1. A New World of Many Cultures, 1492–1607

**Columbus Quote, Main point/s & Significance, p 2**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: WAS COLUMBUS A GREAT HERO? p 13**

|  |  |
| --- | --- |
| Revisionist argument- |  |
| Answer to revisionist argument- |  |

**B. KEY TERMS BY THEME(KTBT), p 14. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Exchange & Interaction |  |  |  |
| 2. Labor Systems |  |  |  |
| 3. Migration |  |  |  |
| 4. Identity and Politics |  |  |  |
| 5. Atlantic Trade |  |  |  |
| 6. American Indians |  |  |  |
| 7. Search for Resources |  |  |  |
| 8. Values & Attitudes |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. According to Johnson, which of the following was the primary reason for the tribes to unite? |  | Doc. 1-2 |
| **2.**Which of the following factors best explains why Native American efforts to unite were rare? |  |
| 3. Which of the following best explains the underlying cause of the Spanish actions described by Las Casas? |  | Doc. 3-5 |
| 4. The primary audience that Las Casas hoped to influence by his writing was |  |
| 5. Which of the following factors that affected Native Americans is directly implied but not stated in this excerpt? |  |
| 6. Which of the following European nations would be least likely to share the characteristics Stannard uses in describing Columbus? |  | Doc. 6-7 |
| 7. Which of the following is a reason historians are most likely to criticize the view of Columbus expressed in this excerpt? |  |
| 8. Based on Coronado’s observations, which of the following best describes Spanish efforts in Mexico in the mid-16th century? |  | Doc. 8-9 |
| 9. The activities of Coronado and other Spanish and Portuguese explorers in the Americas in the 16th century primarily depended on the support of |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 19-20.**

|  |  |  |
| --- | --- | --- |
|  | 1a. Briefly explain, with reference to the factors listed below, how there came together in Europe in the early 16th century both the motivation and means to explore and colonize land across the seas. | 1b. Briefly explain how the 3 factors listed above became either more or less important in colonization by the end of the 16th century. |
| religion |  |  |
| trade |  |  |
| technology |  |  |

**2. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE reason not in this passage for why England was so far behind Spain and Portugal in colonization. |  |
| 2b. Briefly explain ONE source where the author believes England can find an excellent source to supply potential colonists for the Americas. |  |
| 2c. Briefly explain ONE development of the late 16th century that challenges or supports the point of view expressed by the writer. |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the point of view expressed by Columbus in the excerpt. |  |
| 3b. Briefly explain what powerful group in Spain, other than the monarchy, Columbus would be appealing to in the above passage. |  |
| 3c. Provide an example of contact between Europeans and the first inhabitants of America that is not consistent with the above passage. |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE common trait in the policies of these European nations toward Native Americans. England, France, Spain. |  |
| 4b. Briefly explain ONE difference between the policies of three of these European nations toward Native Americans. |  |
| 4c. Briefly explain ONE reaction of Native Americans to European policies. |  |

**Thinking as a Historian**: Questions about causation. Which 3 prompts below would best be answered with an essay that emphasizes causation?

|  |
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|  |

2. The 13 Colonies and the British Empire, 1607-1754

**White Quote, Main point/s & Significance, p 24**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: How influential were the Puritans? p 38**

|  |  |
| --- | --- |
| Some historians |  |
| Other historians |  |

**B. KEY TERMS BY THEME(KTBT), p 39. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Religion |  |  |  |
| 2. Crops |  |  |  |
| 3. Early Settlements |  |  |  |
| 4. MBC |  |  |  |
| 5. Later Settlements |  |  |  |
| 6. Conflict |  |  |  |
| 7. Self-Rule |  |  |  |
| 8. Authority |  |  |  |
| 9. Royal Authority |  |  |  |
| 10. Labor |  |  |  |

**C. Multiple-Choice Questions, p 40-42.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following religious groups were the authors of the Mayflower Compact? |  | Doc. 1-2 |
| **2.**Which of the following best summarizes the attitude toward religious beliefs expressed in this document? |  |
| 3. Based on the information in this excerpt, what is Samuel Kercheval’s point of view toward Bacon and his followers? |  | Doc. 3-5 |
| 4. Bacon’s Rebellion was initiated by a group of farmers who felt most directly threatened by |  |
| 5. Which of the following groups led the opposition to Bacon’s Rebellion? |  |
| 6. What did Pory predict for the future of Virginia? |  | Doc. 6-8 |
| 7. Which of the following groups made up most of the servants referred to in the passage? |  |
| 8. The primary market for the Virginia tobacco crop during this period was |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 43-44.**

|  |  |  |
| --- | --- | --- |
|  | 1a. Explain how the following supports this statement: “Puritan intolerance of dissent led to the founding of a number of new colonies.” | 1b. Identify the individual who founded these new colonies and briefly describe his or her basic idea that challenged Puritan principles. |
| Hartford |  |  |
| Portsmouth |  |  |
| Providence |  |  |

**2. Using the excerpt, answer a, b**

|  |  |
| --- | --- |
| 2a. Briefly explain the main point of the passage. |  |
| 2b. Briefly explain BOTH whether you agree with the main point AND why you do or not. Provide evidence from your knowledge of colonial history. |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain which of Penn’s three purposes for his “Holy Experiment” -religious toleration, gov’t based on liberal ideas, and personal profit-were not found in any of the other original colonies. |  |
| 3b. Briefly explain which of Penn’s purposes would prove to be the most difficult for him to fulfill. |  |
| 3c. Briefly explain how one of the other 13 original colonies came close to Penn’s purpose of religious toleration. |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain the main point in passage 1. |  |
| 4b. Briefly explain the main point in passage 2. |  |
| 4c. Provide ONE piece of evidence from the colonial period that is not included in the passages and explain how it supports the interpretations in either passage. |  |

**Thinking as a Historian**: Questions about continuity. Which 3 of the questions or statements… emphasizes historical continuity and change over time?

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| --- |
|  |
|  |
|  |

3. Colonial Society in the 18th Century

**Crevecoeur Quote, Main point/s & Significance, p 45**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: WAS COLONIAL SOCIETY DEMOCRATIC? p 55**

|  |  |
| --- | --- |
| YES |  |
| NO |  |

**B. KEY TERMS BY THEME(KTBT), p 56. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Arts & Sciences |  |  |  |
| 2. Religion |  |  |  |
| 3. The Land |  |  |  |
| 4. Ethnicity |  |  |  |
| 5. People |  |  |  |
| 6. Gov’t |  |  |  |

**C. Multiple-Choice Questions, p 57-59.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following did Locke see as the original limit on human freedom? |  | Doc. 1-3 |
| **2.**Locke believed that political society was based on |  |
| 3. Which of the following groups in the colonies in the late 17th century would be most critical of Lock’s ideas? |  |
| 4. Which of the following was the primary reason for charging Peter Zenger with libel? |  | Doc. 4-6 |
| 5. Andrew Hamilton, Zenger’s lawyer, argued that any printed statement could not be libel if it was |  |
| 6. Which of the following was a long-term effect of the jury’s decision in the Zenger case? |  |
| 7. According to Mayhew, the power of the people to oppose the government comes from? |  | Doc. 7-10 |
| 8. Which of the following must be maintained by the people, according to Mayhew? |  |
| 9. Mayhew considers the greatest threat to liberty is |  |
| 10. What was the context in which Mayhew was writing |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 60-2.**

**1. Using the graph, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
| 1a. Briefly explain the role slavery played in population growth of this period. |  | | |
| 1b. Briefly describe the sources of immigrants other than from Africa. |  | | |
| 1c. Briefly explain the impact of the non-African immigration on the 3 colonial regions. New England, Middle, Southern. |  |  |  |

**2. Using the excerpt, answer a, b,**

|  |  |  |  |
| --- | --- | --- | --- |
| 2a. By the mid-18th century the economy of the 13 colonies was growing within strong limitations. Briefly explain the role of the following in the colonial economy: Agriculture, Monetary System, Transportation |  |  |  |
| 2b. Briefly explain the impact of British mercantilism on the economy. |  | | |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point in passage 1. |  |
| 3b. Briefly explain the main point in passage 2. |  |
| 3c. Briefly explain the another implication of this debate in the mid-18th century colonies beyond the immediate question of the governance of the colleges. |  |

