



AP^{*}

UNITED STATES HISTORY

**A PRACTICAL GUIDE
FOR TEACHERS**

Daniel A. Conforti

U.S. HISTORY

Contains

- Simulations
- Lesson Plans
- Terms and People
- Test-Taking Skills
- Essay Questions
- Debate Topics and Format
- Networking Assignments

v1.0.4



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How to Use This Guide

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While this guide was originally written in 1991, it has been updated to reflect changes that have taken place in the last ten years.

This curriculum guide has been produced to assist both new and experienced instructors or improve their Advanced Placement United States History course with the ultimate goal of increasing the pass rate on the AP exam. This guide offers some practical suggestions for organizing and teaching AP History. It is designed as an idea book. Therefore, you should feel free to adapt and modify the activities to suit your students' needs. It is hoped that the activities and information provided will serve as a springboard for developing new activities.

This guide is designed with four main objectives:

1. To improve the student's writing style.
2. To improve the student's ability to make arguments.
3. To enhance the student's ability to critically evaluate scholarly works and methods.
4. To enhance the student's ability to synthesize data relating to U.S. history.

This curriculum guide is divided into seven sections that contain handouts, lecture outlines, lessons and numerous activities. In order to use this guide effectively, it is imperative that the instructor *read the teacher's guide carefully for each activity*. The teacher's guide coordinates all of the components and activities of this publication. There is a separate teacher's guide for each section of this publication. The teacher's guide is located at the beginning of each section.

Chapter 1: Introduction

Teacher's Guide

1. It is imperative to distribute a college style syllabus on the first day of the class. The syllabus must contain the major emphasis of the course, reading assignments, and a discussion of workload and grades.
2. Modify, personalize and reproduce the *Sample Syllabus* (pages 7–9) for distribution to students.
3. Grading Policy

The instructor may consider the following breakdown for grades:

- A. Exams make up one-third of the students' grade. Four major exams—two multiple-choice and two essay—occur during a semester.
- B. Chapter quizzes, essays, networking assignments and debates make up the second third of the grade.
- C. Class participation constitutes the last third of the grade. The instructor may utilize the following grading scale for participation: The student receives the mark of 0 for no participation, 1 point for regular participation, 2 points for an outstanding contribution and 3 points if a student conducts the class. Students may conduct seminars in class by leading the discussion of an article as found in section 6 of this publication. A student receives the mark of -1 if he or she is unprepared. This type of grading builds participation and discussions.

The instructor should consider allowing the students to view these grades before or after class. Some instructors keep a separate grade book for participation.

4. The amount of printed materials distributed in the AP course is substantially higher than in a regular class. The student will need access to this material in order to study for the in-class exams and the AP exam. A well-organized notebook as described in the syllabus is a necessary element of the course.
5. The *Skills Chart* (page 10) contains the major skills and research techniques needed to master the AP curriculum.
6. A successful AP course is conducted at the upper end of Bloom's taxonomy. A short synopsis of this taxonomy is provided on pages 12–13. This synopsis contains active verbs and student learning examples. For a complete explanation, see Benjamin Bloom's *Developing Talent in Young People*. New York: Ballantine Books, 1985.
7. A detailed explanation of the taxonomy for the higher order thinking skills and a list of active verbs are provided on (pages 14–17).

8. A list of the major texts and supplemental texts are provided (pages 19–20) along with a short review of each.
9. Instructors must be sure to cover *social and intellectual history* as well as political and economic history. Neglecting this is one of the biggest mistakes made by teachers new to the AP History class.
10. It is important for instructors to integrate geography into the curriculum. Hammond produces an excellent historical atlas of the U.S., which can easily be adapted for classroom use.

Syllabus and Reading List

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Course Description and Goals

The objective of this course is to increase the student's understanding of United States history from discovery to the present with the goal of having each student pass the AP Examination. The course is divided into two semesters: Discovery through the Gilded Age and The Road to Empire to the present. The areas of concentration include historical, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. This course is taught at the college level. The major differences between a high school and college history course are the amount of reading and the focus. Most high school courses stress "What happened?" intending to provide enough background to ensure good citizenship. College courses stress "Why and how" things happen as well as the consequences of actions.

Text

- *The American Pageant* (11th Edition. Thomas Bailey & David M. Kennedy)

Supplementary Reading

- *Taking Sides: Clashing Views on Controversial Issues in American History—Volumes I and II* (3rd Edition). Larry Madaras and James M. SoRelle

Units and Reading Assignments

Semester I

- Unit 1: Colonial America
Bailey Chapters 2, 3, 4, and 5
Taking Sides Vol. 1, Issues #2, 3, and 4
- Unit 2: The American Revolution
Bailey Chapters 6, 7, and 8
Taking Sides Vol. 1, Issue #6
- Unit 3: Creating a Nation
Bailey Chapters 9 and 10
Taking Sides Vol. 1, Issue #7
- Unit 4: Jeffersonian Democracy
Bailey Chapters 11 and 12
Taking Sides Vol. 1, Issue #8

- Unit 5: The Age Of Jackson
Bailey Chapters 13 and 14
Taking Sides Vol. 1, Issue #9
- Unit 6: Economic and Social Matters 1790–1860
Bailey Chapters 15 and 16
Taking Sides Vol. 1, Issue #10
- Unit 7: Manifest Destiny
Bailey Chapter 18
Taking Sides Vol. 1, Issue #12
- Unit 8: The Civil War and Reconstruction
Bailey Chapters 17, 19, 20, 21, 22, and 23
Taking Sides Vol. 1, Issues #14, 16, and 17
- Unit 9: The Gilded Age
Bailey Chapters 24, 25, 26, 27, and 28
Taking Sides Vol. II, Issues #2, 3, and 5

Semester II

- Unit 10: The Road to Empire
Bailey Chapters 29 and 30
Taking Sides Vol. II, Issue #6
- Unit 11: The Progressive Era
Bailey Chapters 31 and 32
Taking Sides Vol. II, Issues #7, 8, and 9
- Unit 12: World War I
Bailey Chapters 32 and 33
- Unit 13: The Reckless Years
Bailey Chapters 34 and 35
Taking Sides Vol. II, Issue #9
- Unit 14: The Great Depression and New Deal
Bailey Chapter 36
Taking Sides Vol. II, Issue #10
- Unit 15: World War II
Bailey Chapters 37 and 38
Taking Sides Vol. II, Issue #11
- Unit 16: America in the Postwar World
Bailey Chapters 39 and 40
Taking Sides Vol. II, Issues #12 and 13

- Unit 17: The 1960s and 1970s
Bailey Chapters 41 and 42
Taking Sides Vol. II, Issue #15
- Unit 18: The Reagan Revolution
Bailey Chapters 43 and 44
Taking Sides Vol. II, Issues #16 and 17

Grades and Class Requirements

Grading Scale

100–90	A
89–80	B
79–70	C
69–60	D
59–0	F

1. Class participation accounts for one-third of your final grade.
2. Each student will participate on a debate team and complete other research assignments each semester.
3. Students will complete worksheets for each chapter of the text.
4. A quiz consisting of 20–40 multiple-choice questions will be given for each chapter of Bailey.
5. Notebook—Each student must maintain an AP United States notebook. The notebook must be a large three-ring binder with a set of dividers. It must be organized in the following fashion:
 - **Section 1**—Class notes and discussion questions, dated
 - **Section 2**—Tests, quizzes, and review sheets
 - **Section 3**—Worksheets and essays
 - **Section 4**—Articles, primary source materials, miscellaneous
 - **Section 5**—Maps

A separate notebook may be required for the second semester due to the heavy volume of paper. Notebooks will be checked and evaluated at the instructor's discretion.

6. Students will also take midterm and final exam.

Academic Responsibility

Students are expected to abide by ethical standards in preparing and presenting material that demonstrates their level of knowledge and is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity.

Required Skills for AP U.S. History

Library/Research Skills

Students in the AP program need to conduct college-level research. They must know how to use and locate the following sources:

- Abstracts
- Dissertations and unpublished materials
- Master's theses
- Primary sources
- Anthologies

Note: Many of these materials will be available only at college libraries.

Oral/Written Activities and Projects

- Formal debates (See Chapter 3)
- Academic journal article review
- Class should be conducted in seminar fashion *two or three* times per week.
- Student critiques of written essays (See pages 28–29)
- Simulations (See Chapter 6)

Bloom's Taxonomy

The AP class should always be conducted utilizing Bloom's taxonomy. The following time frame breakdown will ensure a successful program:

Cognitive Domain	% of in-class time
Knowledge	15
Comprehension	25 LO.T.S. ¹
Application	25
Analysis	15
Synthesis	10 H.O.T.S. ²
Evaluation	10

¹ LO.T.S. = Lower Order Thinking Skills

² H.O.T.S. = Higher Order Thinking Skills

Culminating Activities

Debates, Essays, Reviews, AP Exam

Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy

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Stating Behavioral Objectives for Classroom Instruction

Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)	Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learned Outcomes
Knowledge. Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete the theories, but all that is required in the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.	<ul style="list-style-type: none"> • Knows common terms • Knows specific facts • Knows methods and procedures • Knows basic concepts • Knows principles 	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
Comprehension. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.	<ul style="list-style-type: none"> • Understands facts and principles • Interprets verbal material • Interprets charts and graphs • Translates verbal material to mathematical formulas • Estimates future consequences implied in data • Justifies methods and procedures 	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes.
Application. Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.	<ul style="list-style-type: none"> • Applies concepts and principles to new situations • Applies laws and theories to practical situations • Solves mathematical problems • Constructs charts and graphs • Demonstrates correct usage of a method or procedure 	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analysis. Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

- Recognizes unstated assumptions
- Recognizes logical fallacies in reasoning
- Distinguishes between facts and inferences
- Evaluates the relevancy of data
- Analyzes the organizational structure of a work (art, music, writing)

Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides.

Synthesis. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal) or set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

- Writes a well-organized theme
- Gives a well-organized speech
- Writes a creative short story (or poem, or music)
- Proposes a plan for an experiment
- Integrates learning from different areas into a plan for solving a problem
- Formulates a new scheme for classifying objects (or events, or ideas)

Categorizes, combines, compiles, composes, creates, devises, assigns, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Evaluation. Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal (organization) or external criteria (relevant to the purpose), and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

- Judges the logical consistency of written
- Judges the adequacy with which conclusions are supported by data
- Judges the value of a work (art, music, writing) by use of internal criteria
- Judges the value of work (art, music, writing) by use of external standards of excellence

Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports.

Analysis



Description (breaking down)	Question/Statement Verbs	Student Learning Examples	Sample Questions/Activities
<ul style="list-style-type: none"> breaking material down into component parts understanding the organizational structure analysis of relationships between parts recognition of organizational principles involved requires understanding of both the content and structural form analyzing the elements related to CPS—problem finding related Gullford's systems and divergent thinking 	audit take apart test for breakdown uncover check canvass differentiate dissect divide deduce diagram examine include inspect	<ul style="list-style-type: none"> uncovering unique characteristics distinguishing between facts and inferences evaluating the relevancy of data recognizing logical fallacies in reasoning recognizing unstated assumptions analyzing the organizational structure of a work (of art, music, or writing) comparing and contrasting outlining written material problem identification attribute listing morphological analysis 	<ul style="list-style-type: none"> Simplify the ballet to its basic moves. Inspect a house for poor workmanship. Search through a painting to uncover as many principles of art as possible. Read a nonfiction book. Divide the book into its parts. Tell why the parts were placed in the order they were. Look into the forces that might cause pressure for our legislators. Inspect two presidential addresses. Compare and contrast them. Think of a problem situation facing our country. Identify several real problems that make up this situation.

