

Well-Trained Mind Academy
U.S. History

“The work of the historian is not the work of the critic or of the moralist; it is the work of the sleuth and the storyteller, the philosopher and the scientist, the keeper of tales, the sayer of sooth, the teller of truth... The past is an inheritance, a gift and a burden. It can't be shirked. You carry it everywhere. There's nothing for it but to get to know it.” –Dr. Jill Lepore in *These Truths*

Course Blackboard site: wtma.blackboard.com

Required Texts:

- A Little History of the United States (Little Histories)
- Historical Thinking Skills: A Workbook for U.S. History
- Free-access primary sources as assigned.

Course Description

This is a survey course of U.S. history from the colonial period through the end of the twentieth century. The organizing feature as we proceed through the centuries of our past will be the query: “How has United States history promoted or belied America's ideals of political equality, natural rights, and sovereignty of the people?” By practicing the same historical thinking skills and tools that professional historians employ and by engaging with rich primary sources, students will deepen their appreciation for the work and subtleties of history. We will also examine objects from material culture to inform our study of history and hone skills used in the museum field.

The class is not lecture-based, but is run as a modified “flipped classroom.” Students will be expected to read, watch films, and engage in discussion posts outside of class, so that the bulk of class time will be available to address content and big questions, analyze primary sources, and engage in collaborative, small-group learning activities.

Upperclassmen with a rigorous background in college-level reading and writing may wish to consider the Advanced US History course.

Course Objectives

- **Learn to be historical thinkers and effective writers.** Students who apply themselves to this course will make life-changing discoveries, improve as writers, build responsible habits, develop critical thinking skills, connect relevant ideas from the past to events unfolding in the present, and prepare for a lifetime of learning.
- **Take risks and learn from mistakes.**
- **Responsibly engage with and know how to locate trustworthy, compelling sources.** A love of spellbinding, true stories were my gateway into the historical field, so I make sure we spend time on the “good stuff”- lively sources that excite, connect, are representative, and increase a student's interest in history.
- **Have completed two portfolio-worthy projects**
- **Become an informed and engaged citizen.** My objective is not only that students master content, but also that the lessons and skills learned from examining history shape them into young men and women of character and conscientious action.

Required Assignments:

Assignment descriptions may be found throughout the year on our course Blackboard page.

Participation and preparation: Students must have their textbook, notes, and completed assignments on hand when they log into the classroom. You should also have completed any required readings or assignments in advance of class. You will be expected to participate by typing, talking, reading, and doing your part in group work. Most weeks students will be responsible to post a short discussion post response to that week's content. Students will be responsible for responding to at least one fellow classmate's post. Our class conversations will build off of the questions and observations raised in these posts. Because we aren't able to interact during the week, this encourages positive peer engagement and contributes to the class's sense of cohesion.

Weekly work: This includes note checks and other regular weekly work. We'll read a lot. In order to help students retain information, students will keep a binder in which they take notes on the assigned materials, readings, and films. While students may use any note-taking format that they prefer for most of their notes, I recommend they use the Cornell Notes Method, which we will review during orientation. Information about Cornell Notes as well as a template we will use in class may be found on our course Blackboard page. Reading notes will be graded for completion, earning either 0 (incomplete) or 100 (complete) points. Other writings will occasionally be assigned. These may be brief written pieces that may be persuasive writing or feature dialogue writing, first person narrative, an interview, or an object study.

Tests & Quizzes: students will be responsible for regular reading quizzes covering key terms, skills, and concepts as well as short tests 2-3 times a semester. We will not have a comprehensive midterm or final.

Projects & Essays: these hands-on projects are a highlight of the course, and allow students to practice being a historian. Examples may include Flipgrid presentations, artifact analysis, museum exhibit creation, transcribing primary sources for the Smithsonian, etc.

Grading breakdown:

Showing up & doing the work

- 10% Discussion Posts/Participation
- 20% Projects & Essays
- 35% Weekly assignments + notes

Testing your learning

- 35% Tests + Quizzes

NB: The instructor reserves the right to amend this syllabus as needed over the course of the semester.

Assignments—Formatting

Written work for projects should be composed in double-spaced, 12-pt, Times New Roman font, and each submission will include page numbers, a title, and MLA citations.