**4. Answer a, b**

|  |  |  |  |
| --- | --- | --- | --- |
| 4a. Briefly explain the advances made in the following areas during the mid-18th century in the colonies: architecture, painting, literature |  |  |  |
| 4b. Briefly explain what groups in the colonies were generally unable to share in the growing pursuit of the arts and sciences. |  | | |

**Thinking as a Historian**: Questions about periodization. Which 3 asks for an answer that emphasizes periodization?

|  |
| --- |
|  |
|  |
|  |

Period 2 Review: 1607-1754

1. Compare and contrast the role of religion in the founding of the Spanish colonies in the 16th century with that of the English colonies in the 17th century. Reread page 23.

|  |  |  |
| --- | --- | --- |
| 16th century Spanish (contrast/different) | Both (compare/alike) | 17th century English (contrast/different) |
|  |  |  |

Thesis:

2. Analyze why freedom of religion was important in the founding of some of English colonies while being denied in others. Reread page 23.

|  |  |
| --- | --- |
| Freedom of religion | Denied freedom of religion |
|  |  |

Thesis:

Period 2 Review: 1607-1754

**1. Analyze the impact of geography and the environment on the development of 3 English colonial regions.** Reread page 23.

|  |  |  |
| --- | --- | --- |
| New England/Northern | Middle | Chesapeake/Southern |
|  |  |  |

Thesis:

2. Analyze the influence of the following on the development of a democratic society in the English colonies during the period from 1607 to 1745. Reread page 23.

|  |  |
| --- | --- |
| Bacon’s Rebellion |  |
| Enlightenment |  |
| Great Awakening |  |
| Zenger Case |  |

Thesis:

The DBQ: Document Based Question, p. 64-67

1. Analyze the similarities and differences in the various influences and approaches toward unity in the English colonies in the period of the 17th and early 18th century.

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Similarities | Differences |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Period 1 Review: Answering an Essay Question, p. 21-22

Reread page 1.

1. What 2 aspects of essays are particularly important to the readers who will be grading them?

|  |
| --- |
|  |
|  |

2. Sample Question

With the dawn of the 16th century, there came together in Europe both the motivation and means to explore and colonize territory across the seas. Discuss this statement with reference to the following: religion, trade, and technology.

Refer to and read Ch 1, Short answer 1a, b on p 2.

Read Sample Answers A, B, C.

Evaluating the Answers. List how the 3 introductory paragraphs were effective/ineffective.

|  |  |
| --- | --- |
| Paragraph A |  |
| Paragraph B |  |
| Paragraph C |  |

Back to the DBQ. Write a introductory paragraph that includes:

1. BOC(background, overview, context) and

2. A relevant thesis that directly addresses all parts of the question. This should be the last sentence or two of the intro paragraph. Underline thesis.

4. Imperial Wars and Colonial Protest, 1754-1774

**Adams Quote, Main point/s & Significance, p 69**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: WHY DID THE COLONIES REBEL? p 77**

|  |  |
| --- | --- |
| REVOLUTION |  |
| EVOLUTION |  |

**B. KEY TERMS BY THEME(KTBT), p 78. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Colonial Unrest |  |  |  |
| 2. Rules & Policies |  |  |  |
| 3. American Indians |  |  |  |
| 4. Empire |  |  |  |
| 5. Economic Policies |  |  |  |
| 6. Philosophy |  |  |  |

**C. Multiple-Choice Questions, p 79-81.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. The basic concern voiced in the above excerpt is with the conduct of which of the following? |  | Doc. 1-3 |
| **2.**The concern expressed in this excerpt helps explain why the British passed the |  |
| 3. Which of the following leaders from an earlier period represented a group in a similar situation as cited in this excerpt? |  |
| 4. The resolution of the Stamp Act Congress expressed respect for which person or group? |  | Doc. 4-6 |
| 5. For the first time, the Stamp Act placed on the colonies a tax that was |  |
| 6. Which of the following was a direct British response to the colonial views expressed by the Stamp Act Congress? |  |
| 7. To change British policy, the colonists felt that the most effective way was to |  | Doc. 7-8 |
| 8. Which of the following is the underlying goal of the colonists in the excerpt? |  |

**D. Short Answer. Bullet point answer.Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. p. 82-4.**

**1. Answer a,b,c**

|  |  |
| --- | --- |
| 1a. Briefly explain the British view of how the 7 Years’ War fundamentally changed the relationship between Britain and its American colonies. |  |
| 1b. Briefly explain the colonial view as a result of the war. |  |
| 1c. Briefly describe an initial reaction taken as a result of the changing views by either the British or colonists. |  |

**2. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain the main point in passage 1. |  |
| 2b. Briefly explain the main point in passage 2. |  |
| 2c. Briefly explain an action, in response to ONE of the two views expressed, taken by the British gov’t from the period between 1763 and 1774. |  |

**3. Using the cartoon, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
| 3a. Explain the point of view reflected in the cartoon regarding the following: British colonial policies, efforts at colonial unity, 7 Years’ War |  |  |  |
| 3b. Explain how ONE element of the cartoon expresses the point of view you identified in 3a. |  | | |
| 3c. Explain how the point of view you identified in 3a helped to shape ONE particular colonial gov’t action between 1607 and 1774 |  | | |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain the reasons why the British issued the Proclamation of 1763. |  |
| 4b. Briefly explain why the colonists objected to the Proclamation. |  |
| 4c. Briefly explain how effective the Proclamation was. |  |

**Thinking as a Historian**: Questions about comparisons. Which 3 questions/statements would best be answered by a comparison essay?

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| --- |
|  |
|  |
|  |

5. The American Revolution and Confederation, 1774-1787

**Paine Quote, Main point/s & Significance, p 85**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: THE REVOLUTION—RADICAL OR CONSERVATIVE? p. 95**

|  |  |
| --- | --- |
| **Radical** | **Conservative** |
|  |  |

**B. KEY TERMS BY THEME(KTBT), p 96. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1a. Separation |  |  |  |
| 1b. Separation |  |  |  |
| 1c. Separation |  |  |  |
| 2. Expansion |  |  |  |
| 3. War |  |  |  |
| 4. Final Break |  |  |  |
| 5a. A New Nation |  |  |  |
| 5b. A New Nation |  |  |  |

**C. Multiple-Choice Questions, p 97-99.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Based on the excerpt, which of the following best describes King George’s view of the colonists?? |  | Doc. 1-3 |
| **2.**According to the excerpt, which of the following does King George hold primarily responsible for the American revolt? |  |
| 3. Which of the following groups or individuals would have been most likely to agree with King George? |  |
| 4. In the context of the various disputes between the colonists and Britain, which of the following would be the most important right cited? |  | Doc. 4-6 |
| 5. Which of the rights in the excerpt is expressed in a way that would be considered a limitation of individual rights? |  |
| 6. The group most likely to oppose the ideas expressed in this excerpt would have been |  |
| 7. To encourage African Americans to fight, Hamilton suggested in the excerpt that they would be promised |  | Doc. 7-8 |
| 8. Which of the following was the primary reason fro Hamilton’s call for African American soldiers? |  |

D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 100-102.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1a. Briefly explain support for the argument that the AOC succeeded in guiding the U.S. through its first decade using ALL of the choices below |  | 1b. Briefly explain a challenge to the statement during this period using ALL of the choices below. |
| REV WAR  victory |  | Financial  Circumstances |  |
| Land Ordinance of 1785 |  | Foreign Affairs |  |
| Northwest Ordinance |  | Domestic Concerns |  |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
| 2a. Briefly explain who the Patriots were. |  | | |
| 2b. Briefly explain who the Loyalists were |  | | |
| 2c. Briefly explain the role played in the war by ALL of the following: African Americans, American Indians, France. |  |  |  |

**3. Using the cartoon, answer a,b**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3a. Explain the point of view reflected in the cartoon above regarding ALL of the following: The British Public, The French Gov’t, The American cartoon “Join or Die”, Yorktown |  |  |  |  |
| 3b. Contrast the Patriots’ view of the cartoon with that of the Loyalists’ view. |  | |  | |