Synthesis

Description (forming new whole)	Question/Statement Verbs	Student Learning Examples	Sample Questions/Activities
<ul style="list-style-type: none"> • putting parts together in a new whole • formulating new patterns or structures • examining abstract relationships • communicating an idea in a unique way • prosing a set of operations • creating new or original things • patterning things in a new way • related to CPS implementation and planning • related to Gullford's transformation area and divergent operations 	blend build create compose construct constitute conceive develop design effect evolve form	<ul style="list-style-type: none"> • developing an original plan • hypothesizing • writing a well-organized theme • writing a creative story, poem, or song • proposing a plan for an experiment • integrating the learning from different areas into a plan for solving a problem • formulating a new scheme for classifying objects • finding new combinations • identifying goal and objectives • showing how an idea or product might be changed 	<ul style="list-style-type: none"> • Create a new song for the melody of "Mary Had a Little Lamb." • Combine elements of drama, music and dance into a stage presentation. • Develop a plan for your school to save money. • Create a model of a new game that combines thinking, memory, and chance equally. • Reorganize a chapter/unit from your textbook the way you think it should be. • Find an unusual way to communicate the story of a book you have read. • Formulate positive changes that would improve learning in your classroom.

Evaluation

Description (judging)	Question/Statement Verbs	Student Learning Examples	Sample Questions/Activities
<ul style="list-style-type: none"> ability to judge the value of material use of definite criteria for judgments value judgments based on clearly defined criteria highest learning outcomes use of cognitive and affective thinking together related to CPS—solution finding and decision making related to Gullford's evaluation area 	appraise assay accept assess adjudge arbitrate award classify censure criticize conclude describe decide discriminate decree	evaluate explain grade interpret justify judge prioritize rule on rate rank reject referee settle summarize support umpire weigh	<ul style="list-style-type: none"> Decide which person would best fill a position. Rank the principles of “good sportsmanship” in order of importance to you. Decide which proposed plan is the best. Read two different accounts of an incident. Decide which story is most logical in its portrayal. Judge the posters or mural your class has just constructed. Justify the actions of your favorite historical figure. Determine the necessary criteria for a good resource. Summarize the involvements you have had with your class this year.
		<ul style="list-style-type: none"> making judgments about data or ideas based on either Internal or external conditions or criteria rating ideas accepting or rejecting ideas based on standards judging the logical consistency of written material judging the adequacy with which conclusions are supported with data judging the value of a work (of art, music, writing) by using internal criteria or external standards of excellence generating criteria for evaluation making evaluations of peer projects and presentations evaluating one's own products and ideas 	

Major Categories and Some Suggested Verbs for Use in Stating Cognitive Outcomes

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<ul style="list-style-type: none"> define repeat record list recall name relate underline 	<ul style="list-style-type: none"> translate restate discuss describe recognize explain express identify locate report review tell 	<ul style="list-style-type: none"> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch 	<ul style="list-style-type: none"> distinguish analyze calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize 	<ul style="list-style-type: none"> compose plan propose design formulate arrange assemble collect construct create set up organize manage prepare 	<ul style="list-style-type: none"> judge appraise evaluate rate revise score assess estimate choose measure select value

Popular Text Selections

Main Texts

Bailey, T. and Kennedy, D. *American Pageant*. 11th edition. Houghton Mifflin. 1998

This is the text recommended by the author. The 11th edition has made significant advances in format. As always, the supporting materials accompanying this text are second to none.

Goldfield, David, et al. *The American Journey*. 2nd edition. Prentice Hall. 2001

Nash, Gary, et al. *The American People*. 5th edition. Longman. 2001

NOTES:

1. Supporting materials include a teacher's guide, computer text bank, overhead transparencies, student workbook or guide, videos, etc.
2. When ordering books, make sure you examine the supporting materials carefully. They can ease your preparation time considerably.
3. Be sure to order the latest available edition of all texts.
4. Most companies have 800 toll-free telephone numbers.
5. It is a good idea to have several of these texts on hand as references.
6. Avoid the brief editions of these texts. They generally do not contain enough material for the needs of this class.

All of these titles are available at www.amazon.com for publisher and ISBN information.

Readers

Madaras, Larry and SoRelle, James M. *Taking Sides: Clashing Views on Controversial Issues in American History*. Volumes I & II 9th edition. Dushkin Publishing Group, Inc. 2001

This is the text recommended by the author. This book was used to develop the debate questions (see Chapter 3). Because it presents opposing sides on issues, it is an excellent choice for developing critical thinking skills.

Maddox, Robert. Editor. *Annual Editions: American History*. Volume I & II.

An excellent set of articles. Many instructors use various articles for selected units.

Frazier, T., et al. *Underside of American History*.

Bailey, T. and Kennedy, D. *The American Spirit*.

Hofstadter, Richard and Ver Stegg, C. *Great Issues in American History*.

NOTES:

All of these titles are available at www.amazon.com for publisher and/or ISBN information. The same guidelines apply to the selection of readers as to the main texts.

Chapter 2: Essays

Teacher's Guide

1. Students should write a minimum of eight Free Response Questions (FRQs) per semester.
2. Reproduce the handout *Essay Questions by Unit* (pages 33–37) for students' use and reference. Follow the format for essay writing.

Note: Although the College Board states there is not a minimum length for FRQs, the graders feel three pages or longer is an appropriate length.

3. Remember to have students write under the proper time constraints. They have 120 minutes to write their free response question and DBQ for the AP exam. Students must be accustomed to writing their responses in the allotted time.
4. The opening paragraph is the most important one in the response. The AP readers spend 90 seconds on each essay. A strong opening thesis will favorably impress the reader. The concluding paragraph is the least important. *Many students have received the score of 9 (the highest grade) without writing a concluding paragraph.* During the AP exam it is better to finish a body paragraph than to sum up in a concluding paragraph.
5. The FRQ check sheet is designed to help students critique other students' responses. An *FRQ Check Sheet* (pages 28–29) should be reproduced for each essay a student critiques. This instructional device was designed to reduce the amount of outside time required of the AP teacher. It is impossible to grade all the essays if the instructor has large or multiple sections of the class. This allows the students to share some of the work load and it exposes them to other viewpoints. Having students critique each other's responses is effective approximately five times per semester. If this student disagrees with the score given by the reviewer, he should discuss it with that reviewer. If he/she remains dissatisfied then the instructor becomes the arbitrator. The teacher may consider recording the score as part of the student's grade.
6. It is important that students use and understand the *Nine-Point Free Response Rubric* (pages 24–25). This scale is the official grading policy of the College Board. This should be reproduced for student use in evaluating and writing responses.
7. The handout *Guidelines for Reviews* (pages 30–31) should be reproduced for students when they evaluate selections that are not directly used in class. Many AP instructors require a review from an academic journal. This handout establishes the guidelines for a college-level review.
8. A list of historical journals is located on page 32.

9. The instructor may adapt these essay questions for class discussion, exams or take-home essays (pages 33–37).
10. The instructors should balance social, political, intellectual, technological, and economic history (**SPRITE**). (See page 79)
11. Responses should attempt to make students analyze materials from two or more time periods when possible.
12. These responses should be used in conjunction with the supporting materials accompanying the textbook.

Guide to Writing a Free Response Question

The purpose of the FRQ (Free Response Question) is to test your knowledge of United States History and your analytical skills. You will have two groups of two essays to choose one from each group and write an essay in approximately 35 minutes each.

The following is your guide to writing a successful FRQ.

1. Read both questions in each group before deciding which to choose.
 - A. Read the question carefully.
 - B. Make sure you understand what you are to do (compare, contrast, analyze, identify).
2. Identify all the areas to cover (social, political, economic).
3. Write a thesis that covers all parts of the question and maps the body paragraphs of the essay.

For Example:

Question: Describe the cause of the American civil war.

9/6 Point Thesis: The problems leading to the American Civil War were a fundamental disagreement between the south and the north over the role of the Federal government, industrialization versus agriculture, and lastly slavery.

5/4 Point Thesis: The problems leading to the American Civil war were economic and social.

3/1 Point Thesis: The problems leading to the American Civil war were numerous.

4. In order to save time, the thesis can be your introduction. There are no score points for a complex introduction.
5. Use the thesis to map out your body paragraphs. The order of the bodies of the complex thesis above would be social diversity, the political development and destruction of Yugoslavia, and lack of economic resources.
6. The first sentence/sentences should define your terms.
7. The next sentences should be your evidence.
8. The final sentence/sentences should show the tie of your evidence to the bodies specific part of the thesis.
9. For the sake of time, the concluding body can be “The above information proves the thesis.”

Nine-Point Free Response Question Rubric

Score Nine

Strong Thesis

Balanced

Extensive Coverage Strong Support/Evidence Analytical

Minor Errors

Score Eight

Strong Thesis

Not As Balanced

Score Seven

Thesis Answers Question Uneven Coverage Descriptive

Lacks Order

Some Factual Errors

Score Five

Thesis Answers Only Part Of

Question Balanced Good Order

Strong Support

Analytical

Some Factual Errors

Score Four

Thesis Answers Only Part Of

Question Unbalanced No Support Many Errors

Score Three

Implausible Thesis

Score Six

Thesis Answers Question

Not Much Support

Not Complex

Score Two

No Thesis

No Organization

Extensive Errors

Score One

Wrong Question

Note: Thesis controls score points, be sure that your thesis answers all parts of the question. A strong thesis would not just repeat the prompt, but would name specific item.

Guide to Approaching a Document Based Question

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The purpose of the DBQ (Document Based Question) is to test your knowledge of the subject and augment that knowledge with the documents. The following is your guide to approaching a successful DBQ.

1. Read carefully the question prompt and the historical background. Underline the tasks demanded and the terms that are unique to the question.
2. Read the documents carefully.
 - A. Make sure that you understand the content of the document.
 - B. What is the author's Point of View (POV)
 - C. Where is the tension?
 1. Are there people from the same place with differing POV?
 2. Is a Democrat critiquing a Republican?
 3. Which is biased? Which has great knowledge?
 - A. What is the origin of the document?
 - B. Is the document valid or is it hearsay?
 - C. If time, gender or age were changed, would the person be saying the same thing?
3. You should strive to use most of the documents (omitting no more than 1).
4. Do not simply cite the documents in "laundry list" fashion. Find groupings for the documents (three at least).
5. Be certain that, if the question allows, you exploit all of the following in writing your answer.
 - A. Point of View is both indicated and discussed from several angles (all docs).
 - B. The Validity of documents is noted.
 - C. Change Over Time is recognized and discussed (if this occurs in the documents)

You will have 15 minutes to complete the tasks above.

Guide to Writing a Document Based Question

The following is your guide to writing a successful DBQ.

1. Approach the response by considering first how you would answer the question if it were not a DBQ. Outline that essay then plug in the documents.
2. Write a thesis that covers all parts of the question and maps the body paragraphs of the essay.
3. Start your introductory paragraph with a short history that leads up to this question.
4. End paragraph with your thesis.
5. Use the thesis to map out your bodies.
6. When writing the bodies, the first sentence/sentences should define your terms.
7. The next sentences should be your evidence drawn from the documents and your class knowledge. (Use parenthetical reference when done using document (Doc. 1)).
8. The final sentence/sentences should tie your evidence to the thesis.
9. With 45 minutes to write this essay, a conclusion is expected. Use your concluding sentences to your body paragraphs to show your thesis has been proven. End the essay with what happened next in history if possible.