Assignments—Submission

Students will submit assignments through the Assignments page; students may consult the Class Calendar to review deadlines. If they are concerned that their submission has not gone through, they

should also send the assignment over email. Please also note that all written work for this class should be submitted in PDF or .doc form. Those unfamiliar with the process of creating PDFs should consult the WTMA tutorial, which is available at the following URL:

<http://www.wtmacademy.com/instructions-tutorials/>

Attendance:

Success in this course requires punctual attendance and prepared, active participation during class session. Every student is expected to be mindfully present in class, conscientiously attend class, and arrive in a timely manner. The WTM Academy Handbook governs matters such as communication, attendance, academic honesty, grading scale, and other important aspects of this course. Please review the handbook and refer to it prior to any questions regarding these matters.

Absences:

Absences cannot be “made up” easily due to the nature of online learning. Students may miss class twice for any reason (including illness, religious holidays, extra-curricular activities). If a student misses more than two classes, s/he must meet with the instructor to discuss the serious issues that are impeding full participation in the course. Arriving to class more than 5 minutes late will count as a late arrival, 3 late arrivals constitute one missed class.

A student who misses more than 25% of any course will not receive a grade or certificate of completion. Students who plan to attend a mix of live and delayed sessions within a particular course must receive written permission from either the Headmaster or Academic Dean and the course instructor prior to the beginning of the semester. Students attending both the live and delayed sections who miss more than 25% of the live sessions they are expected to attend will not receive a grade or certificate of completion.

Academic Honesty:

Well-Trained Mind Academy Honor Code

Academic integrity is a core value of the Well-Trained Mind Academy. Cheating, stealing, lying and/or plagiarism, which inhibit student learning and disrupt the trust between student and Instructor, do not have a place in our school community. Instructors will not tolerate any violation of the Honor Code. If a student is found in violation of the Honor Code, he or she may receive a zero for the assignment in question, receive a failing grade in the course, or be asked to leave the Academy. Parents will be notified by the Instructor, Dean or Headmaster if there is any violation of the Honor Code.

As a member of the Well-Trained Mind Academy, I pledge on my honor not to cheat, steal, lie, or plagiarize. I understand that such acts violate the Honor Code and will result in punitive action at the discretion of my Instructor, the Dean, or the Headmaster.

Course Schedule (at-a-glance, subject to change)

Full-Year Courses:

FALL SEMESTER

Week 1: The Historian’s Craft and Purpose

Week 2: Native Cultures & Contact

Week 3: Colonial Life

- Week 4: New World Economies & Labor
- Week 5: American Revolution
- Week 6: The Constitution and the Bill of Rights
- Week 7: The Early Republic
- Week 8: *Fall Break*
- Week 9: Museum Project introduction
- Week 10: Jacksonian America
- Week 11: Slavery & Abolition
- Week 12: Revival & Reform
- Week 13: Division in Antebellum America
- Week 14: Civil War
- Week 15: Civil War Homefront
- Week 16: 13th, 14th, & 15th Amendments
- Week 17: Reconstruction
- Week 18: *Exam/Test Week*

SPRING SEMESTER

- Week 1: Westward Movement, Migration, Ecology
- Week 2: Gilded Age Economy & Populism
- Week 3: Jim Crow and the New South
- Week 4: Imperialism
- Week 5: Progressive Era
- Week 6: Suffrage & Reform
- Week 7: WWI & Foreign Policy
- Week 8: Homefront: Pandemic, Sedition Act
- NO CLASS: Spring Break*
- Week 9: Great Migration
- Week 10: 1920s Boom & Bust
- Week 11: Depression & New Deal
- Week 12: WWII
- Week 13: Postwar Cold War

- Week 14: Civil Rights
- Week 15: 1970s
- Week 16: Conservatism's Rise/Contemporary Topics
- Week 17: *Exam Week*

Well-Trained Mind Academy
Advanced U.S. History

“The work of the historian is not the work of the critic or of the moralist; it is the work of the sleuth and the storyteller, the philosopher and the scientist, the keeper of tales, the sayer of sooth, the teller of truth... The past is an inheritance, a gift and a burden. It can't be shirked. You carry it everywhere. There's nothing for it but to get to know it.” –Dr. Jill Lepore in *These Truths*