**4. Using the excerpt, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
| 4a. Briefly explain the point of view expressed by Abigail Adams about ALL of the following: power, liberties, prejudices. |  |  |  |
| 4b. Briefly explain ONE development in the period leading up to independence that led to the point of view expressed here by Abigail |  | | |
| 4c. Briefly explain ONE development in the period immediately after the REV WAR that challenges or supports the point of view expressed by Abigail. |  | | |

**Thinking as a Historian**: Questions about contextualization. Which 3 items below would be answered with an essay emphasizing contextualization?

|  |
| --- |
|  |
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|  |

6. The Constitution and the New Republic, 1787-1800

**Franklin Quote, Main point/s & Significance, p 103**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: VIEWS OF THE CONSTITUTION, p. 118-119**

|  |  |
| --- | --- |
| **Decades preceding** |  |
| **Early 20th century** |  |
| **Recent years** |  |

**B. KEY TERMS BY THEME(KTBT), p 119. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Founders |  |  |  |
| 2. Disputes |  |  |  |
| 3. Expansion |  |  |  |
| 4a. Constitution |  |  |  |
| 4b. Constitution |  |  |  |
| 5a. A New Republic |  |  |  |
| 5b. A New Republic |  |  |  |
| 6. Foreign Afairs |  |  |  |

**C. Multiple-Choice Questions, p 120-2.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Hamilton’s constitutional argument was based on which of the following types of powers? |  | Doc. 1-3 |
| **2.**Which of the following benefited most directly from the bank that Hamilton strongly supported? |  |
| 3. Who of the following would be most critical of Hamilton’s position on the bank? |  |
| 4. One of the strong reasons Washington and others warned against political parties was the concern about |  | Doc. 4-5 |
| 5. Which of the following did Washington believe was very important for the U.S. to avoid? |  |
| 6. The Kentucky and Virginia Resolutions were issued in reaction to the |  | Doc. 6-8 |
| 7. According to the passage, the final decision on whether a federal law or action was legal should be made by |  |
| 8. Which individual or group among the following would be the strongest supporter of the Kentucky Resolution? |  |

**D. Short Answer.Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P 123-5**

1. Using the excerpt, answer a, b, c

|  |  |  |  |
| --- | --- | --- | --- |
| 1a. Briefly explain why Banneker questioned Jefferson’s actions on slavery. |  | | |
| 1b. Briefly explain why ALL of the following people would either support or question Banneker’s view: Franklin, Adams, Washington. |  |  |  |
| 1c. Briefly explain how Jefferson might have responded to Banneker’s questions about slavery. |  | | |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | The Presidency | Representation | Slavery |
| 2a. Briefly explain how ALL of the following best supports the statement that “the U.S. Const. is a bundle of compromises. Provided at least ONE piece of evidence to support your explanation. |  |  |  |
| 2b. Briefly explain a criticism of ALL of the compromises above. |  |  |  |
| 2c. Identify and briefly explain the role played by an individual at the Const. Conv. in bringing about ONE of the compromises. |  | | |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point of the 1st excerpt. |  |
| 3b. Briefly explain the main point of the 2nd  excerpt. |  |
| 3c. Provide ONE piece of evidence from the era before 1800 that is not included in the excerpt and explain how it supports the interpretation of either excerpt. |  |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Citizen Gent Controversy | Jay Treaty | XYZ Affair |
| 4a. Explain how ALL of the choices below supports the statement “America’s first FP was to avoid war.” |  |  |  |
| 4c. Briefly explain an argument for war involving ONE of the choices provided OR another situation during this period of the first 2 presidents. |  | | |

**Thinking as a Historian**: Questions about argumentation. Which 3 questions would be best answered w/ an essay that makes a historical argument?

|  |
| --- |
|  |
|  |
|  |

Period 3 Review: 1754-1800

1. It has been argued that the American Revolution came about primarily through an evolving series of meetings, conventions, and congresses. Support, modify, or refute this contention using specific evidence. p 126. Reread page 68.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

2. It has been argued that the U.S. Constitution came about primarily through an evolving series of meetings, conventions, and congresses. Support , modify, or refute this contention using specific evidence. p 126. Reread page 68.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

Period 3 Review: 1754-1800

3. For some historians, the leadership provided by the Founders during events leading up to the Revolutionary War was the key to the successful developments. Support, modify, or refute this contention using specific evidence. p 126. Reread page 68.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

4. For some historians, the leadership provided by the Founders during events leading up to the writing of the Constitution was the key to the successful developments. Support, modify, or refute this contention using specific evidence. p 126. Reread page 68.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

Period 3 Review: 1754-1800

5. For some, the role of the enslaved African Americans and American Indians before and during the Revolutionary War had a significant influence on events. Support, modify, or refute this contention using specific evidence. p 126. Reread page 68.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

6. For some, the role of the enslaved African Americans and American Indians before and during the writing of the Constitution had a significant influence on events. Support, modify, or refute this contention using specific evidence. p 126. Reread page 68.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

The DBQ: Document Based Question, p. 127-129

1. To what extent was the demand for no taxation without representation both the primary force motivating the American revolutionary movement and a symbol for democracy.

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Primary Motivating Force | Symbol for Democracy |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

7. The Age of Jefferson, 1800-1816

**Jefferson Quote, Main point/s & Significance, p 131**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: POLITICAL PARTIES, p. 142-3**

|  |  |
| --- | --- |
| 1st stage |  |
| 2nd stage |  |
| Progressives |  |
| Recent |  |
| Hofstadter |  |

**B. KEY TERMS BY THEME(KTBT), p 143. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Decisions |  |  |  |
| 2. The West |  |  |  |
| 3. Supreme Court |  |  |  |
| 4a. War |  |  |  |
| 4b. War |  |  |  |
| 4c. War |  |  |  |
| 5. Exploration |  |  |  |
| 6. The Anthem |  |  |  |

**C. Multiple-Choice Questions, p 144-6.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Based on the tone of the excerpt, which of the statements below best expresses German’s position on declaring war in June of 1812? |  | Doc. 1-3 |
| 2. Who of the following would be most likely to agree with German’s position on the war? |  |
| 3. Which of the following is the best support for German’s claim that the U.S. has “abundant cause for war?” |  |
| 4. According to Jefferson’s address, which of the following should be relied on to protect equal rights for all people? |  | Doc. 4-6 |
| 5. Which person would most strongly disagree with Jefferson’s statement, “We are all Republicans, we are all Federalists”? |  |
| 6. Jefferson’s call to avoid entangling alliances is similar to the advice of |  |
| 7. Tecumseh believed that which of the following would be the best way for the American Indians to respond to the desire of white settlers for land? |  | Doc. 7-8 |
| 8. Tecumseh objected to the treaty selling Indian land because he thought |  |

**D. Short Answer.Bullet point answer.Use KTBT whenever possible in responses.Highlight ALL KTBT terms in response. P. 147-9**

**1. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Louisiana Purchase | Embargo Act | Macon’s Bill No. 2 |
| 1a. How does EACH demonstrate how Presidents Jefferson and Madison largely relied on economic policies to carry out their foreign policies. |  |  |  |
| 1b. Provide ONE piece of evidence involving one of the choices provided or another situation that either supports or contradicts … |  | | |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Foreign Relations | Nationalism | Industry |
| 2a. Briefly explain how ALL of the following with supports/contradicts this statement: “” None of the goals for the War of 1812 had been achieved.” Provide Evidence. |  |  |  |
|  | Impressment | American Indian Conflicts | Expansion |
| 2b. Briefly explain how ALL of the following goals of the U.S. in the War of 1812 would continue after the war to play a major role in the politics and policies of the nation. |  |  |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point of excerpt 1. |  |
| 3b. Briefly explain the main point of excerpt 2. |  |
| 3c. Provide ONE piece of evidence from the debate over war during this period that is not included in the excerpts and explain how it supports the interpretation in either excerpt. |  |

**4. Using the excerpt, answer a, b**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4a. Briefly explain the significance of Marshall’s opinion presented as Jefferson became the 3rd president of the U.S.. |  | | | |
|  | Marbury | Adams | Jefferson | Hamilton |
| 4b. Briefly explain how ALL of the following people would with support or question Marshall’s view. |  |  |  |  |

