

# Syllabus

## Middle School US History B

### Course Overview

When you see and hear about events taking place in the US today, it's difficult to imagine the changes that have happened in the country's recent history. US History is the study of the people who lived in the Americas before European settlers arrived, how the United States was founded, and how it grew and changed over time. You might be familiar with some of the landmark events in this course, but keep reading anyway. There is always more you can learn about how the United States became a country and how it transformed into the nation that it is today.

### Course Goals

By the end of this course, you will be able to do the following:

- Explain the first steps the United States took in international diplomacy.
- Understand the events which led up to the American Civil War.
- Understand the many changes the United States underwent as it dealt with reconstruction and social change.
- Form opinions about various historical and social issues.

### General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and historical databases.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

### Credit Value

Middle School US History B is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2–4	<b>The War of 1812</b> <ul style="list-style-type: none"> <li>• <i>Identify the main causes of the War of 1812.</i></li> <li>• <i>Characterize American Indian involvement in the War of 1812, including support for British troops.</i></li> <li>• <i>Identify the major battles, leaders, and events of the War of 1812.</i></li> </ul>	Lesson
2 days: 5–6	<b>The Era of Good Feelings</b> <ul style="list-style-type: none"> <li>• <i>Describe the consequences of major Supreme Court decisions during the early to mid 1800s.</i></li> <li>• <i>Assess the immediate impact of the War of 1812 on American nationalism, political parties, and foreign relations.</i></li> </ul>	Lesson
2 days: 7–8	<b>America Enters the World Stage</b> <ul style="list-style-type: none"> <li>• <i>Describe the events that led the U.S. to acquire Spanish Florida.</i></li> <li>• <i>Assess the importance of the 1823 Monroe Doctrine on American diplomacy of the 1800s.</i></li> <li>• <i>Assess the Missouri Compromise and its impact on the political era.</i></li> </ul>	Lesson
2 days: 9–10	<b>The Traits of a President</b> <ul style="list-style-type: none"> <li>• <i>Identify the family and social backgrounds of the first four American presidents and the three most recent presidents.</i></li> <li>• <i>Describe the personal traits and experiences of the first and recent presidents.</i></li> <li>• <i>Compare and contrast the lives of recent presidents with the first presidents.</i></li> <li>• <i>Write a personal narrative comparing and contrasting their own lives to two presidents' early lives.</i></li> </ul>	Lab

Day	Activity/Objective	Type
2 days: 11–12	<p><b>Jacksonian Democracy</b></p> <ul style="list-style-type: none"> <li>• Describe changes to voting rights and the party system under Jacksonian Democracy.</li> <li>• Compare and contrast Jacksonian Democracy with Jeffersonian Democracy.</li> <li>• Evaluate Jackson's characterization as the president of the common man.</li> </ul>	Lesson
2 days: 13–14	<p><b>Indian Removal Policy in the Jacksonian Era</b></p> <ul style="list-style-type: none"> <li>• Identify federal and state policies on the removal and resettlement of Cherokee Indians during the Jacksonian era.</li> <li>• Assess the impact of the removal policies on the Cherokee and other American Indian nations.</li> </ul>	Lesson
2 days: 15–16	<p><b>Jackson: Bank Wars and Nullification Crisis</b></p> <ul style="list-style-type: none"> <li>• Identify Jackson's role in the dissolution of the Second National Bank in the 1830s.</li> <li>• Briefly summarize the Nullification Crisis of 1832 and the outcome.</li> <li>• Connect the impact of the tariff policy and states' rights to the regional differences and evolution of political parties in the 1830s.</li> <li>• Trace the legacy of Andrew Jackson's presidency on U.S. economic policies of the 1830s.</li> </ul>	Lesson
2 days: 17–18	<p><b>Industry and Development</b></p> <ul style="list-style-type: none"> <li>• Describe new innovations in the United States from 1800 through 1860.</li> <li>• Identify new means of transportation (steamboats, railroads, canals) and their effects on western expansion, settlement, and society.</li> </ul>	Lesson
2 days: 19–20	<p><b>Regional Identities and Immigration</b></p> <ul style="list-style-type: none"> <li>• Trace the causes of western expansion and settlement in the middle of the 19th century.</li> <li>• Explain the impact of the cotton gin on agriculture and the economics of slavery in the south.</li> <li>• Describe how the north became more industrial in the middle of the 19th century.</li> </ul>	Lesson
2 days: 21–22	<p><b>Political Parties of the 19th Century</b></p> <ul style="list-style-type: none"> <li>• Trace the birth, life, and (where applicable) death of major political parties from 1790–1860.</li> <li>• Identify the major political issues that divided and united Americans from 1790–1860.</li> <li>• Identify and describe contemporary major political parties and the issues that divide them.</li> </ul>	Lab

