



**Mon., May 14            Introductory overview, First N. American Civilizations, Colonization  
in the U.S. South and North**

**Reading in preparation for class:** Text chapters 1-2

**In class:**

**10:00 – 10:30:** Overview of course and requirements,

**10:30 – 12:00:** lecture/discussion, film clip and disc. on early slavery in America;

**12:00 – 12:15: break**

**12:15 – 12:45:** working lunch – primary source readings and discussion on Falconbridge's  
account of the slave trade

**12:45 – 2:00:** complete lecture and discussion on readings

**2:00 – 2:10:** break

**2:10 – 3:00:** guidance on required paper on *Uncle Tom's Cabin* (power point on writing tips and  
discussion of themes and Stowe's use of characters and plot to make an argument

**Tues., May 15            Settlement in the South, New England and Mid Atlantic**

**Reading in preparation for class:** Text chapters 3-4

**In class:** Lecture/discussion; film clip on Native American – colonist relations; primary source  
reading and small group discussion of Winthrop's *City Upon a Hill*; fast write comparing and  
contrasting the three settlement regions

**10:00 – 11:00** – Lecture/discussion on chapter 3

**11:00 – 11:30** – Film clip on Native American – colonist relations + follow-up discussion

**11:30 – 12:00** – Finish lecture/discussion on Chapter 3 – settlement in the South

**12:00 – 12:15** – Break

**12:15 – 12:45** – Working lunch – Lecture/discussion on settlement in New England (chapter 4)

**12:45 – 1:30** – Reading and discussion of Winthrop's *City Upon a Hill*

**1:30 – 2:00** – Cont. lecture discussion on chapter 4 – settlement in New Eng. and Mid Atlantic

**2:00 – 2:10** – Break

**2:10 – 2:40**-- Finish lecture discussion on chapter 4 – settlement in New Eng. and Mid Atlantic

**2:40 – 3:00** – Fast write – essay comparing and contrasting the 3 colonial regions of settlement

**Wed., May 16            Mosaic of colonial settlement and events leading to revolution**

**Reading in preparation for class:** Text chapters 5-6

**In class:** Quiz on chapters 1-4 + film clips and primary source readings

2:40 – 3:00

**10:00 – 11:40** -- Lecture/discussion on Revolution (Chapter 7)  
**11:40 – 12:00** -- Fast write analyzing American victory in Revolution  
**12:00 – 12:15** – Break  
**12:15 – 12:45** – Working lunch: power point lecture/ discussion on Constitution  
**12:45 – 2:00** -- Continued “  
**2:00 – 2:10** – Break  
**2:10 – 2:40** -- Film clips on Benjamin Franklin;  
**2:40 – 3:00** -- Franklin essay: Advice on the Taking of a Mistress + discussion of Franklin’s genius, weaknesses and impact

**Friday., May 18      The early republic, review, test on Chapters 1-9 + other readings**  
**Reading in preparation for class:** Text chapter 9

**9:00 – 9:50** -- Review for test (*attendance is optional for the review*)  
**10:00 – 11:15** -- Lecture/discussion on The Early Republic  
**11:15 – 12:00** -- Film clip + discussion on Lewis and Clark expedition (Corps of Discovery)  
**12:00 – 12:15** – Break  
**12:15 – 12:55** – Working lunch – finish lecture/discussion on The Early Republic  
**1:00 – 3:00** -- Mid term test

**Mon., May 21      The Opening of America and the Rise of Democracy**  
**Reading in preparation for class:** Text chapters 10-11

**10:00 – 12:00** -- Lecture/discussion on advances in technology and their effects on society, on increasing democratization, and on Indian removal  
**12:00 – 12:15** – Break  
**12:15 – 12:50** – Working lunch: Film clip on Indian removal followed by class discussion  
**12:55 – 1:30** -- Primary source readings and discussion: Andrew Jackson and Chief John Ross on Indian removal;  
**1:30 – 1:50** – Break  
**12:15 – 2:40**

**10:00 – 11:30** -- Lecture/discussion on Second Great Awakening, Mormonism, utopian communities, the abolition movement, and early woman's suffrage  
**11:30 – 12:00** – reading and discussion of Sarah and Angelina Grimke's writings against slavery and for woman's suffrage  
**12:00 – 12:15** – Break  
**12:15 – 12:45** – Working lunch – Lecture / discussion on The Old South (chapter 13)  
**12:45 – 2:00** -- Continue with “  
**2:00 – 2:10** – Break  
**2:10 – 2:40** -- Film clip on slavery from Africans in America  
**2:40 – 3:00** – Review and wrap up on chapters 10-14

**Wed., May 23 Western Expansion & Rise of the Slavery Issue**

**Reading in preparation for class: Text chapter 14**

**Due: Review of Uncle Tom's Cabin is due in class**

**In class: Quiz on Chapters 10-13**

**10:00 – 10:20** – Quiz  
**10:20 – 11:20** -- Lecture/disc on westward expansion and its impact on slavery debates  
**11:20 – 12:00** – Film clip on life of Stephen Foster (social history of ante-bellum America)  
**12:00 – 12:15** – Break  
**12:15 – 12:45** – Working lunch: small group discussions on concept of compromise and its roles in American history and in American government  
**12:50 – 2:00** -- Cont. w/ Lecture/discussion on westward expansion and impact on slavery  
**2:00 – 2:10** – Break  
**2:10 – 2:30** – Fast write on pro-slavery and abolition arguments  
**2:30 – 3:00** – Begin lecture/discussion on events leading to Civil War

**Thurs. May 24 The build up to the Civil War and the Civil War + Uncle Tom's Cabin**

**Reading in preparation for class: Text chapters 15-16**

**10:00 – 10:30** -- Lecture/discussion on events leading to civil war  
**10:30 – 11:00** – Film clips on Bleeding Kansas, Dred Scott and John Brown/Harper's Ferry  
**11:00 – 11:40** -- Continue with events leading to civil war  
**11:40 – 12:00** – Examine Lincoln's First Inaugural Address + discussion  
**12:00 – 12:15** – Break  
**12:15 – 12:45** – Power point lecture / discussion – The Civil War  
**12:45 – 2:00** – Power point lecture / discussion – The Civil War inc. exam. of the Gettysburg Address and Lincoln's Second Inaugural Address and O Captain, My Captain!  
**2:00 – 2:10** – Break  
**2:10 – 2:30** – Fast write on advantages and disadvantages of Union and Confederate forces  
**2:30 – 3:00** -- Discussion of literary and political value of *Uncle Tom's Cabin*

**Fri., May 25 Reconstruction, Review and Final Exam**

**Reading in preparation for class: Text chapter 17**



course materials. I will work with the Office of Disabilities Services (203 WHIT; 474-5655) to provide reasonable accommodation to students with disabilities.

**Grading for the coursework and class will be as follows:**

Ex. Everyone had to do his or her (not their) part.

Do not use the first person (I, me, my) or the indefinite “you” (“if you were a slave, life was tough”).

Use quotations and / or paraphrase incidents to illustrate your points, and cite these passages.

- a. Use parentheticals (Stowe, 132) or footnotes to cite.
- b. If you are quoting, use quotation marks.