**Thinking as a Historian**: Uses of Historical Evidence. Describe the evidence that should be included in essays responding to each of the questions.

|  |
| --- |
|  |
|  |
|  |

8. Nationalism and Economic Development, 1816-1848

**Niles Quote, Main point/s & Significance, p 150**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: THE MONROE DOCTRINE, p. 165-166**

|  |  |
| --- | --- |
| **1st** |  |
| **2nd** |  |
| **3rd** |  |

**B. KEY TERMS BY THEME(KTBT), p 166. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Public Confidence |  |  |  |
| 2a. Industry |  |  |  |
| 2b. Industry |  |  |  |
| 2c. Industry |  |  |  |
| 3a. Making the Law |  |  |  |
| 3b. Making the Law |  |  |  |
| 4a. Foreign Affairs |  |  |  |
| 4b. Foreign Affairs |  |  |  |

**C. Multiple-Choice Questions, p 167-9.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which phrase by Burleigh best addresses the motives of the largest number of immigrants coming to the U.S. during the years from 1816-1848? |  | Doc. 1-3 |
| **2.**In the 1830s and 1840s, the section of the U.S. most affected b immigration was the? |  |
| 3. Which of the following reinforced the message the Burleigh was sending to the people who wanted to move to America? |  |
| 4. Who of the following provided the strongest influence on President Monroe in the writing of the Monroe Doctrine? |  | Doc. 4-6 |
| 5. Monroe counted on which of the following European nations to be an ally if any nation challenged the Monroe Doctrine? |  |
| 6. Which best explains why the American people were so supportive of the Monroe Doctrine? |  |
| 7. Based on the voting patterns shown in the chart, support for federal funding for internal improvements was strongest in |  | Doc. 7-8 |
| 8. Support for the bill would have been consistent with support for which of the following |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. p. 170-2.**

**Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Factory System | Inventions | Labor Unions |
| 1a. Explain how ALL had an impact on the industrial growth during this period from prior to the War of 1812 to the middle of the 19th century. |  |  |  |
| 1c. Briefly explain whether there were any variations in industrial growth in different sections of the country. |  | | |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Protective Tariffs | National Bank | Internal Improvements |
| 2a. Briefly explain how ALL parts of Clay’s proposed American System would bring about economic improvement. Use evidence to support. |  |  |  |
| 2c. Identify and Briefly explain the role played by ONE individual or group that was critical of one of the parts or the entire plan for an American System. |  | | |

**3. Using the excerpts, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point of excerpt 1. |  |
| 3b. Briefly explain the main point of excerpt 2. |  |
| 3c. Provide ONE piece of evidence … that is not …explain how it supports the interpretation in either excerpt. |  |

**4. Using the excerpt, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Nationalism | Era of Good Feelings | The West |
| 4a. Briefly explain how ALL of the following was affected by the Panic described in the excerpt. |  |  |  |
|  | Second Bank | Land Speculation | Inflation |
| 4b. Briefly explain how ALL of the following was popularly considered the primary cause of the Panic described in the excerpt. |  |  |  |
| 4c. Briefly explain ONE action recommended in response to EACH of the causes of the Panic. |  |  |  |

**Thinking as a Historian**: Questions about interpretation. Which 2 asks for an essay that emphasizes the forces…how historians interpret the past?

|  |
| --- |
|  |
|  |

9. Sectionalism, 1820-1860

**Webster Quote, Main point/s & Significance, p 173**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

A. **HISTORICAL PERSPECTIVES: THE NATURE OF SLAVERY, p. 183.**

|  |  |
| --- | --- |
| Until 1950 |  |
| 1950s and 1960s |  |
| Destructive or not |  |
| Profitable |  |

**B. KEY TERMS BY THEME(KTBT), p 184. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Identities |  |  |  |
| 2. Migration |  |  |  |
| 3. Urban Growth |  |  |  |
| 4a. Slave Industry |  |  |  |
| 4b. Slave Industry |  |  |  |
| 5. Industry & Problems |  |  |  |
| 6. Changing Politics |  |  |  |
| 7. Ignorance |  |  |  |

**C. Multiple-Choice Questions, p 185-7.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. One of the primary reasons to form a union during this period was to |  | Doc. 1-3 |
| **2.**Workers in the 1820s faced difficulty because of problems with |  |
| 3. As described in this excerpt, which of the following would be a benefit to business owners from having a union? |  |
| 4. Which of the following casued the movement described in the excerpt? |  | Doc. 4-6 |
| 5. The opposition to foreigners is most similar to the view that many had toward which of the following in America at this time? |  |
| 6. The development of which of the following best demonstrates the growing power of the nativist movement in the mid-19th century? |  |
| 7. The crop that best fits Downing’s description as one of “the great staples” in mid-19th century was |  | Doc. 7-8 |
| 8. Commercial farming expanded rapidly in the Northwest by mid-century primarily because |  |

**D. Short Answer.Bullet point answer.Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. p.188-90.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | American Indians | Free African Americans | Irish Immigrants |
| 1a. Explain how the treatment of ALL groups best demonstrates the validity of the statement: “Discrimination was common…” |  |  |  |
| 1b. Briefly explain whether there were any variations in discrimination in different sections of the country. |  | | |

**2. Answer**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1600s-lands not along Atlantic coast | 1700s-lands west of the Appalachians | Mid-1800s-land west of Miss. River |
| 2a. Briefly explain EACH of the following periods best marks the beginning of the Western Frontier Provide evidence to support. Circle THE BEST. |  |  |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point of excerpt 1. |  |
| 3b. Briefly explain the main point of excerpt 2. |  |
| 3c. Provide ONE piece of evidence….explain how it supports the interpretation in either excerpt. |  |

**4. Using the excerpt, answer a, b,**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Cotton | Great Britain | Slavery | Southern Society |
| 4a. Briefly explain how ALLL of the following contributed to the lack of manufacturing in the South during the 1st half of the 19th century. |  |  |  |  |
| 4b. Briefly explain TWO advantages the North had over the South in developing manufacturing during the 1st half of the 19th century. |  | |  | |

**Thinking as a Historian**: Questions about synthesis. Which 2 of the following asks for an answer that uses synthesis?

|  |
| --- |
|  |
|  |

10. The Age of Jackson, 1824-1844

**de Tocqueville Quote, Main point/s & Significance, p 191**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: JACKSONIAN DEMOCRACY, p. 199-200**

|  |  |
| --- | --- |
| Whig Historians |  |
| Schlesinger |  |
| Contemporary Historians |  |
| Other Contemporary |  |

**B. KEY TERMS BY THEME(KTBT), p 200. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Migration |  |  |  |
| 2. Economics |  |  |  |
| 3. Common Man |  |  |  |
| 4a. Jacksonian Politics |  |  |  |
| 4b. Jacksonian Politics |  |  |  |
| 4c. Jacksonian Politics |  |  |  |
| 4d. Jacksonian Politics |  |  |  |

**C. Multiple-Choice Questions, p 210-3.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following was the immediate cause of the publication of the statement in this excerpt? |  | Doc. 1-3 |
| **2.**As described in the excerpt, which individual or body makes the final decision on whether a law is valid in a state? |  |
| 3. Which of the following is or are most similar to the statement in the excerpt? |  |
| 4. Based on the excerpt, which of the following groups was President Jackson trying to help? |  | Doc. 4-6 |
| 5. Which of the following groups provided the greatest support for Jackson’s veto of the Bank? |  |
| 6. President Jackson’s veto of the Bank bill would contribute most significantly to |  |
| 7. Van Buren believed that the strength of the American economy was based on |  | Doc. 7-8 |
| 8. Which of the following individuals would be most critical of Van Buren’s economic policy as presented in this excerpt? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 204-6.**

|  |  |
| --- | --- |
| 1a. Briefly explain the main point in excerpt 1. |  |
| 1b. Briefly explain the main point in excerpt 2. |  |
| 1c. Provide ONE piece of evidence from the mid-19th century that is not… explain how … excerpt. |  |

