electronic sources.   MLA style is the standard to use for documenting this paper.  For citation information specifically about Electronic sources, go to: <http://www.bedfordstmartins.com/online/cite5.html#1> |