

Kolbe Academy Home School

HIGH SCHOOL AMERICAN CIVILIZATION I *LANDS OF HOPE AND PROMISE*

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COURSE TITLE: American Civilization I

COURSE TEXTS: *Lands of Hope and Promise* by Catholic Textbook Project
MLA Style Handbook (optional)

COURSE DESCRIPTION:

This course presents the history of North America, including the lands of Mexico, from the landing of Columbus in 1492 to the late 20th century, including the contributions of the Catholic Church, Catholic communities and individuals, and Catholic ideas to the rich and tempestuous American story.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Discover the similarities and differences between American Civilization and civilizations throughout the world
- ❖ Identify the periods of development of American civilization and major characters of history up to modern-day
- ❖ Trace the cause and effect of political developments in the United States and their effects on modern civilization
- ❖ Become familiar with the map of the growth of American Civilization, both in North and America and Mexico
- ❖ Explore and study the roots of conflict within American Civilization as well as conflicts with other nations in the world
- ❖ Examine the changes to American society resulting from historical events
- ❖ Trace the growth of the Catholic Church in North America and Mexico
- ❖ Relate modern historical situations and documents to their antecedents

WEEKLY COURSE WORK:

- ❖ Weekly readings, homework assignments, and participation as outlined in the course plan
- ❖ Weekly papers: topics are listed in the Course Plan. These papers should be 1- 2 pages in length, type-written, size 12-point font, and double-spaced. Papers should include a Works Cited page (not to be counted in 1-2-page assignment length). Papers should adhere to MLA style formatting requirements. Each paper should be comprised of strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.

- ❖ Three-Part Exams (1 mid-term, 1 Final Exam per semester): given in order to assess the student's understanding and retention of materials and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
- ❖ Students seeking Honors for this course must complete the course of readings, weekly papers, assignments, and all exams in their totality, in addition to any assignments labeled "Honors" as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- ❖ Knowledge of American Civilization and American History and its influence on the world
- ❖ Memory
- ❖ Ability to relate the events of one's own age with the events of American history
- ❖ Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument
- ❖ Ability to locate and utilize textual support for logically-sound arguments

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must complete 3 years of History in high school, including 1 year of World History and one year of American history. **Standard** diploma students must also complete 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation must do all of the readings. **Kolbe Core students need to complete 4 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 8 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

SEMESTER REPORTING REQUIREMENTS:

Designation*		K	H
Course Title	American Civ I	American Civ I	American Civ I
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam 3. EIGHT Paper Topic Essays
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam 3. EIGHT Paper Topic Essays

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

SEMESTER 1 QUARTER 1 (UP TO MID-TERM EXAM): WEEKS 1-8

I. EXPLORATION AND CONQUISTADORS.

Initially motivated by economic means, The Enterprise of the Indies engages the leading European nations in a race to explore the New World, and declare territories satellite extensions of their respective European empires.

- A. Portugal: Since the times of Prince Henry the Navigator, Portugal was at the forefront of exploration. The first nation to discover a sea route around Africa to the Indies, explorers were inspired by economic means to establish a more direct route to East Asia.
- B. Spain: Christopher Columbus's grave miscalculation results in this landing in San Salvador and the discovery of the Americas; many Spanish explorers would follow him, with both magnificent and equally disastrous consequences for Spanish America (Ponce de Leon, Vasco de Balboa, Ferdinand Magellan, Hernando Cortez, Hernando de Soto, Francisco de Coronado)
 - a. Spanish America in 17th-18th centuries (New Mexico, *encomienda* system, establishment of first missions, Baja California, Fr. Junipero Serra, San Francisco)
- C. France: Under the direction of Francois I, France enters the age of exploration seeking a northern route to the Indies, through the region of North America and Canada (Giovanni da Verrazzano, Samuel de Champlain, Sieur de La Salle). Explosion of the fur trade, first Jesuit missionaries in the New World, major North American geographical discoveries including the Mississippi River.
- D. England: The news of Columbus' discovery sent England into a frenzied quest for lands in North America and Canada (Sir Francis Drake, Sir Walter Raleigh, Bartholomew Gosnold, John Rolfe). First Protestant services in North America. Also includes brief discussion of Dutch/Netherlands explorers including Henry Hudson. Life in the early colonies is discussed as well as the divisions created along religious groups.
 - a. Creation of New American Colonies (Massachusetts, Connecticut, Virginia, Maryland, New York, Pennsylvania)
 - b. Sowing the seeds of American Revolution: French/Indian War, Albany Congress

SEMESTER 1 QUARTER 2 (MID-TERM TO FINAL EXAM): WEEKS 9-17

II. American Revolution and Creation of United States Government.

Population growth in the North American colonies leads to a shift in society. As the population grows, ideas rooted in the Enlightenment and Liberalism begin to take hold. Individuals began to regard individual liberty as the highest "ideal of social life".