**2. Using the cartoon, answer a, b, c**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Presidential Powers | American Indians | Economic Policy | States’ Rights |
| 2a. Explain the point of view reflected in the cartoon above regarding ALL of the following: |  |  |  |  |
| 2b. Explain how ONE element of the cartoon expresses one of the 4 points of view. |  | | | |
| 2c. Explain how one of the 4 points of view helped to shape ONE specific gov’t. action between 1824-1844. |  | | | |

**3. Answer a, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Conventions | Rotation | Spoil System |
| 3a. Briefly explain how all of the following best support the statement: “ The duties of all public…” |  |  |  |
|  | John Quincy Adams | John C. Calhoun | Martin Van Buren |
| 3c. Briefly explain how ALL of the following people would either support or question this statement. |  |  |  |

**4. Answer a, c**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Popular Election of the President | Rotation in Office | | Universal Male Suffrage |
| 4a. Explain how ALL of the actions demonstrate the argument that the Age of Jackson saw a shift of political power from the ruling elite to the common man. |  |  | |  |
| 4c. Briefly explain TWO critical responses to the political changes during this period |  | |  | |

**Thinking as a Historian**: Statements about causation. Which 2 of these statements best express causation?

|  |
| --- |
|  |
|  |

11. Society, Culture, and Reform, 1820-1860

**Fuller Quote, Main point/s & Significance, p 207**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Motives for Reform, p 216**

|  |  |
| --- | --- |
| **Historian** | **Motives & Evidence** |
| **Tyler** |  |
| **Recent** |  |
| **Some** |  |

**B. KEY TERMS BY THEME(KTBT), p 217. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Alternative Groups |  |  |  |
| 2a. Reforming Society |  |  |  |
| 2b. Reforming Society |  |  |  |
| 3a. Abolition Efforts |  |  |  |
| 3b. Abolition Efforts |  |  |  |
| 4. New Ideas |  |  |  |
| 5. Thoughts on Religion |  |  |  |
| 6a. Women’s Rights |  |  |  |
| 6b. Women’s Rights |  |  |  |

**C. Multiple-Choice Questions, p 218-220**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. The first free public education system in the U.S. began in which of the following colonies? |  | Doc. 1-3 |
| **2.**Stevens believes public education would provide support for |  |
| 3. Stevens agrees with those who oppose free public **education because** |  |
| 4. Thoreau challenged the gov’t. because |  | Doc. 4-6 |
| 5. Thoreau believed that a just man should be prepared to do which of the following? |  |
| 6. Which of the following groups held views most similar to the ideas expressed in this excerpt? |  |
| 7. Sojourner Truth strongly rejects the criticisms of women that are based on which of the following? |  | Doc. 7-8 |
| 8. Sojourner Truth saw connection between the women’s rights movement and |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 221-23**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Public Education | Temperance | Women’s Rights |
| 1a. Explain how ALL demonstrate the influence of economic changes during the first half of the 19th century. |  |  |  |
| 1b. Briefly explain ONE gov’t. response to the reform movements of this period. |  | | |

**2. Using the excerpt, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Nature | Railroads | Reform Movements |
| 2a. Briefly explain the point of view by the writer of ALL of the following: |  |  |  |
| 2b. Briefly explain ONE way developments during this period of the mid-19th century led to the point of view expressed by the writer. |  | | |
| 2c. Briefly explain ONE way developments in this period challenged or supported Emerson’s point of view. |  | | |

**3. Using the cartoon, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Religious Revivals | Temperance | Women’s Rights |
| 3a. Explain the point of view reflected in the cartoon regarding ALL of the following: |  |  |  |
| 3b. Explain how ONE element of the cartoon expresses one of the points of view in 3a. |  | | |
| 3c. Explain how one point of view in 3a helped to shape ONE specific U.S. gov’t action between 1820-1860. |  | | |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | American Colonization Society | The Liberator | Nat Turner |
| 4a. Briefly explain why ALL best support the view that the antislavery movement had gradually become more radical. |  |  |  |
| 4c. Briefly explain ONE critical response to the changes during this period. |  | | |

**Thinking as a Historian**: Statements about continuity and change over time. Which 3 best express continuity or change?

|  |
| --- |
|  |
|  |
|  |

Period 4 Review: 1800-1860

1. For some the American Revolution was primarily an effort to maintain basic British rights as opposed to establishing a new form of gov’t. Support, modify, or refute this contention using specific evidence. p 224. Reread page 130.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

2. For some the election of Andrew Jackson brought a revolutionary change in politics for the common man as opposed to it being a continuation of the trend toward greater voter participation. Support, modify, or refute this contention using specific evidence. p 224 . Reread page 130.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

Period 4 Review: 1800-1860

3. Analyze and evaluate the impact of Alexander Hamilton’s economic policies, including his views on banking during the early years of the republic. p 224. Reread page 130.

|  |  |
| --- | --- |
| Analyze Hamilton’s economic policies | Evaluate Impact of Hamilton’s economic policies |
|  |  |

Thesis:

4. Analyze and evaluate the impact of Andrew Jackson’s economic policies, including his views on banking during the mid-19th century. p 224 . Reread page 130.

|  |  |
| --- | --- |
| Analyze Jackson’s economic policies | Evaluate Impact of Jackson’s economic policies |
|  |  |

Thesis:

Period 4 Review: 1800-1860

5. Compare and contrast the characteristics and influences of the three major groups of the British Atlantic colonies by the mid-18th century. p 224 . Reread page 130.

|  |  |  |
| --- | --- | --- |
| New England(contrast) | Middle(contrast) | Southern(contrast) |
|  |  |  |
| Compare/Similarities | | |
|  | | |

Thesis:

6. Compare and contrast the characteristics and influences of the three major sections of the U.S. by the mid-19th century. p 224 . Reread page 130.

|  |  |  |
| --- | --- | --- |
| North | South | West |
|  |  |  |
| Compare/Similarities | | |
|  | | |

Thesis:

Period 4 Review: 1800-1860

7. Analyze and evaluate the ways in which ALL of the following areas influenced U.S. foreign policy in the late 18th century. p 225 . Reread page 130.

|  |  |  |
| --- | --- | --- |
|  | Analyze U.S. foreign policy late 18th century | Evaluate influence of U.S. foreign policy |
| French Revolution |  |  |
| Washington’s Farewell Address |  |  |
| XYZ Affair |  |  |

Thesis:

8. Analyze and evaluate the ways in which ALL of the following areas influenced U.S. foreign policy in the early part of the 19th century. p 225 . Reread page 130.

|  |  |  |
| --- | --- | --- |
|  | Analyze U.S. foreign policy early 19th century | Evaluate influence of U.S. foreign policy |
| War Hawks |  |  |
| Florida Purchase |  |  |
| Monroe Doctrine |  |  |

Thesis:

Period 4 Review: 1800-1860

9. Explain and analyze the impact of ALL of the following in the social and political life during much of the 18th century. p 225 . Reread page 130.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Explain | Analyze Social Impact | Analyze Political Impact |
| Education |  |  |  |
| Immigration |  |  |  |
| Religion |  |  |  |

Thesis:

10. Explain and analyze the impact of ALL of the following on the social and political life during much of the first half of the 19th century. p 225 . Reread page 130.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Explain | Analyze Social Impact | Analyze Political Impact |
| Education |  |  |  |
| Immigration |  |  |  |
| Religion |  |  |  |

Thesis:

The DBQ: Document Based Question, p. 226-228

1. Both Nationalism and sectionalism increased during the Era of Good Feelings. How did both of these beliefs develop concurrently, and did one become of greater importance in the economics and politics of the period?

