

11 UNITED STATES HISTORY

Course Description

Philosophy Statement: History is nothing less than the study of God’s plan being carried out through His sovereign providence and direct interaction with His created order — specifically within the sphere of human culture and civilization. As Christians, it is critical to be able to have a view of history in light of this reality. God’s plan should be recognized and admired so as to render Him glory. Worship is the proper response to the study of history. In a more immediate context, the study of history also prepares students to appropriately perceive and address contemporary issues.

Course Objective: This course is an examination of United States history within the context of the Christian faith, covering the indigenous peoples of the Americas to the present day. Students will learn the value of studying the past and how to critically think and formulate opinions based on what has been taught and studied. The objective of this course is for students to perceive the vibrant and fascinating stream of history in light of God’s providential hand working throughout time and space — as well as to understand the importance of studying the past in the context of present circumstances. To live without awareness of the past is to live in darkness; it is my job to illuminate young minds with a clear comprehension of what has come before to equip them for the future. Another main objective of this course is to prepare students for a college education. Students will be given assignments requiring them to assess a topic, formulate an opinion, and present it in a clear and professional way. These include lecture notes, homework questions, activities, projects, debates, and dramatizations.

Biblical Integration: The Bible is a history book. As such, its integration is unequivocally necessary for a comprehensive study of history. Moreover, Biblical principles are foundational to perceiving history morally and ethically in light of human actions.

Materials: *United States History*, Fifth Edition (2018 BJU Press).

Time Allotment: Monday (45 minutes), Block Day (85 minutes)

Course Content:

Week 1

Unit 1: Peoples of the Americas

- I CAN understand and explain the indigenous peoples of the Americas by examining their history and culture (*Peoples of the Americas*)
- I CAN understand and explain the West African peoples who were brought to the Americas via the Transatlantic Slave Trade by examining their history and culture (*West Africans*)

Week 2

Unit 1: Peoples of the Americas

- I CAN understand and explain the way in which Western Europe discovered and settled the Americas (*Europeans Make Contact*)
- I CAN understand and explain the impact of early Spanish and French settlement of the Americas (*Spain and France in the New World*)
- I CAN demonstrate mastery of the early peoples of the Americas (*Unit 1 Test*)

Week 3

Unit 2: England's American Colonies

- I CAN understand and explain the English settlement of the South as well as their cultural distinctives (*The South Takes Root*)
- I CAN understand and explain the English settlement of New England as well as their cultural distinctives (*New Lives in New England*)
- I CAN understand and explain the English settlement of the Middle Colonies as well as their cultural distinctives (*The Middle Colonies Thrive*)
- I CAN understand and explain the development and significance of immigration and slavery in the early American Colonies (*Immigration & Slavery in the Colonies*)

Week 4

Unit 2: England's American Colonies

- I CAN understand and explain the economic and social life in the early American Colonies (*Colonial Economic & Social Life*)
- I CAN understand and explain the unique identity developed by the Americans in distinction from England (*Creating an American Identity*)
- I CAN understand and explain the cultural shock, horror, and response to witchcraft in the Salem Witch Trials (*The Salem Witch Trials Skit*)

Week 5

Unit 3: Revolution

- I CAN understand and explain the significance of the French and Indian War as a pretext to the American Revolution (*The French and Indian War*)
- I CAN understand and explain the numerous and complicated causes of the American Revolution (*Causes of the American Revolution*)

- I CAN understand and explain the significance of the Americans' declaring independence from Great Britain (*Declaration of Independence*)

Week 6

Unit 3: Revolution

- I CAN understand and explain the course of the American Revolution (*Americans Win the Revolution*)
- I CAN understand and explain the nuances of whether or not the American Revolution was justified (*Patriots v. Loyalists Debate*)

Week 7

Unit 4: Establishing a New Nation

- I CAN understand and explain the strengths and weaknesses of the Articles of Confederation (*The Articles of Confederation*)
- I CAN understand and explain the intentions of the Constitutional Convention as well as the debate concerning the sufficiency of the Articles of Confederation (*The Constitutional Convention*)

Week 8

Unit 4: Establishing a New Nation

- I CAN understand and explain the monumental significance of and philosophy behind the Constitution, including its enduring principles (*Enduring Constitution*)
- I CAN demonstrate mastery of the development of the infant United States (*Unit 4 Test*)

Week 9

Unit 5: The Early Republic I

- I CAN understand and explain the key developments in the early United States post-Revolution (*Developments in the New Nation*)
- I CAN understand and explain the 'revolutionary' presidency of Thomas Jefferson in all its strengths and weaknesses (*Jefferson as President*)
- I CAN understand and explain the causes, course, and effects of the War of 1812 (*The War of 1812*)

Week 10

Unit 5: The Early Republic I

- I CAN understand and explain one early American figure and his/her historical impact (*Early United States Figure Project*)

Areas of Evaluation:

Classwork/Homework

Major Assignments (e.g. Exams, Projects, etc.)

Minor Assignments (e.g. Quizzes, Activities, etc.)