FRQ Check Sheet

FRQ Topic _____

Student Author _____

Student Review _____

Part A *Appearance*

1. Is the response legible? (Easy or difficult to read)
Easy 1 2 3 4 5 Difficult
2. Is the response neat?
Neat 1 2 3 4 5 Sloppy

Part B *Opening Paragraph*

1. Is the question restated? Yes No
2. Is the thesis statement clearly presented? Yes No
3. Rewrite the thesis statement below.

Part C *Body*

1. How many supporting paragraphs are contained in the response?
(Subtract the opening and concluding paragraphs from the total number) _
2. Are there any historical or political inaccuracies that you detect?
Yes No
3. List any inaccuracies or questionable facts. (Use separate paper if needed)
A)
B)
C)
4. Is the body of the response supported by examples? Yes No
5. List the major examples. (Use separate paper if needed)
A)
B)
C)

6. Does the body of the response prove and support the thesis?
Strongly supports 1 2 3 4 5 Weakly Supports

Part D *Concluding Paragraph*

1. Are the major points of the response summarized? Yes No
2. Was the conclusion effective? Yes No
3. Was new evidence introduced into the response? Yes No

Part E *Grammar & Punctuation*

1. Can you detect any errors of punctuation or grammar? Yes No
2. Mark grammar or punctuation errors on the response using a red pen or marker.
3. Are there any spelling errors? Yes No
4. Circle all misspelled words.
5. Are there sentences that are confusing or difficult to understand?
Yes No
6. Put these sentences in brackets. []
7. Rewrite these sentences so they are clearer. (Use separate paper if needed)

Part F *Impression*

1. Readability
Easy 1 2 3 4 5 Difficult
2. Logical Order of Ideas
Logical 1 2 3 4 5 Illogical
3. Overall impression based on AP grading scale.
Unfavorable 1 2 3 4 5 6 7 8 9 Favorable

Part G *Miscellaneous Notes*

1. List any comments you feel will be helpful to the author.
(On separate sheet of paper)

Guidelines for Reviews

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Reviews may vary in length depending on the nature, content and length of the volume or article. Generally, five (double-spaced) pages for a book and half that amount for a scholarly article is an appropriate length. At the top of your review, cite the author, full title, date, publisher.

Selecting a Title

Outside reading is intended to furnish, in palatable form, information not available or less pleasantly accessible in your texts. Acquaintance with the great mass of historical literature can and should be an enjoyable experience. Journals not on the list of approved publications must be approved by the instructor. Do not hesitate to discard a work in favor of another if the reading seems disappointing.

Reading the Account

As you read, take notes on what impresses you, favorably or unfavorably, as well as on material that confirms or challenges previously held prejudices. As you finish the interpretation, ask yourself, "What is my reaction to this account?" It would be considered trivial merely to state, "The article is interesting."

Preparing the Review

In general a review has three functions. (1) to describe content (2) to evaluate the article (3) to offer subjective reflections on the article. A good review is not a recitation of content word for word or chapter by chapter. Regurgitation of that type requires no special mental skills. The review should be informative, analytical and critical. It is not advisable to separate content from criticism; they should be interwoven. The following are questions you might consider when reviewing an article.

1. What was the writer's purpose in preparing the work? Did he or she achieve this goal?
2. Is the article convincing? Is it comprehensive? Does it neglect important phases of the topic?
3. Does the author appear biased?
4. What intellectual questions has the author raised in your mind?
5. What seem to be the unique aspects of the account?
6. Is the writing style popular or scholarly?

7. Does the author use primary or secondary sources? Are the sources fully cited?

You should attempt to be fair in your review. Criticisms should not be made in vague and general statements; they should be grounded in specific evidence from the content of the work. Give page numbers. Prepare your review to answer favorably the questions you raise.

Due Date_____Possible Points_____

American History Journals

.....

- | | |
|--------------------------------------|--|
| 1. American Historical Review | 11.American Heritage |
| 2. Journal of American History | 12.American West |
| 3. Pacific Historical Review | 13.Public Historian |
| 4. Journal of Southern History | 14.History Teacher |
| 5. Western Historical Quarterly | 15.Pacific Northwest Quarterly |
| 6. Historian | 16.Journal of Negro History |
| 7. Arizona and the West | 17.History: Reviews of New Books |
| 8. California History | 18.Reviews in American History |
| 9. Southern California Quarterly | 19.Journal of the History of Ideas |
| 10.Southwestern Historical Quarterly | 20.Hispanic American Historical Review |

Essay Questions by Unit

.....

Unit 1: Colonial America

1. Evaluate the appeal of Jonathan Edwards or George Whitefield from the perspective of: a) an Anglican Clergyman b) a Puritan Clergyman c) a slave d) a farmer e) a New England merchant.
2. Which factor, religious freedom or economic betterment, best describes the motivation behind the founding of the English colonies?
3. Compare and contrast the economies, political institutions, religious toleration and social customs in the Southern, Middle and New England colonies.

Unit 2: The American Revolution

1. Explain and analyze the different reasons the following groups would have in both supporting and opposing the American Revolution: a) New England farmer b) Northern artisans c) Virginia slave owners d) women on the frontier
2. Compare and contrast two heroes from the American Revolution and two heroes from the period from 1950-1990. How do the criteria for heroism reflect the values of society?
3. Analyze the differences between English and American interpretations of the meanings of *representation*, *sovereignty*, *construction* and *liberty* as causes of the American Revolution.

Unit 3: Creating a Nation

1. Evaluate the statement: The principles of the Declaration of Independence were incorporated into a) the Articles of Confederation b) the U.S. Constitution.
2. American democracy was fostered by the formation of political parties. How do you account for the growth of political parties? Analyze the differences between the Federalist and Democratic Republicans until the election of 1824.
3. What were the major problems in the Articles of Confederation, and how were they corrected in the U.S. Constitution? What issues were left unresolved in the U.S. Constitution, and what effect did these unresolved questions have on the future?

Unit 4: Jeffersonian Democracy

1. Compare and contrast the foreign policies of two of the following presidents: Washington, Jefferson, Madison, Monroe, and John Q. Adams. Who had the most profound impact on American foreign policy?

2. Jefferson called his election as president the “Revolution of 1800.” Assess the impact of this revolution on domestic and foreign affairs.
3. Which political philosophy, Jeffersonian or Hamiltonian, had the greatest impact on American History during the period 1792 through 1820?

Unit 5: The Age Of Jackson

1. Compare and contrast Jefferson’s Revolution of 1800 and Jackson’s Revolution of 1828. Which had the greatest impact on American history?
2. Compare and contrast Jackson’s response to the Nullification Crisis and Lincoln’s response to Southern succession.
3. Jackson’s economic policies hindered the growth of American industrialization. Assess the validity of this statement.

Unit 6: Economic and Social Matters 1790-1860

1. Compare and contrast slavery in the South with the plight of Northern factory workers. In addition, compare and contrast the degrees and types of racism as seen in the North and South.
2. Compare and contrast the Seneca Falls Declaration with the Declaration of Independence.
3. Describe and analyze the changes in the American family brought about by industrialization.
4. Identify the main aims and analyze the effects of the reform movements in each of the following areas: a) education b) prison reform c) mental hospitals d) prohibition e) abolition of slavery f) treatment of the mentally ill.

Unit 7: Manifest Destiny

5. Assess the long-term and short-term implications of the Compromise of 1850.
6. Explain how the Mexican-American War increased tensions both politically and socially between the North and South over the issue of slavery.
7. Compare and contrast the Manifest Destiny with Jefferson’s idea of “The Empire of Liberty.”

Unit 8: The Civil War and Reconstruction

1. How has historical interpretation of the causes of the Civil War undergone changed from 1870 to the present? Analyze the reasons for this evolution, discussing both the fundamental and the immediate causes of the war.

2. Southerners maintained that secession was the ultimate expression of democracy, while Lincoln believed that secession was a rejection of democracy. Which position is correct?
3. The period of Reconstruction was a time of major political upheaval in both the North and South. What issues were settled, what issues remained unresolved and what effects did Reconstruction have on our political institutions? Could the changes in this period have been brought about without the Civil War?

Unit 9: The Gilded Age

1. Compare and contrast governmental policy towards Native American during the Gilded Age and the time period prior to the Gilded Age. How do you account for the change?
2. Compare and contrast the ideas of Booker T. Washington and W.E. Du Bois. Which ideas would be the proper role for African Americans today in combatting racial discrimination?
3. How did advances in agriculture, technology and business help to influence society during the Gilded Age? What problems resulted from these changes?

Unit 10: The Road to Empire

1. Compare and contrast the Manifest Destiny of the 1840's with American imperialism at the close of the century.
2. Analyze the reasons Americans were not willing to bestow the blessings of liberty as spelled out in the Bill of Rights upon inhabitants of newly acquired U.S. overseas territories.
3. How was the Spanish-American War a good dress rehearsal for World War I?

Unit 11: The Progressive Era

1. Which president best embodies the spirit of the Progressive Movement: Theodore Roosevelt, William Howard Taft, or Woodrow Wilson?
2. Compare and contrast the reform ideas of the Populists and the Progressives. Why were the Progressives more successful than the Populists at achieving reform?
3. Describe and analyze the reasons for labor unrest during both the Gilded Age and Progressive Era. Why did labor unions have such a difficult time organizing and gaining public and governmental support?

Unit 12: World War I

1. Name the major steps and agencies created by the U.S. government to control the economy during WWI. Assess the success and impact of these actions.

2. Describe and analyze the effects of WWI on each of the following: a) prohibition b) women's suffrage c) race relations d) business.
3. Compare and contrast Wilson's Fourteen Points with the Versailles Treaty. Why was Wilson unable to secure Senate ratification of the Versailles Treaty? In retrospect, what actions could Wilson have undertaken to secure Senate ratification?

Unit 13: The Reckless Years

1. "Prohibition is an example of rural America imposing its code of ethics and morality on urban America." Assess the validity of this statement.
2. How did the writers (authors, poets, journalists) of the 1920's reflect the unorthodox nature of the Reckless Years? Use three different writers to justify your case.
3. "The economic policies of Harding and Coolidge in the 1920s and not the policies of Hoover resulted in the Great Depression." Assess the validity of this statement.

Unit 15: World War II

1. Compare and contrast Wilson's neutrality and FDR's neutrality prior to American involvement in World Wars I & II.
2. Compare and contrast the measures taken by the government to control the economy to gear up for the war effort during WWI and WWII.
3. How did WWII affect blacks and women in the areas of employment and civil rights?
4. "Roosevelt's action putting Japanese Americans in relocation camps was a legitimate wartime activity" (Korematsu vs. U.S.). Assess the validity of this statement.

Unit 16: America in the Post War World

1. Compare and contrast the Red Scare and McCarthyism after the First and Second World Wars.
2. Which nation, the U.S. or the Soviet Union, is primarily responsible for the Cold War? In your essay be sure to discuss economic, political, military and social reasons.
3. Which policy, the New Deal or the Fair Deal, had the greatest impact on domestic politics in American History?

Unit 17: The 1960s and 1970s

1. Analyze the role of the U.S. President and the Supreme Court in their attempts to end discrimination against African Americans during the 1960s and 1970s. Overall, how would you judge the success of their actions and which branch of government was the most successful in this endeavor?

2. The 1920s and 1960s witnessed tremendous social upheaval, unrest and reevaluation of our goals. Compare and contrast the 1920s and 1960s in each of the following areas: a) literature b) respect for the law c) social customs d) foreign policy.
3. How did the Vietnam War and Watergate change American perspectives in viewing government, politics, and politicians?
4. Compare and contrast two of the following presidents and their impact on domestic and foreign policy: a) Kennedy b) LBJ c) Nixon d) Ford e) Carter.