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Nationalism | Sectionalism |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

12. Territorial and Economic Expansion, 1830-1860

**O’Sullivan Quote, Main point/s & Significance, p 230**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Manifest Destiny p 239-40**

|  |  |
| --- | --- |
| **Historian** | **Motives & Evidence** |
| **Traditional** |  |
| **Today** |  |
| **Recent** |  |
| **Mexican** |  |
| **Another** |  |

**B. KEY TERMS BY THEME(KTBT), p 240. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Belief |  |  |  |
| 2. Expanding Economy |  |  |  |
| 3. Westward |  |  |  |
| 4a. Expansion Politics |  |  |  |
| 4b. Expansion Politics |  |  |  |
| 5a. Military & Diplomatic Ex. |  |  |  |
| 5b. Military & Diplomatic Ex. |  |  |  |
| 5c. Military & Diplomatic Ex. |  |  |  |

**C. Multiple-Choice Questions, p 241-3.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Winthrop suggests that Polk’s slogan of “54’40” or Fight!” was based mainly on which of the following attitudes?? |  | Doc. 1-3 |
| **2.**Which of the following did Winthrop offer as a final way to settle the Oregon question? |  |
| 3. President Polk accepted a compromise with Britain on the Oregon dispute because |  |
| 4. Which period was the peak of Manifest Destiny? |  | Doc. 4-6 |
| 5. One attempt to prevent slavery in the territories was the |  |
| 6. By going to war, the U.S. gained the territory labeled as the |  |
| 7. According to the diary entry, President Polk felt pressure to accept the treaty with Mexico for which of the following reasons? |  | Doc. 7-8 |
| 8. President Polk was motivated to reject the treaty with Mexico because of which of the following? |  |

**D. Short Answer.Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 244-6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Annexation of Texas | “54’40” or Fight!” | | Mexican Cession |
| 1a. Briefly explain why ALL of the following best supports the view that a belief in a manifest destiny played a decisive role in U.S. politics and policies during the 1840s. |  |  | |  |
| 1c. Briefly explain TWO criticisms of this belief in manifest destiny during the 1840s. |  | |  | |

**2. Using the excerpts, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain the main point of excerpt 1. |  |
| 2b. Briefly explain the main point of excerpt 2. |  |
| 2c. Provide ONE piece of evidence from the period that is not included in the excerpts and explain how it supports the interpretation in either excerpt. |  |

**3. Using the poem, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Frontier | Manifest Destiny | Overland Trails |
| 3a. Briefly explain the point of view reflected in the poem regarding ALL of the following: |  |  |  |
| 3b. Briefly explain ONE development from the period that led to the point of view expressed by the writer. |  | | |
| 3c. Briefly explain ONE way … challenged or supported the point of view expressed by the writer. |  | | |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Nationalism | New Technology | Population Growth |
| 4a. Explain how ALL of the forces demonstrate the statement… |  |  |  |
|  | Sam Houston | Samuel Morse | James Polk |
| 4c. Briefly explain the role the following men played in westward development. |  |  |  |

**Thinking as a Historian**: Statements about periodization. Which 2 statements best demonstrate the significance of periodization?

|  |
| --- |
|  |
|  |

13. The Union in Peril, 1848-1861

**Lincoln Quote, Main point/s & Significance, p 247**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Causes of The Civil War, p 260-61**

|  |  |
| --- | --- |
| Historian | Causes & Evidence |
| Northern |  |
| Southern |  |
| Early 20th |  |
| 1920s & 30s |  |
| 1950s & 60s |  |

**B. KEY TERMS BY THEME(KTBT), p 261. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Battle for Territories |  |  |  |
| 2a. Compromising |  |  |  |
| 2b. Compromising |  |  |  |
| 2c. Compromising |  |  |  |
| 3. Politics in Crisis |  |  |  |
| 4. Slavery |  |  |  |
| 5. Violent Responses |  |  |  |
| 6a. Writing Power |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. To which politicians is Clay directing the last line of the excerpt? |  | Doc. 1-3 |
| **2.**Which of the following parts of the Compromise of 1850 was the most appealing to the South? |  |
| **3**. Which of the following parts of the Compromise of 1850 was the most appealing to the North? |  |
| 4. Which of the following ideas is Douglas appealing to when he says, “…people of the territories…”? |  | Doc. 4-6 |
| 5. An increase in which of the following was the key part of the Kansas-Nebraska Act to attract Southern support? |  |
| 6. Chief Justice Taney’s basic ruling in the Dred Scott case was based on which of the following principles? |  |
| 7. Northerners were most upset by the Supremem Court’s Dred Scott decision because |  | Doc. 6-7 |
| 8. Which of the following acts of Congress was declared unconstitutional in the Dred Scott decision? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 265-7**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Barnburners | Free Soilers | David Wilmot |
| 1a. Explain the point of view reflected in the cartoon above regarding ALL of the following: |  |  |  |
| 1b. Explain how ONE element of the cartoon expresses one of the points of view in 3a. |  | | |
| 1c. Explain how ONE of the points of view you identified in 3a helped to shaped ONE specific action between 1820-1860. |  | | |

**2. Answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE important social or political response to the conflict over slavery in the period 1850-5. |  |
| 2b. Briefly explain ONE important social or political response to the conflict over slavery in the period 1855-60. |  |
| 2c. Briefly explain ONE important reason for the change in response from 2a to 2b. |  |

**3. Using the excerpts, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the main point of the excerpt by Fitzhugh. |  |
| 3b. Briefly explain the main point of the excerpt by Emerson. |  |
| 3c. Provide ONE piece of evidence from the period 1830-60 that is not included in the excerpts and explain how it supports the interpretation in either excerpt. |  |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Formation of the Republican Party | Publication of Uncle Tom’s Cabin | Creation of the Underground Railroad |
| 4a. Briefly explain why ALL of the following best support the view that enforcement of a new Fugitive Slave law resulted in strong and varied reactions in the North. |  |  |  |
| 4c. Briefly explain ONE critical response to the changes during this period. |  | | |

**Thinking as a Historian**: Statements about comparisons. Which 3 statements most clearly express comparisons or contrasts?

|  |
| --- |
|  |
|  |
|  |

14. The Civil War, 1861-1865

**Sherman Quote, Main point/s & Significance, p 268**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Why the North Won p 283**

|  |  |
| --- | --- |
| Historian | Reasons & Evidence |
| Some |  |
| Other |  |
| Commager |  |

**B. KEY TERMS BY THEME(KTBT), p 284. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. The Break |  |  |  |
| 2. Economic Growth |  |  |  |
| 3. Free Land |  |  |  |
| 4. The Fighting |  |  |  |
| 5. War and the Law |  |  |  |
| 6. Wartime Politics |  |  |  |
| 7. War Diplomacy |  |  |  |
| 8. The Final Act |  |  |  |
| 9. Social Impact |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. President Lincoln delayed issuing the Emancipation Proclamation because of his concern that it would |  | Doc. 1-2 |
| **2.**To issue an EP, President Lincoln felt that he need which of the following? |  |
| 3. Strong’s statement that the British feared….explains why he thinks the British |  | Doc. 3-5 |
| 4. Which of the following describes a reason not mentioned by Strong that ultimately stopped Britain from recognizing the Confederacy? |  |
| 5. The Union was most disturbed because they believed that Britain was supporting the Confederates by doing which of the following? |  |
| 6. In July of 1861, President Lincoln was particularly concerned about how his policies on slavery would affect which areas? |  | Doc. 6-8 |
| 7. Which of the following statements best describes the states in medium gray? |  |
| 8. Which of the following statements best describes the states in the dark gray? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 288-90**

|  |  |
| --- | --- |
| 1a. Briefly explain ONE major difference between McPherson’s and Horwitz’s historical interpretation of the Civil War. |  |
| 1b. Briefly explain how ONE development from the 1861-5 not directly mentioned in the excerpts supports McPherson’s argument. |  |
| 1c. Briefly explain how ONE development from the 1861-5 not directly mentioned in the excerpts supports Horowitz’s argument. |  |

**2. Using the excerpt, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | President Lincoln | U.S. Congress | Enslaved African Americans |
| 2a. Briefly explain why ALL of the following support the view that slavery largely ended during the Civil War before the passage of the 13th amendment. |  |  |  |
| 2c. Briefly describe the role slaves played in the war. |  | | |

**3. Using the cartoon, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Blockade | Mississippi River | General Grant |
| 3a. Explain the point of view reflected in the cartoon regarding ALL of the following: |  |  |  |
| 3b. Explain how ONE element of the cartoon expresses one of the points of view in 3a. |  | | |
| 3c. Explain how ONE of the points of view in 3a helped to shape ONE specific action between 1861-5. |  | | |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Emancipation Proclamation | Gettysburg Address | Habeas Corpus |
| 4a. Briefly explain why ALL of the following support the view that Lincoln was one of the most democratic and autocratic presidents. |  |  |  |
| 4c. Briefly identify ONE other president you believe combined the two qualities mentioned above and justify your choice. |  | | |