Day	Activity/Objective	Type
2 days: 23–24	<p><b>The Second Great Awakening and Social Reform</b></p> <ul style="list-style-type: none"> <li>• <i>List the main causes and characteristics of the Second Great Awakening.</i></li> <li>• <i>Connect the themes of the Second Great Awakening to social reform movements.</i></li> </ul>	Lesson
2 days: 25–26	<p><b>Abolition and Women’s Rights</b></p> <ul style="list-style-type: none"> <li>• <i>Trace the rise of the abolitionist movement in the 19th century.</i></li> <li>• <i>Identify the leaders of the suffrage movement and their goals of the 1840s.</i></li> <li>• <i>Trace the origins of the women's suffrage movement in the 19th century.</i></li> <li>• <i>Describe the importance of the Seneca Falls Convention of 1848.</i></li> </ul>	Lesson
2 days: 27–28	<p><b>American Identity and Culture of the 19th Century</b></p> <ul style="list-style-type: none"> <li>• <i>Identify common themes in American art and philosophy in the 19th century.</i></li> <li>• <i>Describe the importance of the ideas of transcendentalism and self-determinism in the 19th century.</i></li> <li>• <i>Trace the growth and motivations of nativists and the Know-Nothing party in the mid-19th century.</i></li> </ul>	Lesson
3 days: 29–31	<p><b>African Americans in an Unequal America</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the lives of enslaved Africans in the 18th and 19th centuries, including common spiritual systems and resistance efforts.</i></li> <li>• <i>Identify strategies employed by pro-slavery and antislavery groups to preserve or overturn the institution during the early and mid-19th century.</i></li> </ul>	Lesson
2 days: 32–33	<p><b>Social Issues and Civic Action</b></p> <ul style="list-style-type: none"> <li>• <i>Identify a current social issue.</i></li> <li>• <i>Research the causes and effects of a specific contemporary social issue.</i></li> <li>• <i>Present potential solutions to a specific social issue.</i></li> <li>• <i>Apply research in order to write a letter or essay that analyzes the issue and proposes solutions to the issue.</i></li> </ul>	Lab
2 days: 34–35	<p><b>Westward Expansion and Regional Tensions</b></p> <ul style="list-style-type: none"> <li>• <i>Trace the events leading up to the Mexican-American War of 1846.</i></li> <li>• <i>Describe the circumstances surrounding the U.S. purchase of the Oregon Territory in 1846.</i></li> <li>• <i>Describe the effect the Mexican-American War had on westward expansion and the politics of slavery in the mid-19th century.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
2 days: 36–37	<p><b>The Compromise of 1850</b></p> <ul style="list-style-type: none"> <li>• <i>List reasons for the Compromise of 1850, including the Fugitive Slave Law.</i></li> <li>• <i>Describe the political impact of new states on the Union, including the debate over popular sovereignty during the 1850s.</i></li> <li>• <i>Identify government policies in response to sectional differences in the 1850s.</i></li> </ul>	Lesson
3 days: 38–40	<p><b>Antislavery Resistance Increases</b></p> <ul style="list-style-type: none"> <li>• <i>Describe rising tensions over slavery and abolition in the early to mid-19th century.</i></li> <li>• <i>Describe resistance efforts of enslaved people and abolitionists in the early to mid-19th century.</i></li> <li>• <i>Characterize the impact of these actions on American attitudes toward slavery in the early to mid-19th century.</i></li> </ul>	Lesson
3 days: 41–43	<p><b>Southern Secession</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the political, economic, and social reasons for the secession of the Southern states.</i></li> <li>• <i>Account for the Lower South seceding months before the Upper South.</i></li> </ul>	Lesson
1 day: 44	<b>Midterm</b>	Assessment
3 days: 45–47	<p><b>The Civil War Erupts</b></p> <ul style="list-style-type: none"> <li>• <i>Assess the strengths and weaknesses of the North and South at the beginning of the American Civil War.</i></li> <li>• <i>Identify key political and military leaders of the Civil War.</i></li> <li>• <i>Identify and describe the major battles of the early Civil War.</i></li> </ul>	Lesson
3 days: 48–50	<p><b>The Emancipation Proclamation</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the significance of the Emancipation Proclamation and the war's shifting focus over time.</i></li> <li>• <i>Describe the role of African Americans, both free and enslaved, during the Civil War.</i></li> <li>• <i>Identify key battles and the major turning point of the war.</i></li> </ul>	Lesson
2 days: 51–52	<p><b>Home Front Life in the Civil War</b></p> <ul style="list-style-type: none"> <li>• <i>Identify characteristics of civilian life during the American Civil War.</i></li> <li>• <i>Describe differences between home front life in the North and the South.</i></li> <li>• <i>Analyze documents composed during the Civil War.</i></li> <li>• <i>Produce a writing selection that applies knowledge of civilian life.</i></li> </ul>	Lab