Unit 18: The Reagan Revolution

1. Compare and contrast Ronald Reagan and FDR. Which president had the greatest impact on American history? Be sure to discuss both domestic and foreign affairs.
2. Evaluate the effects of Reaganomics on the American economy.
3. "Political movements often reflect a desire to return to the past." Assess the validity of this statement to: a) Reaganites b) Jacksonians c) Populists
4. Evaluate the American policy of containment from the end of World War II to the present. Was it a success or failure? Why?

Chapter 3: Debates

Teacher's Guide

1. The debates are the major research assignments for the semester.
2. Debates are done in teams of two. Each person will speak for 7 minutes in round one and 3 minutes in round two.
3. The handouts *Debate Format* and *Debate Tips* (pages 40 & 45) should be reproduced for student reference.
4. The *Debate Score Sheet* (pages 41–42) should be reproduced, distributed and explained to the students. It is used to explain the rationale for grades and as a guide for student improvement. The instructor should return the completed form to the student after the grade has been recorded. One variation is to have each student in the class score the debate at its conclusion and then compare their marks to those of the instructor.
5. Forty percent of the debate grade is derived from the annotated bibliography. This enables the instructor to judge the amount of research the students have undertaken for their debate. An annotated bibliography consists of the normal bibliographic information plus a short synopsis of the article.
6. The handout *Debate Questions by Unit* (pages 43–44) should be distributed to the class.
7. Dates and times for the debates should be announced by the instructor. Students signing up for debates should know their partner and be aware of the date of the debate.
8. There are often more debate questions and student slots than students. The instructor may consider allowing students to sign up for a second debate as extra credit. Debates are a great way to reinforce learning. In order for debates to be successful, the proper atmosphere must be maintained. Students should take notes on the salient points presented. If you pit students who have a “natural antagonism” towards each other on opposite debate teams you often experience excellent debates exploring many aspects of the question. Competition can be a great motivator.
9. Consider passing out a ballot at the beginning of the class to gauge initial opinion on the issue. After the debate take another vote to see the change in views. This technique is part of the debate score sheet.
10. The handout *Debate Tips* (page 45) should be reproduced for student reference.
11. If possible, videotape the debate. Student presentation, dress, and enthusiasm increase markedly.

Debate Format

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General Rules

1. Seven minutes per student in round 1 and three minutes per student in round 2.
2. No interference with the speaker.
3. The speaker may use the podium.
4. Two rounds per debate.
5. Two- to three-minute conference between rounds.

Round 1

Person #1 for each side

1. Restate question.
2. Explain why it is important.
3. Provide general reasons for position.
4. Present any emotional reading or quote.
5. Offer emotional appeal.

Person #2 for each side

1. Present data, case studies.
2. Provide specific support for your arguments.
3. Offer intellectual appeal.

Break

Round 2

Person #1 for each side

1. Attack and reiterate.
2. Appeal should be both emotional and intellectual.

Person #2 for each side

1. Summarize your position and evidence.
2. Take the high moral ground.

Questions from the Class

Debate Score Sheet

Debate Topic_____

Debate Teams

Pro_____ & _____

Con_____ & _____

Categories and % Points

1. Annotated Bibliography (Min. 3 Sources)

A) B) C) D)

(40% of Grade)

2. Presentation

A) Was the debate rehearsed?

B) Loudness (Could the speeches be heard?)

C) Read or explained?

D) Organization

E) Debate addressed to audience

F) Use of time

G) Persuasiveness

H) Thesis clearly defined and explained

(40% of Grade)

3. Rebuttal to Opponents

(10% of Grade)

4. Vote Change

Pre-Vote

Pro_____ Con_____?

Post-vote

Pro_____ Con_____?

(5% of Grade)

5. Answer to Panel Question

(5% of Grade)

6. Additional Comments (Can be written on back)

Debate Questions by Unit

.....

SEMESTER I

Unit 1: Colonial America

Was the Colonial Period a “Golden Age” for Women in America?

Unit 2: The American Revolution

Was the Great Awakening a Key to the American Revolution?

Unit 3: Creating a Nation

Were the Founding Fathers Democratic Reformers?

Unit 4: Jeffersonian Democracy

Was Thomas Jefferson Committed to bring and End to Chattel Slavery?

Unit 5: The Age Of Jackson

Was Andrew Jackson’s Indian Removal Policy Motivated By Humanitarian Impulses?

Unit 6: Economic and Social Matters 1790-1860

Were the Abolitionists “Unrestrained Fanatics”?

Unit 7: Manifest Destiny

Was U.S. Foreign Policy in the Early Nineteenth Century Imperialistic?

Unit 8: The Civil War and Reconstruction

Were the Abolitionists “Unrestrained Fanatics”?

Unit 9: The Gilded Age

Was John D. Rockefeller a “Robber Baron”?

SEMESTER II

Unit 10: The Road to Empire

Was the U.S Intervention in Nicaragua in the Early 20th Century Motivated by “Dollar Diplomacy?”

Unit 11: The Progressive Era

Was City Government in the Late 19th-Century America a “Conspicuous Failure?”

Unit 12: World War I

Did Woodrow Wilson Fail as Commander-in-Chief during World War One?

Unit 13: The Reckless Years

Did the Women’s Movement Die in the 1920s?

Unit 14: The Great Depression and New Deal

Was the New Deal an Effective Answer to the Great Depression?

Unit 15: World War II

Was the Yalta Accord in the Best Interest of the United States?

Unit 16: America in the Postwar World

Was the Conflict Between the United States and Russia Inevitable?

Unit 17: The 1960s and 1970s

Was Martin Luther King Jr.’s Leadership Essential to the Success of the Civil Rights Movement?

Unit 18: The Reagan Revolution

Is the United States in a Period of Decline?

Debate Tips

.....

1. Research your topic thoroughly.
2. Organize your ideas.
3. Be as precise as possible.
4. Make your presentation sound spontaneous. Do not read an essay for the class.
You may use notecards or an outline sheet.
5. Define terms to your advantage.
6. Anticipate your opponent's main points.
7. Have a strong opening and conclusion.
8. Use quotes from experts. (Don't overdo this)
9. Use statistics from experts. (Don't overdo this)
10. Occasionally, it is useful to use the board or overhead to emphasize points.
11. Be consistent.
12. Rehearse your presentation and use time accordingly.
13. Be confident and avoid talking in a monotone.
14. Address your presentation to the audience, not your opponents.
15. Dress well and be rested.

Chapter 4: Networking Assignments

Teacher's Guide

1. Networking assignments are designed so students can assist one another with the massive amounts of information and research required in the AP American History course.
2. These assignments are extremely valuable when reviewing for the AP exam.
3. Duplicate and distribute the networking assignments listed below:

Architects...	p. 48
Artists...	49
Afro-Americans...	50
Women...	51
Writers...	52
Native Americans...	53
Religious Leaders...	54
Assessing Presidential Impact...	55
Explorers...	56

4. Each student should be assigned one person from each list in conjunction with the networking assignments. Each student should answer the questions at the top of the list, being careful to stick to the individual's importance in history, and not to write a biographical sketch. Each person should duplicate enough copies to distribute to the class. Networking assignments should be kept in Section 4 of the student's notebook.
5. Time frame. Teachers have utilized these assignments in different fashions. Some assign them during the two-week review session just prior to the AP exam. Many teachers apply them during particular units: Explorers during "The Age of Exploration," etc.

Architects Who Left Their Mark on America

Identify the following architects by their work, architectural style, and impact on American architecture. In what time periods did these individuals live, and how did their eras affect their styles and popular American culture?

Louis Sullivan

Richard Morris Hunt

Henry Hobson Richardson

Pierre Charles L' Enfant

Thomas Jefferson

Frank Lloyd Wright

James Gibbs

Peter Harrison

William Thornton

Stephen Hallett

Charles Bulfinch

Richard Upjohn

James Gamble Rogers

William Jenney

Artists Who Left Their Mark on America

Identify the following artists by their work, style of art and impact on American Fine Arts. In each case did these artists accurately depict the times in which they worked, and how did their eras affect their perception?

John Singer Sargent
James McNeil Whistler
Winslow Homer
Albert Ryder
Asher Durand
William Sidney Mount
Gutzon Borglum
Anna Mary Robertson Moses
Norman Rockwell
Frederic Remington
Jackson Pollock
Franz Kline
David Hare
Andy Warhol
Georgia O'Keeffe
John Singleton Copley
Thomas Eakins
Ben Shahn
Benjamin West
Gilbert Stuart
John Trumbull
Rembrandt Peale
Thomas Sully
Emanuel Leutze
Charles Willson Peale
Thomas Cole
George Inness
Robert Henri
John Kane
John Steuart Curry

African Americans Who Left Their Mark on America

Identify the following African American by their time period, contributions, and impact on American history.

George Washington Carver

W.E.B. Du Bois

Martin Luther King

Frederick Douglass

Harriet Tubman

Colin Powell

Thurgood Marshall

Jesse Owens

Rosa Parks

Malcolm X

Jesse Jackson

James Meredith

Phyllis Wheatley

Marcus Garvey

Eldrige Cleaver

James Foreman

Rev. Richard Allen

Louis Armstrong

Jackie Robinson

Huey Newton

Elijah Muhammad

James Baldwin

Roy Wilkins

Stokely Carmichael

Whitney Young

Le Ron Ellis

Andrew Young

Douglas Wilder

Shirley Chisholm

Clarence Thomas

Crispus Attucks

Women Who Left Their Mark on America

Identify the following women by their time period, contributions, and impact on American history.

Jane Addams

Francis Perkins

Carrie Chapman Catt

Maria Mitchell

Sally Ride

Mary Harris Jones

Jeanette Rankin

Emma Willard

Mary Lyon

Martha Jane Canary

Dorothea Dix

Sarah Grimke

Angelina Grimke

Lucretia Mott

Anne Hutchinson

Clara Barton

Elizabeth Cady Stanton

Carry Nation

Geraldine Ferraro

Sandra Day O'Connor

Susan B. Anthony

Amelia Earhart

Sojourner Truth

Ida Tarbell

Peggy Eaton

Eleanor Roosevelt

Writers Who Left Their Mark on America

Identify the following authors by their work, style of writing, and impact on American literature. Did these authors accurately describe the times in which they wrote and how did their eras affect their perception?

Walt Whitman

Edward Bellamy

Tennessee Williams

Michael Wigglesworth

Edward Taylor

Toni Morrison

Edgar Allan Poe

Herman Melville

F. Scott Fitzgerald

Sherwood Anderson

Ralph Waldo Emerson

Thomas Paine

Sinclair Lewis

Flannery O'Connor

John Steinbeck

Ayn Rand

Carl Sandburg

James Fenimore Cooper

Henry David Thoreau

Robert Frost

Margaret Mitchell

T.S. Eliot

Stephen Crane

William Dean Howells

Mark Twain

Anne Bradstreet

Joseph Heller

Kurt Vonnegut

Nathaniel Hawthorne

Carson McCullers

Ernest Hemingway

Willa Cather

Ben Franklin

William Faulkner

Jack London

J.D. Salinger

Edith Wharton

John Updike

Washington Irving

James Baldwin

Henry W. Longfellow

Harriet Beecher Stowe

Emily Dickinson

Native Americans Who Left their Mark on America

.....

Identify the following Native Americans by their time period, tribe, contributions, and impact on American History.