**Thinking as a Historian**: Statements about contextualization. Which 3 statements best express contextualization?

|  |
| --- |
|  |
|  |
|  |

15. Reconstruction, 1863-77

**Douglass Quote, Main point/s & Significance, p 291**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Did Reconstruction Fail? p 303-4**

|  |  |
| --- | --- |
| Historian | Reasons & Evidence |
| Dunning |  |
| Black |  |
| 1960s & 70s |  |
| 1980s |  |

**B. KEY TERMS BY THEME(KTBT), p 304. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1a. Equality |  |  |  |
| 1b. Equality |  |  |  |
| 2. Corruption |  |  |  |
| 3. Politics |  |  |  |
| 4a. Reconstruction |  |  |  |
| 4b. Reconstruction |  |  |  |
| 4c. Reconstruction |  |  |  |
| 4d. Reconstruction |  |  |  |

**C. Multiple-Choice Questions, p 305-7.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following would in part cause Douglass’s view that for African Americans, “citizenship is but a sham”? |  | Doc. 1-3 |
| **2.**Which provides an example of how the “Constitution and its righteous laws” provide hope for the “colored people of this country”? |  |
| 3. Which of the following developed during Reconstruction provide direct support and support self-determination for freedmen? |  |
| 4. In proclaiming that all persons born in the U.S. were citizens, the 14th amendment directly repudiated which of the following? |  | Doc. 4-5 |
| 5. For future Supreme Courts, one of the key points of the 14th amendment would be which of the following? |  |
| 6. By the 1876 election, federal troops remained in which of the following states? |  | Doc. 6-8 |
| 7. The victor in the 1876 presidential election was decided by |  |
| 8. Democrats agreed to accept Rutherford B. Hayes as president in 1876 in part if he agreed to which of the following? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response 308-310**

|  |  |
| --- | --- |
| 1a. Briefly explain the main point of excerpt 1. |  |
| 1b. Briefly explain the main point of excerpt 2. |  |
| Provide ONE piece of evidence from 1865-8 that is not included and explain how it supports the interpretation in either excerpt. |  |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Scalawags | Carpetbaggers | African American Legislators |
| 2a. Briefly explain the significance or ALL during Reconstruction. |  |  |  |
|  | Black Codes | Sharecropping | Ku Klux Klan |
| 2b. Briefly explain the effects of ALL of the following on African Americans during Reconstruction. |  |  |  |
| 2c. Briefly explain the impact of the impeachment of Andrew Johnson on Reconstruction. |  | | |

**3. Using the excerpt, answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Spoilsmen | Waving the Bloody Shirt | Tariffs |
| 3a. Briefly explain the role of ALL of the following in the Republican Party during this period. |  |  |  |
|  | Credit Mobilier | Tweed Ring | Panic of 1873 |
| 3b. Briefly explain the effects of ALL on business |  |  |  |
|  | Jay Gould | Horace Greely | Rutherford B. Hayes |
| 3c. Briefly explain the significance of ALL in terms of Grant’s Administration. |  |  |  |

**4. Answer a**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Johnson’s Reconstruction Plan | Civil Rights Act of 1866 | Impeachment |
| 4a. Explain the point of view reflected in the cartoon above regarding ALL of the following: |  |  |  |

Period 5 Review: 1848-1877

1. Analyze and evaluate the importance and efforts of the Confederate States in gaining international support during the war. p 311. Reread page 229.

|  |  |
| --- | --- |
| Analyze and evaluate the importance | Analyze and evaluate the efforts |
|  |  |

Thesis:

2. Analyze and evaluate the importance and efforts of the Americans in gaining international support during the Revolutionary War. 311. Reread page 229.

|  |  |
| --- | --- |
| Analyze and evaluate the importance | Analyze and evaluate the efforts |
|  |  |

Thesis:

Period 5 Review: 1848-1877

3. Analyze and evaluate the motivation and rationale behind the Manifest Destiny expansion that took hold in the U.S. starting in the 1840s. p 311. Reread page 229.

|  |  |
| --- | --- |
| Analyze and evaluate the motivation | Analyze and evaluate the rationale |
|  |  |

Thesis:

4. Analyze and evaluate the motivation and rationale behind the western expansion through the Louisiana Purchase that took hold in the U.S. at the start of the 19th century. p 311. Reread page 229.

|  |  |
| --- | --- |
| Analyze and evaluate the motivation | Analyze and evaluate the rationale |
|  |  |

Thesis:

Period 5 Review: 1848-1877

5. Compare and contrast the efforts for and against the increasing guarantees for equal rights for all during Reconstruction. p 311. Reread page 229.

|  |  |  |
| --- | --- | --- |
| For increasing guarantees for equal rights | Compare | Against increasing guarantees for equal rights |
|  |  |  |

Thesis:

6. Compare and contrast the efforts for and against the increasing of protections of the rights of individuals during the period of the ratification of the U.S. Constitution. p 311. Reread page 229.

|  |  |  |
| --- | --- | --- |
| For increasing of protections of the rights of individuals | Compare | Against increasing of protections of the rights of individuals |
|  |  |  |

Thesis:

Period 5 Review: 1848-1877

7. Analyze and evaluate the arguments presented by the Federalists and the Anti-Federalists during the debate over the ratification of the Constitution. p 311. Reread page 229.

|  |  |
| --- | --- |
| Federalists | Anti-Federalists |
|  |  |

Thesis:

8. Analyze and evaluate the arguments presented by Abraham Lincoln and Stephen A. Douglas in the Lincoln-Douglas debates. p 311. Reread page 229.

|  |  |
| --- | --- |
| Lincoln | Douglas |
|  |  |

Thesis:

The DBQ: Document Based Question, p. 312-314

1. To what extent did Manifest Destiny and territorial expansion unite or divide the United States from 1830-1860?

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Unite | Divide |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

The DBQ: Document Based Question, p. 312-314

1. The Civil War was not inevitable; it was the result of extremism and failures of leadership on both sides. Assess the validity of this statement using the documents and your knowledge of the period from 1840-1861?

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Was Inevitable | Was NOT Inevitable |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

17. The Last West and the New South, 1865-1900

**Turner Quote, Main point/s & Significance, p 339**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Stages of Frontier Development p 353**

|  |  |
| --- | --- |
| Historian | Main Points & Evidence |
| Turner |  |
| Later |  |
| Cronon |  |

**B. KEY TERMS BY THEME(KTBT), p 354. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Western Environment |  |  |  |
| 2. Western Development |  |  |  |
| 3. American Indians |  |  |  |
| 4. Mexican Americans |  |  |  |
| 5. Conservation Movement |  |  |  |
| 6. Southern Development |  |  |  |
| 7. Racial Discrimination |  |  |  |
| 8. Farm Protests |  |  |  |
| 9. Frontier Closing |  |  |  |

**C. Multiple-Choice Questions, p 355-7.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. The key idea in the excerpt is that Grady believes |  | Doc. 1-3 |
| **2.**Which of the following best demonstrates Henry Grady’s vision for the South? |  |
| 3. Henry Grady’s comments best express the viewpoint of which group of people? |  |
| 4. The Ocala Platform resulted from a protest movement that primarily involved |  | Doc. 4-6 |
| 5. The economic reasoning behind the Ocala Platform assumes that |  |
| 6. The Ocala Platform proved an important link between which of the following groups? |  |
| 7. Harlan’s opinion goes against the majority opinion on the Supreme Court that |  | Doc. 7-8 |
| 8. Harlan’s opinion was consistent with the beliefs expressed by the |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 358-60**

|  |  |
| --- | --- |
| 1a. Briefly explain an event from the Gilded Age that supports that “the farmers were up in arms.” |  |
| 1b. Briely explain what evidence would support the statement about farmers in this era that “His burdens are heavier…” |  |
| 1c. Explain what the writer most likely had in mind when he stated “he is beginning to fear…” |  |