- A. The Road to Independence: Stamp Act, Coercive Acts, Boston “Massacre”, Boston Tea Party, 1st and 2nd Continental Congresses
- B. Declaration of Independence, major battles of the Revolutionary War, alliance with France, victory at Yorktown.
- C. A New Nation: Creation of U.S. Constitution, Bill of Rights, and the fight for Ratification.
- D. The First Test of the Union: Expansion beyond the Mississippi, finishing the fight with the British and the War of 1812, sowing the seeds of Civil War and secession.
- E. Revolution in New Spain: The Missions, Independent Mexico
- F. The Era of Good Feelings and Hard Times in America: Catholics pioneers, War with Spain over Florida, the divide over a national bank, rise of Jacksonian politics, Tariff Act of 1828, continued violence and issues over the “Indian Problem”.
- G. War and Peace in Mexico: Anglo-American settlement of Texas, Mexican dictator Santa Anna, “free” California, “Oregon Fever” and settling of the Pacific Northwest, rise of Mormonism in Utah, completion of “Manifest Destiny” efforts.

SEMESTER 2 QUARTER 1 (UP TO MID-TERM EXAM): WEEKS 1-8

III. American Civil War and Reconstruction.

The anti-slavery movement reaches new heights in the mid 1830's. Passage of legislation such as the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act (1854) attempted to keep the union together, but end in failure.

- A. America on the Brink of Civil War: Increased productivity, industrialism efforts, and growth of cities leads to heightened sentiments of discontent between North and South (Slave vs. Free); California Gold Rush.
- B. The Debate Over Slavery: Pope's position on American slavery question, debates between Daniel Webster and Henry Clay, Bloody Kansas, Dred Scott decision, Election of Abraham Lincoln and dissolution of the Union, first battle at Fort Sumter.
- C. Virginia secession and creation of new government in Richmond: Lincoln's battle to secure the border states, important battles of the Civil War, leading military figures.
- D. Civil War rages on: Major victories of the North, tide turns in the North's favor, General Sherman's march across the South, Robert E. Lee's surrender at Appomattox Courthouse, assassination of Abraham Lincoln. Conclusion of Civil War.
- E. Return to Mexico: Mexican Liberalism and anti-clerical constitution creation; Pope Pius IX response to Liberal government, appeals for foreign assistance (France).
- F. Reconstruction efforts fall flat: disagreements in government over how to address “Negro Question”, opposing views on how to treat the South after Civil War ends, passage of 14th, 15th Amendment, formation of radical group like the Ku Klux Klan, Impeachment of President Andrew Johnson.

IV. America at the Turn of the Century

This period in American history is known as the “Gilded Age” and refers to a time of material prosperity, but also rampant political and “big business” corruption post Civil War.

- A. Election of President Ulysses S. Grant, series of economic downturns, over-speculations, and “Panic of 1873”. Beginnings of big businesses and “trusts”. New York City center of political corruption.
- B. Election of Rutherford B. Hayes and removal of American troops in the South, the “end” of Reconstruction efforts.
- C. Resolving the “Indian Question”: development of Native American reservations, decimation at Little Big Horn, Dawes Act (1887), Sioux slaughter and death of Sitting Bull.
- D. Railroad expansion: development of American romantic cowboy and cattle drive legacies. New century inventions. Plight of the American urban worker and development of labor unions (AFL). Pope Leo XIII and stance on unionized labor.
- E. Americans and religion at the end of the century: conflicts with Darwinism, debate regarding similarities/differences between Catholic and American ideals.
- F. Populists and Progressivism gain steam: Panic of 1893 and Pullman strike.

SEMESTER 2 QUARTER 2 (MID-TERM TO FINAL EXAM): WEEKS 9-17

V. America before the World War.

Acquisition of land in Puerto Rico and Hawaii as well as assistance provided to Cuba and Philippines for wars of independence marked the beginnings of the United States’ “Open Door Policy”. The century would see America pulled into European conflicts of a larger, wider scale in World War I and II.