Chief Joseph

Sitting Bull

Pocahontas

Tecumseh

Geronimo

Sacajawea

Washakie

Red Cloud (Ojibwa Sioux)

Little Wolf (Cheyenne)

Little Crow (Sioux)

Wolf Robe (Cheyenne)

Joseph Brant

Hendrick (Mohawk)

Red Jacket

Oshkosh

Black Hawk

Quanah Parker

Note: AP students should be able to identify the major Indian tribes, their geographical locations, lifestyles, and dealings with the “Whiteman.”

Religious Leaders Who Left their Mark on America

Identify the following religious leaders by their time period and major beliefs. Assess their short-term and long-range impact on American society and religious history.

John Robinson

William Bradford

John Wesley

Joseph Smith

William Moody

Mary Baker Eddy

George Fox

Theodorus J. Frelinghuysen

George Whitefield

Thomas Campbell

Charles G. Finney

John Henry Hobart

George Ripley

John H. Vincent

Jonathan Edwards

Thomas K. Beecher

Aimee Semple McPherson

Pat Robertson

Oral Roberts

William Penn

Roger Williams

William E. Channing

Brigham Young

Billy Sunday

Charles Russell

Andrew White

Gilbert Tennent

Lyman Beecher

James McGready

John W. Nevin Ann Lee

Dwight Moody

Theodore Munger

Felix Adler

Issac M. Wise

Billy Graham

Jerry Falwell

Henry Ward Beecher

Assessing Presidential Impact on U.S. History

Complete this page for each President.

President _____ Dates Served as President _____

Assessing Domestic Policy

Achievements:

Failures:

Unfinished Business:

Assessing Foreign Policy

Achievements:

Failures:

Unfinished Business:

How would you rate this President using the categories listed below and why?

Great Near Great Above Average Average Below Average
Failure No Rating (did not serve long enough to qualify)

(Use back of paper to complete exercise.)

Explorers In The New World

.....

Identify the following explorer, the country he represented, the area claimed and his impact on America and the settling of the New World.

Bartholomeu Diaz

Vasco da Gama

Pedro Cabral

Prince Henry the Navigator

Christopher Columbus

Vasco Nunez de Balboa

Hernando Cortes

Ferdinand Magellan

Francisco Pizarro

Jacques Cartier

Samuel de Champlain

Henry Hudson

Chapter 5: Test-Taking Skills

Teacher's Guide

1. Duplicate and distribute the handouts on pages 58, 59, and 60.
2. Stress that following these tips may give students a few extra points on the AP Exam. These few points may make the difference between a passing and failing score.
3. Teachers may distribute these handouts prior to in-class exams or may wish to wait until the review for the AP Exam.

Multiple-Choice Questions

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1. If you encounter a question where you have absolutely no knowledge and cannot limit the choices between two, leave it blank. There are 1.25 points deducted for every wrong answer and only 1 for blank.
2. When two out of four choices are opposites, pick one of those two as the best guess.
3. B, C, and D answers are best in five answer (A-E) multiple choice questions.
4. Non-answers (“Zero,” “None of the above”) are usually poor guesses.
5. In questions asking for the most or the least, pick the answer next to the most or the least. (Most: 5, 8, 9, 15, 30)
6. “All of the above” is generally a good guess.
7. Longest multiple-choice answers are good guesses.
8. If two out of four choices are almost identical, pick the longer of the two.
9. If a question asks for a plural or singular answer, make sure you pick the plural or singular.
10. When limiting words are used (all, never, always, must, etc.), “false” is usually the better answer.
11. When general terms are used (most, some, usually, could, might, etc.) “true” is usually the better answer.
12. Identify those questions you’re not sure of with a mark. Review these on a second pass.
13. Reread directions before turning in an exam. Use the entire period to double-check.
14. First impressions (initial guesses) are often best. If an answer comes to you from out of the blue, it’s probably your right brain at work. Don’t fight this intuition unless you’re sure it’s wrong.
15. When a question is difficult to visualize, draw it.

WHEN IN DOUBT, FOLLOW THE RULES FOR THE BEST EDUCATED GUESS

Free Response Question

.....

1. Read the questions carefully & analytically.
2. Choose the question you feel most competent to answer. There is no time to change questions once you have begun.
3. The free response essay should be a minimum of three pages.
4. Write legibly.
5. Marking questions may be helpful:
 - A. Underline operative words: define, assess, compose, etc.
 - B. Circle time frame specified, i.e. since 1790 or prior to 1880.
6. One or two specific, focused, and relevant examples are better than a laundry list of names or cases without comment.
7. Be sure your thesis is consistent with your conclusion.
8. Use correct terminology & vocabulary.
9. Do not preach or moralize in your essay. This is an essay, not an editorial.
10. Using an author's name is not an advantage *unless* you can adequately state the gist of his or her position.
11. *Underline* key names & phrases so they stand out to the AP reader.
12. Your introductory paragraph is the most important.
13. You do not get a second chance to make a good first impression. Your opening paragraph should contain:
 - A. A restatement of the question
 - B. Your thesis
 - C. Outline of supporting points

DBQ

.....

The Document Based Question (DBQ) on the Advance Placement Examination requires skill in organization and planning as well as writing. Before writing follow these tips:

1. Read the instruction carefully. Know what the question implies. You will probably have to put the given information into a larger historical context than the data provides. The College Board expects students to bring outside information into their essays. Using the documents alone will not result in a top grade.
2. Read the provided data as fast as possible. Do not become interested in what is being said, but read to find out the pertinent information.
3. Use the document to draw conclusions. Advance Placement Readers are looking for application of the data, not summaries or paraphrases.
4. Use ten to 15 minutes to organize the data into the form the question is asking (i.e., comparing and contrast, analyze, etc.)
5. After organizing the data, develop a thesis for your essay. A good thesis must involve both the topic and an attitude towards the topic.
6. Organize your conclusion. Be sure it goes beyond a mere summary to a statement of importance.

Chapter 6: Simulations

Teacher's Guide

Developing a Utopian Society

1. Duplicate and distribute the simulation instructions on page 63.
2. Break the class into groups. Size will vary with individual class requirements, but five students per group operates efficiently.
3. Students should receive the simulation instructions at least one day before the simulation to prepare adequately.
4. The simulation should be concluded in one to two class periods. Day 1 is for group meetings. Day 2 is for group reports and class discussion.
5. Groups should submit a written report of their conclusions.

President Stephen A. Douglas

1. Duplicate and distribute the simulation instructions located on page 64.
2. Break the class into groups. Size will vary with individual class requirements, but four or five students per group operates efficiently.
3. Students should receive the simulation instructions at least one day before the simulation to prepare adequately.
4. The simulation should be concluded in one to two class periods. Day 1 is for group meetings. Day 2 is for group reports and class discussion.
5. Students must be familiar with the personality and political skills of Stephen A. Douglas.
6. Students should be familiar with the Democratic Party's platform in the 1860 election.

The Versailles Conference and Treaty

1. Duplicate and distribute the simulation instructions located on page 65.
2. Break the class into groups. Size will vary with individual class requirements, but five students per group operates efficiently.
3. Students should receive the simulation instructions at least one day before the simulation so as to prepare adequately.
4. The simulation should be concluded in one to two class periods. Day 1 is for group meetings. Day 2 is for group reports and class discussion.
5. Groups should submit a written report of their conclusions.

Trial of Richard Nixon

1. Duplicate and distribute the simulation sheet on page 66 for the Trial of Richard Nixon.
2. Assign the roles listed in the simulation to students in the class. Students must realize the roles require research and oral presentations. The instructor may consider giving extra credit to these students.
3. The lawyers for the prosecution must research the actual charges against Richard Nixon and publish them before the trial.
4. The simulation should be held approximately one week after distribution of simulation sheet. This will allow students the necessary time to do research and prepare their roles.
5. The prosecution must publish their list of crimes against Richard Nixon at least two class days before the simulation. This allows the defense time to prepare their case.
6. Simulation should conclude in one to one and a half class periods.

Developing a Utopian Community

.....

Part 1

1. The class will be broken into groups to develop a master plan for a utopian society to operate during the 1820s-1850s.
2. The group must establish the rules, principles, policies, and the purpose for their community.
3. The group must determine the proper geographical location for their community.
4. What problems do you anticipate your community will encounter, both from within the community and from its neighbors?

Note: Groups should examine utopian communities, including the Oneida Colony, New Harmony, and Brook Farm as examples. Try to build on their strong points and discard their errors.

Part 2

Each group will present their findings to the class.

Part 3

Class Discussion Questions

1. What are the strengths and weaknesses of each plan?
2. Which group's plan seem the most appealing? Why?
3. Why did the major utopian communities of the 1820's-1850's fail?
4. What recent groups have attempted to build utopian communities? What were their results?
5. Why do you think it is so difficult, if not impossible, to develop a functioning utopian society in the United States?

President Stephen A. Douglas

.....

Setting

In a twist of history, the Democratic Party does not split into northern and southern wings during the 1860 election. For this reason, the electoral college awards the victory to Douglas. Instead of Lincoln being elected as minority president (less than 40% of the popular vote), Douglas takes office as majority president in both the electoral college and in the popular vote. When President Douglas is sworn into office, the nation is still united. The South does not automatically secede from the Union upon Douglas's election. The South does reserve the right to secede if future events warrant.

Directions

The class will be divided into groups of approximately four members who represent the principal officers of the cabinet and closest aides to the new president. Their job is to give advice to the President that will attempt to keep the union together now and in the future, mollify the abolitionists, and keep the moderate Republicans such as Lincoln from becoming more radical in their positions.

Points to Remember

1. How would Douglas react to your advice?
2. How would moderates and abolitionists react to your plan?
3. How would Southerners react to your plan?
4. What are the short-term implications of your advice?
5. What are the long-range implications of your advice?
6. What would be the future of slavery under your plan? Why?
7. What actions would Douglas take if the South seceded from the Union? Why?

The Versailles Conference and Treaty

Part 1

Background

Many historians believe the Versailles Treaty was the precursor to the Second World War. Many of the treaty's provisions created a climate precipitating the rise of the German totalitarian state. The Versailles Treaty was a victors' peace. Germany was not represented at the Versailles Conference and had virtually no input into the final document.

Directions

The class will be broken into groups to rewrite the Versailles Treaty. The goal of these groups is to draft a treaty so as to avoid the Second World War. You have the gift of hindsight. You know how WWII started. Try to defuse the situation. Be sure to explain how each new provision of your treaty will help to divert WWII.

There are five main areas in the Versailles Treaty which the groups will want to pay attention to:

1. German Guilt Clause
2. War Reparations
3. Redrawing the Map of Europe
4. Strengthening the League of Nations
5. Arms Control

Part 2

Directions

After you have drafted your new treaty, analyze the chances of its acceptance by the Big Four (United States, England, France and Italy). If you conclude the treaty will not pass, what actions, if any, could be undertaken to ensure its passage?

Trial of Richard Nixon

.....

Background

In a twist of fate, Richard Nixon has been indicted by the federal government for his involvement in Watergate.

