

HIS2300_202338_Staging_EMBR_TEM

HIS-2300

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This semester-long course provides an introduction to the major topics of the establishment of British colonies in North America, including their political, economic, and social structures; religious and intellectual characteristics; and the transition from distant citizens of Great Britain to a new American identity. Students will examine changing relationships with Native Americans, the development of racial slavery as a labor source, and European cultural influences on the various colonial regions. In addition, students will explore a variety of primary sources from the colonial era and study biographies of important historical figures such as William Bradford, John Smith, and Peter Minuit.

Rationale

This course offers students a deeper examination of the American colonial period. Knowledge of the development of British colonial America will provide students with a deeper understanding of the ways in which separate colonies developed in the context of world events and how those events served to create some measure of unity by the mid-eighteenth century.

Course Learning Outcomes

- A. The student will identify major people, influences, and events surrounding the exploration and settlement of British North America.
- B. The student will describe the political, economic, religious, and intellectual characteristics of individual colonial settlement and regions from 1607 to 1763.
- C. The student will evaluate and analyze primary source documents from American colonial history.
- D. The student will identify and evaluate the development of African slavery over the course of the American colonial period.
- E. The student will identify and evaluate the changing relationships between Native Americans and British colonists.
- F. The student will describe various cultural influences on the specific regions of the British Atlantic colonies.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four

categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Colonizing the New World

- Week 1: Exploration & First Contact
- Week 2: New England
- Week 3: Maryland and the "News"
- Week 4: The Middle and Southern Colonies
- Week 5: Assessments: Colonizing the New World

Module 2: Colonial American Economy & Labor

- Week 6: Land, Industry, and Trade
- Week 7: Immigration, Servitude, and Slavery
- Week 8: Biographical Paper
- Week 9: Test: Colonial American Economy & Labor

Module 3: Colonial Society, Law, and Religion

- Week 10: Colonial Society
- Week 11: Law & Order in Colonial America
- Week 12: Colonial Religion
- Week 13: Assessments: Colonial Society, Law, and Religion

Module 4: Becoming Americans

- Week 14: The Great Awakening & Colonial Education
- Week 15: Great Awakening Quiz & the Backcountry
- Week 16: Colonial Transformation
- Week 17: Assessments: Becoming Americans
- Week 18: Final Exam