Course Blackboard site: wtma.blackboard.com

Required Texts:

1. Give Me Liberty!: An American History, Any Full Edition (Single Volume)
2. The United States in Global Perspective: A Primary Source Reader
3. Historical Thinking Skills: A Workbook for U.S. History
4. AMSCO Advanced Placement United States History, 2020 Edition

Recommended:

Students preparing to sit for APUSH will also benefit from acquiring the following, although they will not be part of the required course material:

1. Michael R. Bergman and Kevin D. Preis. *Barron's AP U.S. History Flash Cards*, 3rd Edition. Hauppauge, NY: Barron's Educational Series, 2016. ISBN: 978-1438076096.

Course Description

This course surveys U.S. history from the colonial period through the end of the twentieth century. The organizing feature as we proceed through the centuries of our past will be the query: “How has American history promoted or belied the ideals of political equality, natural rights, and sovereignty of the people?” By practicing the same historical thinking skills and tools that professional historians employ and by engaging with rich primary sources, students will deepen their appreciation for the work and subtleties of history and prepare themselves for the types of knowledge and skill expected on the AP exam.

How is this course different from a traditional high school U.S. History survey? Enrolled students will supplement the work of the traditional U.S. history course with an extra class session devoted to the analysis of primary sources and learning skills such as evaluating claims and evidence in sources, contextualization, argumentation, making connections, and identifying comparison, causation, continuity, and change. They also will become comfortable with the Advanced Placement United States History (APUSH) test format and requirements. Tests for the course, for example, are modeled on APUSH so that students may become familiar with the exam's expectations, in terms of pacing, comprehension, and skill sets.

In many high schools, APUSH students will have over four contact hours of class in addition to five or so hours of homework each week, so please be prepared for a considerable amount of reading and analysis to be completed outside of our time together. Students who choose to take the AP exam in May have the opportunity to earn college credit by passing, although taking the test is not required to participate in this class.

The class is not lecture-based, but is run as a modified “flipped classroom.” Students will be expected to

watch films, engage in discussion posts, and read outside of class, so that the bulk of class time will be available to work through problems, analyze primary sources, and engage in collaborative, small-group learning. Generally Mondays we will address content and big questions, and Wednesdays will be our “workshop day,” where we build historiographical skills. Working with primary sources will guide students toward higher-order thinking and better critical thinking and analysis skills.

Prerequisites:

This class is similar to an introductory college course and is designed for upperclassmen. Students should only take this class if they have a strong foundation in writing research papers and reading critically. We will engage with complex, college level texts. Students should also have the scheduling bandwidth to dedicate five to ten hours a week to coursework. If there are questions about student preparedness or weekly time bandwidth for this course, please consider the traditional U.S. History course.

Course Objectives:

- **Learn to be historical thinkers and effective writers.** Students who apply themselves to this course will make life-changing discoveries, improve as writers, build responsible habits, develop critical thinking skills, connect relevant ideas from the past to events unfolding in the present, and prepare for a lifetime of learning.
- **Take risks and learn from mistakes.**
- **Responsibly engage with and know how to locate trustworthy, compelling sources.** A love of spellbinding, true stories were my gateway into the historical field, so I make sure we spend time on the “good stuff”- lively sources that excite, connect, are representative, and increase a student’s interest in history.
- **Be prepared for the AP U.S. History Exam**
- **Become an informed and engaged citizen.** My objective is not only that students master content, but also that the lessons and skills learned from examining history shape them into young men and women of character and conscientious action.
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AP U.S. History Exam Registration Procedure:

Students and parents are responsible for identifying a local testing location and registering for the exam, although WTMA administrators will assist in the process.

Required Assignments:

Assignment descriptions may be found throughout the year in the Assignments section on our course Blackboard page.

Participation and preparation: Students must have their textbook, notes, and completed assignments on hand when they log into the classroom. You should also have completed any required readings or assignments in advance of class. You will be expected to participate by typing, talking, reading, and doing your part in group work. Most weeks students will be responsible to post a short discussion post response to that week’s content. Students will be responsible for responding to at least one fellow classmate’s post. Our class conversations will build off of the questions and observations raised in these posts. Because we aren't able to interact during the week, this encourages positive peer engagement and contributes to the class’s sense of cohesion.