Day	Activity/Objective	Type
3 days: 53–55	<p><b>The End of the Civil War</b></p> <ul style="list-style-type: none"> <li>• <i>List and describe the major battles of the later years of the American Civil War.</i></li> <li>• <i>Identify key developments in the Civil War, including General Lee’s surrender at Appomattox.</i></li> <li>• <i>Describe the events leading to the death of President Abraham Lincoln.</i></li> </ul>	Lesson
3 days: 56–58	<p><b>Aftermath of the Civil War</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the advances in warfare that occurred during the American Civil War and their impact on the war.</i></li> <li>• <i>Identify the effect of the war on combatants, civilians, the environment, and the economy.</i></li> <li>• <i>Compare and contrast the state of the South and North immediately following the war.</i></li> </ul>	Lesson
3 days: 59–61	<p><b>Rebuilding the US: Politics of Reconstruction</b></p> <ul style="list-style-type: none"> <li>• <i>Characterize presidential and congressional plans for Reconstruction.</i></li> <li>• <i>List causes and effects of President Johnson’s impeachment.</i></li> <li>• <i>Describe racial segregation in the post-Reconstruction South.</i></li> </ul>	Lesson
3 days: 62–64	<p><b>Rebuilding the US: Economics of Reconstruction</b></p> <ul style="list-style-type: none"> <li>• <i>Trace the rise of sharecropping and tenant farming in the post-slavery South.</i></li> <li>• <i>Trace the rise and growth of the Ku Klux Klan.</i></li> <li>• <i>Describe the “New South” and the economic recovery of the region.</i></li> </ul>	Lesson
3 days: 65–67	<p><b>The West Is Settled</b></p> <ul style="list-style-type: none"> <li>• <i>List the new states and territories from 1865–1900.</i></li> <li>• <i>Identify the impact of the West on American culture.</i></li> <li>• <i>List motivating factors for westward migration.</i></li> <li>• <i>Trace the impact of the railroad on the settlement and development of the West.</i></li> </ul>	Lesson
3 days: 68–70	<p><b>Indian Removal Policy in the Late 1800s</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the U.S. government’s American Indian policy in the mid- to late 1800s.</i></li> <li>• <i>Evaluate the reaction of American Indians to encroachment on their lands and the response of the federal government.</i></li> <li>• <i>Identify the struggles Indian Americans faced on reservations.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
2 days: 71–72	<p><b>Immigration in America</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the importance of immigration to contemporary American culture.</i></li> <li>• <i>Examine specific historical episodes of immigration to the United States.</i></li> <li>• <i>Evaluate the experiences of one immigrant group in the U.S.</i></li> <li>• <i>Describe their own family story as part of the wider landscape of immigration.</i></li> </ul>	Lab
3 days: 73–75	<p><b>Industry and Innovation</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the technological innovations that emerged during the Second Industrial Revolution.</i></li> <li>• <i>Identify the expanding roles of key entrepreneurs, industrialists, and bankers in American society after 1865.</i></li> <li>• <i>Explain how the rise of big business, heavy industry, and mechanized farming transformed the American economy after 1865.</i></li> </ul>	Lesson
3 days: 76–78	<p><b>The Urbanization of America</b></p> <ul style="list-style-type: none"> <li>• <i>Characterize new patterns of immigration at the turn of the 20th century.</i></li> <li>• <i>Identify motivating factors in the movement of African Americans from the rural South to the cities of the North and West in the late 1800s.</i></li> <li>• <i>Evaluate the challenges and benefits of urban life in the late 1800s and early 1900s.</i></li> </ul>	Lesson
3 days: 79–81	<p><b>Labor Movement</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the rise of the labor movement in the United States, including its leaders and major strikes and protests.</i></li> <li>• <i>Identify the characteristics of the National Grange organization and its impact on farmers.</i></li> <li>• <i>Explain the effect of the Greenback Party and the Populists on U.S. politics.</i></li> </ul>	Lesson
4 days: 82–85	<p><b>The Progressive Era</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the impact of the Progressive Movement on child labor, working conditions, and organized labor in general.</i></li> <li>• <i>Evaluate the women’s suffrage and the temperance movements.</i></li> <li>• <i>Trace the progressive actions of Theodore Roosevelt’s presidency toward corporations and conservation.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
3 days: 86–88	<b>New Foreign Policy and American Imperialism</b> <ul style="list-style-type: none"> <li>• <i>List the reasons for the Spanish-American War.</i></li> <li>• <i>Evaluate the impact of the Spanish-American War on the United States' relationships with the European powers.</i></li> <li>• <i>Characterize Theodore Roosevelt's views on expansion and his impact on U.S. foreign policy.</i></li> </ul>	Lesson
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>Final Exam</b>	Assessment