Roles In the Simulation

A) Judge

1. Presides over the trial
2. Maintains order and decorum
3. Decides points of controversy

B) Richard Nixon

1. Is the defendant in the case
2. Will testify in his own behalf before the tribunal
3. Must be familiar with Richard Nixon so as to answer questions as would the original

C) Attorney I for Richard Nixon

4. Will deliver 3-5 minute opening statement in defense of Richard Nixon
5. Will be allowed to ask five questions during the testimony
6. Will develop strategy for Nixon with Attorney II

D) Attorney II for Richard Nixon

1. Will deliver the 3-5 minute closing arguments for Richard Nixon
2. Will be allowed to ask five questions during the testimony
3. Will develop defense for Nixon with Attorney I

E) Attorney I for The Prosecution

1. Will deliver 3-5 minute opening statement in support of the conviction of Richard Nixon
2. Will be allowed to ask 5 questions during the testimony
3. With Attorney II for The Prosecution will write the charges against Richard Nixon to be used in these proceedings

F) Attorney II for The Prosecution

1. Will deliver the 3-5 minute closing arguments in support of the conviction of Richard Nixon
2. Will be allowed to ask five questions during the testimony
3. With Attorney I for The Prosecution will write the charges against Richard Nixon to be used in these proceedings

G) Jury

The class will decide the fate of Richard Nixon

Trial Procedure

1. Judge reads the charges against Richard Nixon as developed by the prosecution
2. Opening statement Attorney I for prosecution
3. Opening remarks Attorney I for Richard Nixon
4. Testimony of Richard Nixon
 - A. Five questions for Attorney I for Richard Nixon
 - B. Five questions for Attorney I for the Prosecution
 - C. Five questions for Attorney II for Richard Nixon
 - D. Five questions for Attorney II for The Prosecution
5. Other witnesses as called
6. Closing Statement Attorney II The Prosecution
7. Closing Statement Attorney II for Richard Nixon
8. Jury deliberation and verdict

Chapter 7: Lesson Plans

Teacher's Guide

General Instructions: Duplicate and distribute the pages for student use and follow the directions listed for each assignment. Instructors should feel free to personalize and adapt these lessons and projects to meet their individual needs.

Research Paper: Comparison of Two Historical Figures (pages 72–73)

1. Assign or let students select the individuals for this paper.
2. This paper is designed for the first semester of the course. It forces students to make comparisons about individuals from different time periods. This paper forces students to think at the upper end of Bloom's taxonomy and not merely regurgitate facts. This is a major AP essay question format.
3. Some instructors have adapted this assignment for a group project usually done in groups of two.
4. Stress to the students that they may have to visit a college or university library to conduct their research.

Yesterday, Today and Tomorrow: Group Research Project (page 74)

1. Divide the class into groups of approximately four students.
2. Have students select the topic of their products.
3. Some instructors have made this an individual projects.
4. Stress to the students that they may have to visit a college or university library to conduct their research.
5. Once again students are examining a problem over a protracted time period encompassing different historical periods. This is the major AP essay question format.

Ten Major Events that Shaped United States History (page 78)

1. Follow directions on the handout.
2. Names can be substituted for events if the instructor desires, or the instructor may wish to conduct this assignment using both names and events.
3. This assignment can be used in the beginning of the year to ascertain what students know entering the course. The nature of the assignment forces students to take positions and defend them against other viewpoints. It is an excellent assignment to help students with class participation. Instructors may wish to do the assignment again at the end of the semester or course to see how student thinking has evolved.

4. Some instructors use this assignment during the review for the Exam. Once again, it forces students to take positions and defend them against other viewpoints, but with the entire course completed.

Basic Activities of Man (page 77)

1. Duplicate and distribute the handout.
2. Follow directions on the handout.
3. Tell students to bring outside materials dealing with the particular war they are studying to class on the day of this lesson.
4. This activity will force the students to examine the multifaceted causes of the war.
5. Dr. Taylor states that all human activity can be placed into this rubric and there is at least one cause for the war for each category.
6. Another way to use this rubric is to list the main examples under each heading for the nation during a certain time period such as the Gilded Age or America after World War I or II.

Example:

Producing. Exchanging and Distributing: Japan takes the Dutch East Indies for its oil in WWII, the Stamp Act in the American Revolution and the economic implications of slavery for the Civil War.

Aesthetic Needs: German marching songs used to motivate the public and military personnel in WWII and the “Battle Hymn of the Republic” during the Civil War.

Governing & Organizing: Fascism/Nazism vs. Democracy and Communism in WWII.
Making Tools: Creation of bombers, aircraft carriers, etc.

Machiavelli (page 78)

1. This lesson is excellent as a review for the AP Exam or as an introduction to the course.
2. Explain the main points of his theory.
3. Ask students if they agree with Machiavelli or would they vote for a person who espoused these ideas.
4. Explain that many great presidents have to some degree used these techniques. Examples: Lincoln suspending habeas corpus, TR and the Panama Canal, Jefferson and the Louisiana Purchase, and possibly FDR and his prior knowledge of Pearl Harbor.
5. For question #5 on the handout, point out there is no carte blanche to using these ideas. Nixon was forced from office for his actions in Watergate. But there is no hard-and-fast dividing line between what is acceptable and what is not. Why was Reagan not impeached for the Iran Contra scandal but why Nixon removed because

of Watergate? Ask students what they think is the extent to which a president may be Machiavellian.

SPRITE Chart (page 79)

1. This lesson is an excellent chapter review or end of the year review
2. Duplicate and have the students fill in the chart as individuals or groups

Declaration of Independence (page 80)

1. Students must read the Declaration of Independence carefully to answer these questions.
2. These questions are at the upper end of Bloom's Taxonomy. Tell the students to be specific in their answers.
3. In summing up, try to mention that equality is a utopian goal that we should always be striving to achieve, although in reality we may never fully realize it.
4. The instructor should point out that the audience for which the Declaration was written was the world. It was partially a PR document. This can be contrasted with the Articles of Confederation whose audience was the states, and the Constitution, whose audience was the people.

Lecture Outlines

Lecture Outlines are designed as a model for selected units and topics. They tend to cover the major political and economic developments that are covered on the AP Exam. Instructors may wish to follow this lecture format for other units. Numerous instructors distribute these outlines in late April or early May as a review for the AP Exam. The following are the sample outlines contained in this publication:

Hamilton's Financial Program (page 81)

Age of Jackson (page 82)

Civil War & Reconstruction (pages 86–91)

Age of TR (Building the Panama Canal & Progressive Movement) (pages 92–95)

World War I (pages 96–99)

The Great Depression & New Deal (page 100)

World War II (Drift Toward War & War Strategy, etc.) (pages 104–107)

The Cold War (pages 108–109)

The Reagan Revolution (page 110)

Research Paper:

Comparison of Two Historical Figures

.....

Each student will write a short paper comparing and contrasting two individuals who had a pronounced effect on U.S. History. This paper should be 7-10 pages typed, not including a cover page, footnote page and bibliography. Your instructor will discuss the appropriate style guidelines for the paper. Your papers will be available for other class members to read, analyze and study.

Content:

1. Compare and contrast the individuals. What were their similarities and differences?
2. What were their contributions to history?
3. How were the time periods they lived in different, and how did these differences affect their actions?
4. Which figure had the greater impact on American history? Why?
5. Do not write separately about each individual; you must intertwine the people throughout the paper.
6. Bibliographical information such as date of birth, family, etc. is not relevant to this paper and should not be included. This assignment is limited in length; therefore, extraneous information like that mentioned above takes away from the space needed to adequately analyze the historical figures.

Due Date_____

Possible Points_____

Topics

.....

1. Abraham Lincoln & Jefferson Davis
2. Malcolm X & Frederic Douglas
3. Susan B. Anthony & Betty Friedan
4. Roger Williams & Joseph Smith
5. Colonel E. M. House & Henry Kissinger
6. George S. Patton & U.S. Grant
7. Jane Adams & Gloria Steinem
8. Samuel Gompers & John L. Lewis
9. U.S. Grant & Robert E. Lee
10. Andrew Jackson & Theodore Roosevelt
11. FDR & Ronald Reagan
12. Earl Warren & Warren Burger
13. Roger B. Taney & William Rehnquist
14. FDR & Churchill
15. John Adams & John Quincy Adams
16. U.S. Grant & Warren G. Harding
17. Lyndon Johnson & Andrew Johnson
18. Richard Nixon & Andrew Johnson
19. Martin Luther King & Frederick Douglass
20. John Brown & Eugene Debs
21. Theodore Roosevelt & Harry Truman
22. Samuel Gompers & George Meany
23. Abigail Adams & Nancy Reagan
24. John C. Calhoun & Henry Clay
25. Art Buchwald & Finley Peter Dunne
26. Ida Tarbell & Ralph Nader
27. Cesar Chavez & Jessie Jackson
28. Huey Long & Aaron Burr
29. John Marshall & Earl Warren
30. William Lloyd Garrison & William F. Buckley
31. Joseph McCarthy & A. Mitchell Palmer

Note: Other pairings and individuals will be considered if your ideas are presented to the instructor.

Yesterday, Today, and Tomorrow: Group Research Project

.....

The class will be broken into groups of approximately four members. Each group will select a topic and examine its historical roots and contemporary implications, rather than prognosticate about its future. The instructor will decide how to divide the class into groups. Each group will write a paper approximately 15 pages in length on their selected topic. In addition, each group will make an oral presentation and defend their paper.

Procedure

1. Select an area in American history that your group is interested in and feels is worthy of further study.

Examples: Civil Rights

Effects of the Spoils System

Political Parties as a mainstay in American politics

Supreme Court decisions and social policy.

2. Select a thesis and secure the instructor's approval.
3. Sources:

- A. Minimum two different articles from two different historical journals.
- B. A third source from a credible authority in your subject area.

Setup & Outline

- C. Cover page
- D. Introduction to the report
- E. "Yesterday" A historical analysis of your subject area
- F. "Today" A contemporary analysis of your subject area
- G. "Tomorrow" A creative projection into the future to evaluate the ramifications of this issue in society
- H. Conclusion: A synthesis of the three main areas
- I. Footnote page & Bibliography

Notes

1. Type your paper using a standard college methodology as instructed by your teacher.
2. Quality of content and your presentation must be the foremost considerations in this project.
3. When appropriate, use maps, graphs, etc.
4. Be sure to liberally employ the use of footnotes to support your arguments.

Due Date for Paper_____ Date of Oral Presentation _____

Points for Paper_____ Points for Oral Presentation _____

Ten Major Events That Shaped The United States

INTRODUCTION

Have you ever wondered why there are so many different American history texts dealing with essentially the same material? Historians are forced to select events they feel have most significantly impacted this nation. Each historian interprets these facts from a different perspective thereby altering judgments. Your textbook covers American history from roughly 1492 through the present in 1000 pages. Yet, there are literally millions of pages written on the topics covered in each chapter in your text.

ASSIGNMENT

Part 1

Each student is to select the ten most significant events in American history since 1492. In other words, which ten events shaped the nation today? These events may be political, economic, social, diplomatic, etc. The Civil War and World War II are too broad for this assignment. A single occurrence such as the Emancipation Proclamation is an example of an event with the proper specificity.

Part 2

Students will then divide into groups and reach a consensus on 10 events from their individual lists. Each group will write a brief explanation of the significance of the events they have selected. After a consensus has been reached, each group will rank their list from most important to least important. Number one will be the most important and number ten the least important. Each group will submit their list to the instructor who will point out the differences in each group.

Student should keep a copy of their lists and evaluate how their ideas have changed by the end of the course. These changes in ideas help to explain revisionism and differing perspectives in history and why history is constantly evolving.

Basic Activities of Man

.....