Weekly work: This includes note checks and other regular weekly work. We’ll read a lot. In order to

help students retain information, students will keep a binder in which they take notes on the assigned materials, readings, and films. While students may use any note-taking format that they prefer for most of their notes, I recommend they use the Cornell Notes Method, which we will review during orientation. Information about Cornell Notes as well as a template we will use in class may be found on our course Blackboard page. Reading notes will be graded for completion, earning either 0 (incomplete) or 100 (complete) points.

Tests & Quizzes: students will be responsible for regular reading quizzes covering key terms, skills, and concepts as well as APUSH period tests 3-4 times a semester. We will not have a comprehensive midterm or final.

Projects & Essays: we will complete several portfolio-worthy research projects during the year that will require students to analyze and reflect on primary documents (speeches, photographs, cartoons, maps, charts, works of art) in preparation for the APUSH exam and practice being a real historian. Details will be found on our course Blackboard page.

Grading breakdown:

Showing up & doing the work

- 10% Discussion Posts/Participation
- 20% Projects & Essays
- 35% Weekly assignments + notes

Testing your learning

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NB: The instructor reserves the right to amend this syllabus as needed over the course of the semester. Students will be notified of changes in advance of due dates.

Assignments—Formatting

Written work for projects should be composed in double-spaced, 12-pt, Times New Roman font, and each submission will include page numbers, a title, and citations. We will use MLA style citations.

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attendance standard:

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- Week 17: *Exam Week*

The Well-Trained Mind Academy
U.S. Government

Course Blackboard site: wtma.blackboard.com

Required Texts

McClennan, James. *Liberty, Order, & Justice: An Introduction to the Constitutional Principles of American Government*, 3rd ed. Liberty Fund, 2000.

*A free PDF version of the textbook is available here: [McClellan's Liberty, Order, and Justice](#)

Nota bene: Students should expect to read between 50 and 75 pages per week. Many of the readings for this course will be available for download directly from the “Readings” section on Blackboard. Otherwise:

Course Description:

By exploring the dynamic development of governmental systems in the United States, this course will prepare students for vigorous, informed, and purposeful participation in the democratic public sphere. Among other topics, students will consider the fundamental principles of the founding documents, as well as how these principles have changed over time; the variable role of the judicial, executive, and legislative branches in processes of governance; and the impact of special interests. An eye to current events will be kept throughout the semester.

Written Assignments:

Government (50%)

Weekly Questions—20%—A weekly topic question to be answered by students by the end of the week. The responses should be about one page and engage not only the question but some aspect of that week’s reading. The weekly questions will alternate between discussion board conversations (more informal) and a response to the teacher

Weekly Reading and Reading Notes—20%—Weekly reading as assigned. Students are required to provide a short summary of the reading each week.

Semester Papers—20 each%, 40% total—Two papers of three to five pages in length summarizing a topic discussed in class or related to the material in class.

Government Final Exam—20%—A take-home, open book semester exam cover all the material for the class.

Orientation Week

No assignments. Please attend the orientation session at the normal class time.

What is Government? (Week 1)

No reading assignment this week

Weekly Question (Discussion Board)

What is the origin of our political system? (Week 2)

Reading—McClellan, Page 1-52

Weekly Question (Assignment Response)

What problems are we solving? (Week 3)

Reading— McClellan, pages 63-87

Weekly Question (Discussion Board)

What Revolution? (Week 4)

Reading McClellan, 89-121

Weekly Question (Assignment Response)

Declaring Independence (Week 5)

Reading—McClellan, 121-152

Weekly Question (Discussion Board)

The Failed Articles (Week 6)

Reading—McClellan, 153-163; 230-238

Weekly Question (Assignment Response)

Fall Break: No class. No assignments (Week 7)

In their Own Words (Week 8)

Reading—McClellan, 167-190

Weekly Question (Discussion Board)

The US Constitution—Debates and Compromise (Week 9)

Reading— McClellan, 241-273

Government Paper #1

The US Constitution (Week 10)

Reading— McClellan, 281-292

Weekly Question (Assignment Response)

Federalism (Week 11)

Reading— McClellan, 295-326

Weekly Question (Discussion Board)