- A. President McKinley’s “Open Door Policy” with regards to China; McKinley’s assassination and Theodore Roosevelt’s presidency/ “big-stick” policy; movements to improve working class conditions, creation of the IWW, anti-trust legislation, and “New Nationalism”, “Square Deal”.
- B. The Second Mexican Revolution: Mexican civil war, rise of Bolshevism in Mexico, election of Avila Camacho (1940), revolution ends.
- C. Rise of Progressivism: President Woodrow Wilson, outbreak of World War I, proliferation of German U-boats, sinking of the Lusitania, US involvement, major battles, Treaty of Versailles, Wilson’s failed League of Nations, Pope Benedict XV’s Peace Proposal.
- D. The Roaring Twenties and Economic Crash: Temperance movement, women’s suffrage, creation of Henry Ford’s Model-T (first automobile), new cultural “freedoms” of the 1920’s, economic boom followed by economic bust, Franklin Delano Roosevelt’s “New Deal” (1932), 100 Days Congress
- E. Depression and World War II: 100 Days of the New Deal, ramifications of lasting new legislation such as abandoning the gold standard and creating the Social Security Act, Catholics making their mark in the New Deal era, American isolationism and attempts at neutrality, finally beginnings of World War II.
- F. World War II and the Cold War: Fighting the wars on two fronts, the Catholic response to the War, major battles and V-day, dropping of the atomic bomb, Winston Churchill’s “Iron Curtain”, and the beginnings of the Cold War.
- G. Living in the Atomic Age: rise of Communism, the Korean War, John F. Kennedy’s “new frontier”, the space race and *Sputnik*, American social issues including segregation and the Civil Rights movement, the Vietnam War, Pope John XXIII and Vatican II, *Roe vs. Wade*, sexual revolution, rise of feminism.

COURSE PLAN METHODOLOGY:

Parents should use the teacher's manual for guidance and answers for the topics and questions in the Key Points section each week. The review questions can be completed by the student during the week as he reads the material, unless otherwise noted. The quizzes should be given at the end of each week after the student has read the chapters assigned.

◆◆◆ FIRST SEMESTER ◆◆◆

KOLBE WELCOME WEEK		
LANDS OF HOPE AND PROMISE	PREFACE & EDITOR'S NOTE (XI)	⊕ Introduction to the textbook—History of American Civilization and Catholicism
<i>Assignment</i>	PREVIEW TEXTBOOK; DISCUSSION QUESTIONS	<ul style="list-style-type: none"> ➤ Course Readings ➤ Review Course syllabus, Course welcome letter (for Students and Parents)
<p>🔑 Key points</p> <ul style="list-style-type: none"> ⊕ Read the Editor's Note to the course textbook, pg. xi ⊕ Read the Preface to the Course Textbook, pg. vii ⊕ Preview the textbook <p>The study of history of American Civilization and the role of the Catholic Church is a vital an important study that affects society today. Some major themes that will be covered this year and questions that will be asked include the following (for discussion):</p> <ul style="list-style-type: none"> ⊕ How should one approach studying history? ⊕ What is American Civilization? ⊕ Why is it important to study the history of American Civilization? [a) development of Western civilization, b) discover how Christianity played a vital role in founding of Americas, c) develop critical thinking, logic and judgment (separate the wheat from the chaff), d) develop language and communication skills, e) develop comprehension and memorization abilities.] 		
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">Notes</div>		

WEEK 1		
LANDS OF HOPE AND PROMISE	Chapter 1 (pp. 1 - 24)	<ul style="list-style-type: none"> ⊕ Explorers and Conquistadors ⊕ Christopher Columbus, Hernan Cortes, Hernando de Soto, Francisco Vasquez de Coronado ⊕ Conquistadors and "Governors"
Assignment	Review Questions	<ul style="list-style-type: none"> ➤ Questions for Review, pg. 24, #1-12 ➤ Week One Quiz (optional)
Paper Topic	<i>Explain how Spanish conquistadors often represented the paradox of a hero and a villain. Pick one conquistador and explain their mixed character.</i>	
<p>🔑 Key points</p> <p>1492 marked victory for the Spanish over the Moors in Granada and put an end to the 700-year war to re-take the holy lands. That same year, Christopher Columbus sets foot on San Salvador. Instead of discovering a new trade route to the Indies, he discovers the Americas and sets the exploration world on fire.</p> <p>Certainly, economic means motivated Columbus and his supporters, but also his desire to spread the Catholic faith was an intense driving force behind his expeditions. Despite instructions from King Fernando and Queen Isabel of Spain to treat the natives (Taino, Carib) of these new lands "well and lovingly", for friendly relations to prevail forever, Columbus did not punish those who mistreated the Indians. A poor governor and inefficient ruler, Columbus could not control the Spaniards or the natives. Columbus' brutal policy which declared that natives would <i>always</i> be guilty and suffer punishments despite the cause only worked to increase the feelings of resentment, anger, and frustration among the American natives. Similarly, Columbus' new territorial discoveries failed to produce abundant gold, which the ruling European monarchs so desperately desired. Missionary efforts also dwindled.</p> <p>The desire for wealth and honor spurred more explorers to action. Ponce de Leon's search for the "fountain of youth" resulted in the discovery of Florida. Vasco de Balboa (1513) claimed a new ocean, the Pacific, for Spain. Fernando Magellan's circumnavigation around the world showed Europe that Columbus' discovery was indeed not that of a new trade route to the Indies, but a vast unexplored continent.</p> <p>Hernan Cortes venture in Mexico pits him against the formidable Aztecs and their king, Montezuma. Cortes sought to bring Catholicism to the Aztecs and force their service to the Spanish throne. While Cortes did proclaim a devotion to converting the "heathen" population, his actions showed he was more interested in exploiting the people and natural resources of the land. Cortes' quest was greatly aided by widespread smallpox that wreaked havoc on the Aztec population.</p> <p>DISCUSS:</p> <ul style="list-style-type: none"> ⊕ Review Portugal's early contribution to the exploration period. ⊕ Discuss the life and character of Christopher Columbus. ⊕ Why was 1492 such an important year for Spain? 		