Directions:

The Basic Activities of Man framework is used to analyze human activity. Every action a person, people or nation takes can be categorized into this rubric. For each of the headings in the Basic Activities of Man, you are to list as many reasons as possible for each of the following wars:

American Revolution

War of 1812

Mexican-American War

Civil War

Spanish-American War

World War I

World War II

Cold War

Korean War

Vietnam War

1. PRODUCING, EXCHANGING AND DISTRIBUTING (economics)
2. TRANSPORTATION
3. COMMUNICATIONS
4. PROTECTING AND CONSERVING (culture, civilization, race, etc.)
5. PROVIDING EDUCATION
6. MAKING TOOLS
7. PROVIDING RECREATION
8. GOVERNING AND ORGANIZING
9. MORAL, SPIRITUAL AND ETHICAL BEHAVIOR
10. AESTHETIC NEEDS (art, literature, music, etc.)

Niccolo Machiavelli

.....

1. Renaissance author, *The Prince*
2. Machiavelli—Father of Modern Political Science
3. History is dictated by the actions of men. It can be explained by the way people behave, not the way they ought to live.

Machiavelli on Men

“In general they are ungrateful, anxious to avoid danger and covetous of gain!”

Machiavelli on the Morality of Leaders

“In making decisions morality should never be a factor. The only criteria is whether or not the method promises success.”

Machiavelli on Leadership

“Leadership knows no hard and fast rules; it demands flexibility...

It is better to be feared than loved. Men have less scruples in offending one who makes himself loved than one who makes himself feared; for love being a chain of obligation, which men being selfish will break whenever it suits their purpose, but fear is maintained by dread of punishment which never fails.”

Machiavelli on Power

“There are two methods of fighting: by law and by force. Since the first method is often insufficient, one must have recourse to the second... fear, cruelty and deception are recommended as regular instruments for government.”

SPRITE CHART

.....

Fill in the box below with the proper Information about the **S**ocial, **P**olitical, **R**eligious, **I**ntellectual, **T**echnological, and **E**conomic events of the chapter assigned.

Chapter _____ Time Span _____

S	
P	
R	
I	
T	
E	

Declaration of Independence

.....

1. Jefferson “borrowed” many ideas from John Locke in writing the Declaration of Independence.
2. The Declaration of Independence had three main goals:
 - A. to explain the political philosophy of the colonists
 - B. to list the grievances of the revolutionists
 - C. to formally declare their separation from Britain

Discussion Questions:

1. Why was this Declaration written? Who was its intended audience?
2. What did Jefferson mean by the phrase “All men are created equal”?
3. Has the concept “All men are created equal” been achieved in our society?
4. What are inalienable rights?
5. According to the Declaration, what is the purpose of government?
6. According to Jefferson, when is revolution justified?
7. What evidence is offered to support the proposition that the colonists tried to secure their rights peacefully?

Hamilton's Financial Program

.....

1. Government revenue should:
 - A. meet the ongoing expense of the government
 - B. pay the interest on the national debt
 - C. gradually reduce the national debt
 - D. be enhanced with a 25% excise tax on whiskey*

This excise tax led to the **Whiskey Rebellion.*
2. Foreign debts should be repaid immediately.*

**By 1796, the U.S. repaid \$12 million in debts to France and Holland.*
3. Old and new bonds should be redeemed at face or par value.
 - A. showed that U.S. debts are good
 - B. forced the upper class elite to support the government
 - C. was accomplished with the Funding Act of 1790
4. The federal government assumes state debts.
 - A. Assumption Act—(\$25 million in state debts)
 - B. Jefferson—compromise—Southern new capital
5. Encourage industry and manufacturing.
 - A. would make a nation wealthy
 - B. would end foreign dependence on essential goods
 - C. tariffs would increase revenues and protect infant industries*

**Why would Western farmers oppose point #5?*
6. Establish a national bank (Bank of United States*)
 - A. provided safe and centralized location for gov't deposits
 - B. provided an institution for taxes to be paid into
 - C. provided an institution where the gov't could borrow money
 - D. the bank could lend money to new industries
 - E. served as an agent to sell gov't bonds

**The Bank of the United States was 80% private and 20% owned by the government. The bank could issue notes backed by government tax deposits.*

Age of Jackson

“Government by the masses—instead of government of the masses by the upper class—was finally introduced at the national level in the days of Andrew Jackson.”

Thomas Bailey

1. The personality of Jackson
2. The Election of 1824

A. Results

Candidate	Electoral Vote	Popular Vote	Percentage
Jackson	99	153,544	42.16%
Adams	84	108,740	31.89%
Crawford	41	46,618	12.95%
Clay	37	47,136	12.99%

B. The Corrupt Bargain

3. The Administration of John Quincy Adams

- A. personality
- B. proposals: National University, Astronomical Observatory
- C. Tariff of Abominations (1828)

4. The Election of 1828

A. Results

Candidate	Electoral Vote	Popular Vote	Percentage
Jackson	178	647,286	56%
Adams	83	508,064	44%

- B. Power shifts to Western states & South
- C. Manhood-suffrage states, large voter turnout
- D. Revolution of 1828

5. Henry's Clay's American System
 - A. internal improvements
 - B. protective tariff
 - C. National Bank

The Jackson Administration

.....

1. Jacksonian Reforms

- A. the spoils system
- B. universal manhood suffrage
- C. increase in political participation and election campaigns
- D. end of “King Caucus”
- E. kitchen cabinet
- F. preservation of national superiority
- G. Jackson’s view of the presidency

2. Inaugural

3. Peggy Eaton Affair

4. Nullification Crisis

- A. Tariff of Abominations 1828—raised tariff to 45%
- B. Tariff of 1832—lowered tariff from 45% to 35%
- C. South Carolina, John C. Calhoun—nullification
- D. Calhoun’s Theory of Nullification
- E. Contrast Kentucky & Virginia Resolutions with Calhoun’s Theory
- F. President Jackson’s Response
- G. Henry Clay’s Response
- H. Tariff of 1833—lowered tariff rates to approximately 25% by 1842
- I. Analysis of Crisis—portents of the Civil War

“The vain threats of resistance by those who [in South Carolina] have raised the standard rebellion showed their madness and folly... in forty days, I can have within the limits of South Carolina fifty thousand men... The Union will be preserved!”

5. The Bank Crisis

- A. Jackson’s view of the Bank
- B. Biddle’s Bank
- C. Election of 1832

6. Internal Improvements

A. Maysville Road Bill

7. Indian Policy

The Civil War

.....

Different Views on the War

1. slavery was to blame
2. agricultural vs. industrial societies
3. the war was good

Road to War

1. **Missouri Compromise (1820)**
2. **Manifest Destiny & Mexican-American War**
 - A. Wilmont Proviso
 - B. Doctrine of Southern Democrats
 - C. Popular Sovereignty
3. **Compromise of 1850**
4. **Kansas-Nebraska Act (1854)**
 - A. Le Compton Constitution
 - B. Douglas splits with Pres. Buchanan
5. **Dred Scott vs. Sanford**
6. **John Brown Raid**
7. **Election of 1860**

Southern Democrats—John Breckinridge

Northern Democrats—Stephen Douglas

Republicans—Abraham Lincoln

Whigs—John Bell

Lincoln had little support in the South. He received less than 40% of the total popular vote.

The Old South

.....

“The Old South was a sophisticated society and a frontier.”

Southern ties with the North

1. Protestant religion
2. Western European traditions and English language
3. Law and government
4. Democratic Party

Eli Whitney

1. Prior to 1791 slavery was not profitable. Rice and hemp were the main crops.
2. Cotton gin was invented (1791)
3. Cotton halted the diversification of crops
4. Slaves needed to harvest cotton
5. Cotton production doubles every ten years

1791–4,000 bales of cotton were produced in the South.

1849–2,469,000 bales of cotton were produced in the South.

Southern Hierarchy

.....

1. **Planter Aristocrats**

- A. Tidewater class (FFV)
- B. Nouveau Riche

2. **Middle Class**

3. **Poor Whites**

- A. Hillbillies (clay eaters)
- B. Highlanders (Hatfields & McCoys)

4. **Free Negroes**

5. **Slaves (There were more than four million slaves by 1860)**

Why would Southerners be willing to fight to protect slavery when most people did not own slaves?

Slave ownership was a sign of

- 1. distinction
- 2. upward mobility

Southern Defense of Slavery

- 1. kept Negroes in check
- 2. Christianized the Negro

Political and Military Developments

1. 1861—Lincoln became President
2. South Carolina seceded
3. Confederate States of America (CSA)
 - A. Jefferson Davis—President
 - B. Richmond, Virginia—capital
 - C. each state would retain its sovereignty
 - D. no laws to infringe on slavery
 - E. Pres. & VP—one six-year term
 - F. no internal improvement or welfare laws
4. Fort Sumter
5. Advantages of North and South
6. Southern Military and Diplomatic Goals
 - A. win quick victories and negotiate a peace establishing Southern independence
 - B. gain British and French recognition
 - C. gain British and French assistance in breaking the blockade
7. Northern Military Goals
 - A. conquer the South
 - B. keep the union intact
8. Anaconda Policy—Winfield Scott
 - A. blockade of Southern coast
 - B. control the Mississippi River - divide the South in two
 - C. capture Richmond, Virginia
9. Battle of Antietam (Sept. 22, 1863)
10. Emancipation Proclamation (Sept. 22, 1863)
11. Grant took command

12. Election of 1864

A. Lincoln vs. McClellan

B. Constitutional Union Party

13. Lee surrenders at Appomattox (April 9, 1865)

14. Lincoln was assassinated (April 14, 1865)

Reconstruction

.....

Two Problems:

1. Under what terms should Southern states be readmitted into the Union?
2. What political rights should the freed Negroes possess?
 - A. Freedman's Bureau
 - B. Scalawags & Carpetbaggers
 - C. Sharecroppers
 - D. KKK
 - E. Black Codes
3. 13th, 14th & 15th Amendments
4. Homestead Act
5. Morrill Land Grant Act
6. Lincoln's Plan
 - A. 10% Loyalty Oath
 - B. Wade Davis Bill
7. Andrew Johnson
 - A. reconstruction policies
 - B. Reconstruction Act of 1867
 - C. impeachment
 - D. General Amnesty Act
8. Election of 1876

The Age Of Theodore Roosevelt

Building the Panama Canal

1. The Spanish-American War demonstrated the need for an inter-ocean canal.
2. Clayton-Bulwer Treaty
3. Hay-Pauncefote Treaty
4. Spooner Act
5. Hay-Herran Treaty
 - A. six-mile strip of land as a canal zone
 - B. 100-year lease
 - C. \$10 million down payment
 - D. \$250,000 yearly lease payment
6. The Revolution in Panama and U.S. Intervention
7. Hay-Bunau Varilla Treaty
 - A. 10-mile canal zone
 - B. lease is for perpetuity
 - C. \$10 million down
 - D. \$250,000 per year lease payment
 - E. guaranteed the independence of Panama
8. 1921—U.S. paid Colombia \$25 million indemnity

The Progressive Movement

.....