Separation of Powers (Week 12)

Reading— McClellan, 327-347

Weekly Question (Assignment Response)

The Rule of Law (Week 13)

Reading— McClellan, 347-378

Weekly Question (Discussion Board)

Our Rights (Week 14)

Reading— McClellan, 415-427

Weekly Question (Assignment Response)

Expanding the Union (Week 15)

Reading— McClellan, 454-460

Nothing. Enjoy Thanksgiving

Judicial Independence (Week 16)

Reading—500-517

Weekly Question (Assignment Response)

Is Good Government Possible? (Week 17)

Reading—George Washington's Farewell

Government Paper #2 Due

Midterm Exam Week (Week 18)

Government Final Exam Due

The Well-Trained Mind Academy
Economics

Course Blackboard site: wtma.blackboard.com

Required Texts

[Mankiw, N. Gregory. Principles of Economics \(Six Edition\)](#)

(It is strongly recommended to purchase a USED copy of this book on Amazon or from other resellers.)

Course Description:

This course provides students an introduction into an economic way of thinking. It familiarizes students with the basic concepts of economics such as supply, demand, elasticity, scarcity, externalities, and other core concepts in microeconomics. The emphasis is on applying economic thought to a variety of areas including daily interactions, government policy, business decision-making, and analysis of news. Students will be required to complete a thoughtful weekly reading assignment, a discussion board, and a number of written questions applying the concepts of the week. Additionally, there will be two written papers due on the students topic of choice as well as two exams.

Written Assignments:

Weekly Homework—15%—Weekly assignments assigned from the chapter of material read for that week.

Discussion Board and News of the Week—15%—Continued discussion on economic topics and reading of news for economics.

Midterm Exam—20%—Students will complete a midterm exam for this class.

Weekly Reading Notes—10%—Weekly reading notes accompanying students homework.

Two Papers—20%—A qualitative paper examining a key question in economics.

Final Exam—20%—This exam will cover the material for the semester.

Ten Principles of Economics (Week 1)

Reading and Reading Notes—Mankiw, 1-17
Discussion Board
Problem Sets

Thinking Like an Economist (Week 2)

Reading and Reading Notes—Mankiw, 21-35

News of the Week

Problem Sets

Interdependence and the gains from trade (Week 3)

Reading and Reading Notes—Mankiw, 49-59

Discussion Board

Problem Sets

Demand (Week 4)

Reading and Reading Notes—Mankiw, 65-72

News of the Week

Problem Sets

Supply (Week 5)

Reading and Reading Notes—Mankiw, 73-84

Discussion Board

Problem Sets

Elasticity of Supply and Demand (Week 6)

Reading and Reading Notes—Mankiw, 89-100

News of the Week

Problem Sets

Consumers, Producers and the Efficiency of Markets (Week 7)

Reading and Reading Notes—Mankiw, 139-150

Discussion Board

Problem Sets

Public Goods and Common Resources (Week 8)

Reading and Reading Notes— Mankiw, 217-229

News of the week

Midterm Exam Due

*****Spring Break (No Class)*****

The Theory of Consumer Choice (Week 9)

Reading and Reading Notes— Mankiw, 439-461

Discussion Board

Problem Sets

Savings, Investment and the Financial System (Week 10)

Reading and Reading Notes— Mankiw, 555-572

News of the Week

Problem Sets

The Basic Tools of Finance (Week 11)

Reading and Reading Notes—Mankiw, 577-590

Discussion Board

Problem Sets

The Monetary System (Week 12)

Reading and Reading Notes— Mankiw, 619-640

Discussion Board

Problem Sets

Unemployment (Week 13)

Reading and Reading Notes— Mankiw, 593-613
Discussion Board
Problem Sets

Frontiers of Microeconomics (Week 14)

Reading and Reading Notes— Mankiw, 467-485
News of the Week
Topic Selection and Rough Outline (Econ Paper 2)

Six Debates Over Macroeconomic Policy (Week 15)

Reading and Reading Notes—Mankiw, 811-829
Discussion Board
Problem Sets

The Limits of Economics (Week 16)

Reading and Reading Notes—Materials Provided
News of the Week

Exam Week (Week 17)

Final Paper Due
Final Exam Due