- ⊕ Explain the background of the circumstances surrounding the Treaty of Tordesillas.
- ⊕ What was the purpose of Cortes' venture into Mexico?
- ⊕ Describe the culture and civilization of the Aztec people.

Notes

WEEK 2			
LANDS OF HOPE AND PROMISE	Chapter 2 (pp. 25-38)	<ul style="list-style-type: none"> ⊕ Abuses of Indians on <i>encomiendas</i> ⊕ <i>Reign of Terror</i> (Mexico) ⊕ Bartolome de Las Casas 	<ul style="list-style-type: none"> ⊕ King Carlos I ⊕ Spanish missionaries
Assignment	REVIEW QUESTIONS	<ul style="list-style-type: none"> ➤ Questions for Review p. 37, #1-10 ➤ Week Two Quiz (optional) 	
Paper Topic	<i>Compare and contrast the Spanish missionaries and the Spanish conquistadors.</i>		
<p>Key points</p> <p>Chapter 2 delves more deeply into the early settlements in Hispaniola, Cuba, Florida and New Spain. While some laws were enacted, such as the <i>Law of Burgos</i> (1512) to protect the rights of the natives, these laws were virtually ignored and in many cases gravely misused.</p> <p>While Pope Alexander maintained that Spain had the right to “convert” not “conquer” the natives, many did not heed his message. Bartolome de Las Cases worked diligently to petition more rights on behalf of the natives. Arguing against the virtual enslavement of the <i>encomienda</i> system, Las Casas scored minor victories, such as the enactment of the Basic Law of 1573 which instructed that the Spaniards to “pacify” but not “conquer” the Indians, using as little force as possible.</p> <p>In Mexico, Hernan Cortes’ departure for Spain in 1528 marked a period of “terror”. During this time, heavy fines were inflicted upon the Indians by the Spaniards. In addition, the natives were essentially enslaved, tortured, their women raped, and their goods pillaged.</p> <p>Meanwhile, the missionary work in New Spain was increasing. With the support of Pope Julius II, the goals of missionary work were to evangelize and civilize. Serious efforts such as learning the natives’ language, erecting churches over pagan temples, and founding institutions of higher learning were explored.</p> <p>More permanent settlements in New Mexico and Florida begin to take shape. Missionary work is initially met with some resistance, but in many places thrived thanks to the dedication and sheer will of many hard-working missionaries. Missionaries were too often caught in the crosshairs of the continuing battle the natives and their Spanish governors.</p> <p>DISCUSS:</p> <ul style="list-style-type: none"> ⊕ Why would it be a good idea for missionaries to adopt elements of the natives’ pagan religion? Is this a practice contrary to the Christian faith? Do you think it was successful in bringing the natives to Christianity? ⊕ Was Bartolome de Las Casas successful in his efforts to gain rights for the natives? ⊕ What was the <i>Reign of Terror</i>? ⊕ Describe the Basic Law of 1573. Was this helpful or harmful to the Indians? 			

- ⊕ Describe the goals of missionary work in the Americas.
- ⊕ Imagine you were a missionary in the New World. What do you believe their life was like in a world so new and perhaps at times, quite intimidating? What qualities of person characterized many missionaries of the time in the Americas? Does missionary work/life appeal to you? Why or why not?

Notes