1. 1900-1916—Progressive Era
2. Progressives were reformers who attempted to rectify problems caused by the Industrial Revolution and big government.
3. Muckrakers—exposed conditions that needed correcting
 - A. Upton Sinclair—*The Jungle*
 - B. Lincoln Steffens—*The Shame of the Cities*
 - C. Ida Tarbell—*History of the Standard Oil Company*

Note: Muckrakers exposed problems, but provided no solutions

4. Goals of Progressive Movement
 - A. end of laissez faire
 - B. antitrust (monopoly)
 - C. make government more responsive
 - D. limit power of party bosses
5. Progressive Reforms at the State Level
 - A. party primary
 - B. initiative
 - C. referendum
 - D. recall election

Progressive Reforms of Theodore Roosevelt

1. The Progressive Movement began with TR
2. TR believed deeply in the capitalistic system, but believed that the system must be controlled and reformed.
3. TR typified Hamiltonian philosophy, but for the betterment of the people as opposed to the benefit of the elite.
4. Trust-Bustin'—Sherman Anti-Trust Act
 - A. Northern Securities
 - B. Standard Oil
 - C. Swift beef
5. Pure Food and Drug Act
6. Meat Inspection Act
7. 1902 Coal Strike
 - A. union wanted shorter days & higher wages
 - B. owners would not negotiate
 - C. union agreed to arbitration, but owners refused
 - D. TR called White House Conference
 - E. TR threatened to send in troops to run mines
 - F. Owners backed down
 - G. TR became hero of the working man
 - H. first time gov't took the side of labor in a dispute
8. TR and Conservation Policy
 - A. White House Conservation Conference
 - B. 125,000 acres in reserve
 - C. Reclamation Act 1902-25 water projects
 - D. founding of the National Park System
9. 1908 Election

10. Roosevelt-Taft Split

- A. Taft aligned with conservatives
- B. Payne-Aldrich Tariff
- C. reforms on Speaker's power
- D. Pinchot-Ballinger Affair

11. 1912 Election

12. TR "New Nationalism"

- A. direct election of senators
- B. tariff reduction
- C. popular presidential primaries
- D. greater regulation on monopolies
- E. end child labor
- F. minimum wages
- G. initiative & referendum
- H. women's suffrage

13. Wilson "New Freedom"

14. Wilson's Progressive Reforms

- A. Federal Reserve System
- B. Federal Trade Commission
- C. Underwood Tariff

World War I

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1. Fundamental causes of the War in Europe
 - A. nationalism
 - B. alliances
 - C. imperialism
 - D. militarism
2. Immediate cause:
June 28, 1914—Archduke Franz Ferdinand was assassinated
3. Central Powers & initial military strategy
4. Allied Powers

American reaction to the War

1. Wilson called for neutrality
2. Belligerents interfered with U.S. Trade
 - A. Allied blockade
 - B. German submarines

Effects of allied blockade—1914, \$70 million in trade

Central Powers—1916, trade reduced to \$1.3 million

Allied trade grew from \$825 million to \$3.2 billion in same time period

Note—WWI transformed the U.S. from a debtor to creditor nation

3. Lusitania (May 7, 1915)
4. Sussex Pledge
5. 1916 Election
6. Reasons U.S. declares war on Germany (April 4, 1917)
 - A. unrestricted submarine warfare
 - B. Zimmerman Note
 - C. German sabotage

The Home Front

.....

1. Selective Service Act
2. War Labor Board
3. Emergency Fleet Corp.
4. War Industries Board
5. Fuel Administration
6. Food Board & The Lever Act
7. Railroad Administration
8. Creel Committee
9. Role of Women
10. Espionage and Sedition Acts
11. Paying for the War
 - A. bonds
 - B. taxes

Winning the Peace

.....

1. Wilson's "Peace without victory... A just and lasting peace"
2. Makeup of the Versailles Conference
3. Wilson's Fourteen Points (summary)
 - A. abandonment of secret diplomacy
 - B. freedom of the seas
 - C. reduction of arms consistent with domestic security
 - D. Recognition of subject colonial peoples' rights
 - E. Austria-Hungary to be broken up
 - F. Polish Corridor
 - G. League of Nations
4. Versailles Treaty (signed June 28, 1919)
 - A. Victor's Peace
 - B. Germany lost colonies in Africa & Asia
 - C. German Guilt Clause
 - D. German army restricted to 100,000 men
 - E. no army or navy permitted
 - F. map of Europe redrawn
 - G. Polish Corridor
 - H. League of Nations
 - I. war reparations
5. Reasons the U.S. rejected Versailles Treaty & League of Nations
 - A. 1918 congressional elections
 - B. failure to consult senators
 - C. failure to establish bipartisan peace delegation
 - D. failure to accept compromises and amendments

6. Results of the Versailles Treaty
 - A. German economic collapse
 - B. destroyed German middle class
 - C. precursor of WWII

The Great Depression & New Deal

.....

1. Causes of the Great Depression
 - A. drop in farm income
 - B. low factory wages
 - C. worldwide depression
 - D. underconsumption
 - E. margin buying of stocks
2. Hoover's Response
 - A. Hoover's philosophy and rhetoric
 - B. Bonus March
 - C. Reconstruction Finance Corporation
3. 1932 Election
 - A. candidates
 - B. issues
4. The New Deal walked a tightrope between the extreme positions of the left and right.
 - A. pragmatic
 - B. piecemeal
 - C. "try anything" approach
5. Three Goals of the New Deal
 - A. reform
 - B. relief
 - C. recovery

6. Effect of the Great Depression
 - A. “value” of stocks dropped from \$87 to \$19 billion
 - B. steel production dropped 80%
 - C. all industrial output dropped 50%
 - D. 500,000 homes and farms foreclosed
 - E. 2500 banks failed in 1931 alone
 - F. unemployment
7. Psychological Effects of the New Deal
8. Emergency Banking Act of 1933
 - A. restored confidence to the banking system
 - B. Bank Holiday
 - C. strong banks reopened
 - D. strong banks could borrow money from the gov’t
9. Glass-Steagall Act
10. Agriculture Adjustment Act (AAA) of 1933
 - A. goal was to cut production & increase prices
 - B. parity price
 - C. subsidies
 - D. tax on middle man (Butler vs. U.S.)
11. National Industrial Recovery Act (NRA)
 - A. established Codes of Fair Competition
 - B. minimum wage was 40 cents per hour
 - C. set prices
 - D. relaxes antitrust laws (controlled collusion)
 - E. banned child labor
 - F. Section 7A—allowed collective bargaining
 - G. Schechter Poultry vs. U.S.
12. Frazier-Lemke Act
13. CCC
14. FERA

HANDOUT

15. HOLC

16. TVA

17. REA

18. Norris-La Guardia Act

The Second New Deal

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1. Radicals
 - A. Francis Townsend
 - B. Charles Coughlin
 - C. Huey Long
2. Social Security Act
3. Works Progress Administration (WPA)
 - A. 2500 hospitals
 - B. 5000 schools
 - C. 13,000 parks
 - D. 1,000 airports
 - E. Federal Writers, Theater & Art Projects
 - F. 8.5 million people employed
4. Court Packing—Court Reorganization Act of 1937
5. Achievements of the New Deal
 - A. improved morale
 - B. Social Security
 - C. power and conservation projects
 - D. farm relief
 - E. improved labor conditions
 - F. industry was revitalized
 - G. increased role of federal government
6. Failures and Criticisms of the New Deal
 - A. failure in administration
 - B. unemployment vs. war
 - C. federal supremacy and welfare state
 - D. boondoggle—make-work programs

The Drift Toward World War II

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1. The Versailles Treaty and the Rise of Adolf Hitler
 - A. Chancellor
 - B. burning of the Reichstag & The Enabling Act
 - C. abrogated the Versailles Treaty & Germany rearmed
 - D. Nuremberg Laws
2. Imperial Japan
 - A. goals and objectives
 - B. Japanese government
3. Manchuria- Manchukuo (Sept. 1931)
4. Rhineland (March 1936)
5. Italian invasion of Ethiopia and Albania (fall 1935)
6. Rome-Berlin Axis (Pact of Steel) (1937)
7. Annexation of Austria (March 1938)
8. Munich Pact (Sept. 1938)
9. Czechoslovakia falls (March 1939)
10. Hitler-Stalin Non-aggression Pact (August 1939)
11. Germany invades Poland (Sept. 1, 1939)
12. England and France declare war on Germany
13. Denmark, Norway (April 1940)
14. Holland, Belgium, Luxembourg (May 1940)
15. France falls (June 1940)
 - A. Vichy France
 - B. Marshal Petain
 - C. French underground
16. Hitler invades Russia (April 1941)

- 17. Treaty of Alliance between Germany, Italy, and Japan
- 18. Pearl Harbor (Dec. 7, 1941)

The Prewar Homefront

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United States

1. Spirit of Isolationism
2. Johnson Debt-Default Act (1934)
3. Moral Embargo
4. Neutrality Act 1935
5. Cash and Carry Policy
6. Destroyer Deal (8/40)
7. Lend-Lease Act

War Strategy

Germany & Italy

1. Europe First Policy
2. Four-pronged Attack
 - A. North Africa
 - B. Italy
 - C. France-Normandy
 - D. Soviet's westward movement through Europe

Japan

1. Leapfrog strategy
2. Coral Sea (May 1942)
3. Midway (June 1942)
4. Leyte Gulf (Oct. 1944)
5. *Kamikaze*
6. Hiroshima & Nagasaki (Aug. 1945)

Postwar Developments

.....

1. Japan and the Showa Constitution
 - A. goals of Showa Constitution
 - B. provision of the Showa Constitution
 - C. the influence of Douglas MacArthur
2. American occupation of Japan
 - A. why the Soviets played no role
 - B. significance and influence on society
 - C. duration
 - D. results
3. Yalta Agreement
 - A. seeds of the Cold War
 - B. four-way power split

The Cold War

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Characteristics of the Cold War

1. Constant state of military preparedness & arms race
2. Support for nations threatened by communism
3. Struggle for the minds of the people
4. Iron Curtain/Bamboo Curtain
5. Containment (Kennan, Truman & Acheson)

Europe and the Cold War

1. Yalta Accords
2. Truman Doctrine
3. Marshall Plan
4. Berlin Airlift
5. NATO
6. Warsaw Pact

Asia and the Cold War

1. Korea
2. Vietnam
3. Philippines

Latin America and the Cold War

1. Bay of Pigs
2. Cuban Missile Crisis
3. Grenada
4. Dominican Republic
5. Nicaragua

1980s–1990s America Triumphs in the Cold War

1. The Reagan Influence
2. The Gorbachev Influence
3. The August Coup
4. Other reasons for American supremacy
5. Prospects for the Future

The Reagan Revolution

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1. The 1980 Election
 - A. candidates
 - B. issues
 - C. campaign tactics and debate results
 - D. possible involvement in hostage release
2. Economic and Domestic Policy
 - A. Kemp-Roth Act
 - B. The Federal Budget
 - C. Air Traffic Controllers Strike
 - D. Reagan and the Supreme Court
3. Reagan and the Communists
 - A. Evil Empire
 - B. Nicaragua and Latin America
 - C. Grenada
 - D. Gorbachev and the INF Treaty
4. Policy on Terrorism
 - A. Lebanon
 - B. Libya
 - C. Iran-Contra Affair
5. 1988 Election
 - A. candidates
 - B. issues
 - C. tactics
6. Policies of George Bush
 - A. Desert Storm & Middle East Policy
 - B. Economics
 - C. Civil Rights
 - D. "The Education President"

AP U.S. History and the Internet

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Most texts book publishers now offer websites for their books. Ask your teacher if they know any URLs for the textbook you use. Houghton Mifflin publishing has a website for their Bailey A.P. U.S. History text, American Pageant at. [http://college.hmco.com/historv/us/balley/amerlcan pageant/11e/students/ace/Ind ex.html](http://college.hmco.com/historv/us/balley/amerlcan%20pageant/11e/students/ace/Ind%20ex.html)

The College Board maintains a website at <http://www.collegeboard.org/ap/hlstory> which contains much valuable and updated material.

Social Studies School Services maintains a website with many different A.P. materials available. Go to www.socialstudies.com and enter A.P. U.S. History into the search engine for a complete list of materials.