**2. Using the excerpt, answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 2a. Briefly explain TWO regional characteristics of the **South** that support Turner’s assertion that U.S. was a “vast and varied…” |  |  |
| 2a. Briefly explain TWO regional characteristics of the **West** that support Turner’s assertion that U.S. was a “vast and varied…” |  |  |
| 2b. Briefly explain ONE reason why Turner was concerned with the closing and disappearance of the frontier that was not stated in the above. |  | |

**3. Using the excerpt, answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 3a. Based on this excerpt and your knowledge, briefly explain ONE argument made by Booker T. Washington to improve race relations in the South. |  | |
| 3b. Briefly explain TWO forms of discrimination that African Americans experienced at this time in the South. |  |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE change in the South between 1877-1900 that reflected the policies of the New South agenda. |  |
| 4b. Briefly explain ONE way the Southern economy did not change during this era.. |  |
| 4c. Briefly explain ONE factor that kept the South from making more progress during this period. |  |

**Thinking as a Historian**: Statements about evidence. Which 2 statements most clearly include evidence to support the claim it makes?

|  |
| --- |
|  |
|  |

16. The Rise of Industrial America, 1865-1900

**Cleveland Quote, Main point/s & Significance, p 319**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Industrial Statesmen or Robber Barons? p 332**

|  |  |
| --- | --- |
| Historian | Main Points & Evidence |
| Univ . Profs |  |
| Beard |  |
| Josephson |  |
| Nevins |  |
| Fogel |  |

**B. KEY TERMS BY THEME(KTBT), p 333. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Transportation |  |  |  |
| 2. Large Scale Industry |  |  |  |
| 3. Technology |  |  |  |
| 4. Marketing |  |  |  |
| 5. Role of Gov’t |  |  |  |
| 6. Organized Labor |  |  |  |
| 7. Work & Migration |  |  |  |
| 8. Ideas & Beliefs |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. The ideas expressed in this excerpt most clearly show which of the following? |  | Doc. 1-3 |
| **2.**Which idea would Sumner most likely support? |  |
| 3. Which of the following developments would be most consistent with the beliefs expressed in the excerpt? |  |
| 4. Which of the following groups would most likely support the sentiments behind this cartoon? |  | Doc. 4-5 |
| 5. The kind of sentiments in the cartoon contributed most likely to which of the following? |  |
| 6. This excerpt was written to most directly support which of the following? |  | Doc. 6-8 |
| 7. According to the author, what has most contributed to the need for wage earners to organize? |  |
| 8. Which of the following was most closely allied to the sentiments in this excerpt? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 337-9**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1a. Briefly analyze the author’s conclusion that Rockefeller’s defense of the Standard Oil as “the antidote to Social Darwinism” was an “ingenious rationalization.” |  | | | |
|  | Pools | Trusts | Monopolies | Interlocking Directorates |
| 1b. Briefly explain how ALL operated as forms of cooperation among businesses. |  |  |  |  |

**2. Using the excerpt, answer a, b, c**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Middle Class | Working Class | Working Women | Consumers |
| 2a. Briefly explain the impact of industrialization and growth of corporations on ALL. |  |  |  |  |

**3. Using the excerpt, answer a, b, c**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | National Labor Union | Knights of Labor | American Federation Labor | American Railway Union |
| 3a. Briefly explain the goals and methods of all of the labor movements. |  |  |  |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE reason why the death of linemen in NYC become a national news event at the time. |  |
| 4b. Briefly identify and explain ONE other innovation of this era from 1865-1900 that had both positive and negative impacts in Am. Society. |  |
| 4c. Briefly analyze ONE way the problems in this excerpt resulted in an increased role for city gov’ts. |  |

**Thinking as a Historian**: Statements about context? Which two statements demonstrate the skill of placing an event in context?

|  |
| --- |
|  |
|  |

18. The Growth of Cities and American Culture, 1865-1900

**Lazarus Quote, Main point/s & Significance, p 360**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Melting Pot or Cultural Diversity? p 373**

|  |  |  |
| --- | --- | --- |
| Historian | Main Points & Evidence | |
| Crevecoeur |  | |
| Degler |  | |
| Handlin |  | |
| Wade |  | |
| Divided |  |  |

**B. KEY TERMS BY THEME(KTBT), p 374. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Immigration |  |  |  |
| 2. City Growth |  |  |  |
| 3. Reformers |  |  |  |
| 4. Education |  |  |  |
| 5. Professions |  |  |  |
| 6. Arts & Writing |  |  |  |
| 7. Architecture |  |  |  |
| 8. Popular Culture |  |  |  |

**C. Multiple-Choice Questions, p 375-7**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. In the chart above, the “new immigrants” include those who arrived in the U.S. from? |  | Doc. 1-2 |
| **2.**Which of the following most likely explains the reduction of immigration during the 1870s and 1890s to the U.S.? |  |
| 3. Which phrase best summarizes what Riis considers the cause of the problems he see? |  | Doc. 3-5 |
| 4. During the late 19th century, which of the following groups most benefited from the poverty described by Riis? |  |
| 5. Which individual would be most likely to argue that the gov’t. should not intervene to improve the tenements? |  |
| 6. Susan B. Anthony was arrested and fined for casting an illegal vote…to whom were her actions most similar? |  | Doc. 6-8 |
| 7. Susan B. Anthony’s arguments for women’s suffrage can be best understood in the context of |  |
| 8. Anthony targeted the states as the parts of gov’t discriminating against women primarily for which of the following reasons? |  |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 378-80**

|  |  |  |
| --- | --- | --- |
| 1a. Briefly explain the illustrator’s point of view on immigration expressed in this political cartoon. |  | |
| 1b. Briefly explain TWO federal immigration policies or actions taken during the late 19th century, and whether each supported or opposed the point of view in the cartoon. |  |  |

**2. Answer a, b, c**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Architecture | Education | Literature | Music | Visual Arts |
| 2a. Briefly explain how a development in ALL of the areas had an impact on American culture. |  |  |  |  |  |

**3. Answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 3a. Briefly explain the connection between the Social Gospel movement and religious beliefs. |  | |
| 3b. Briefly explain TWO other ways religion or religious organizations influenced reforms or reform movements of the period. |  |  |

**4. Answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 4a. Briefly explain TWO economic developments during this period that contributed to the social divisions reflected in these excerpts. |  |  |
| 4b. Briefly explain the significance of leisure time activities during the Gilded Age. |  | |

**Thinking as a Historian**: Statements about interpretation. Which 2 statements best express historical interpretations.

|  |
| --- |
|  |
|  |

19. The Politics of the Gilded Age, 1877-1900

**Alliance Quote, Main point/s & Significance, p 380**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Who were the Populists? p 391**

|  |  |  |
| --- | --- | --- |
| Historian | Main Points & Evidence | |
| Early |  | |
| Alternative |  | |
| Hofstadter |  | |
| Recent |  | |
| Kazin |  |  |

**B. KEY TERMS BY THEME(KTBT), p 392. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Political Stalemate |  |  |  |
| 2. Republican Party |  |  |  |
| 3. Democratic Party |  |  |  |
| 4. Patronage Issue |  |  |  |
| 5. Tariff Issue |  |  |  |
| 6. Money Supply |  |  |  |
| 7. Rise of Discontent |  |  |  |
| 8. Election of 1896 |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. McElroy’s letter uses humor to make a point. Which of the following statements reflects McElroy’s true criticism? |  | Doc. 1-3 |
| **2.**Voters demanded patronage reform in politics after |  |
| 3. Based on this excerpt, which of the following groups or pieces of legislation would McElroy most likely support? |  |
| 4. Which of the following best explains the tariff rates during the period from 1865-1900? |  | Doc. 4-5 |
| 5. Which statement best describes the level of tariffs in the U.S. in the 19th century? |  |
| 6. Which of the following most likely explains the change in the amount of currency in circulation between 1865 and 1870? |  | Doc. 6-7 |
| 7. Which of the following groups during the period 1865-1895 most actively campaigned to increase the money supply? |  |
| 8. A decline in the amount of money in circulation in proportion to the population would most likely result in a(n) |  |  |

**D. Short Answer.Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 396-8**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Region/Location | Social Class | Ethnicity | Religion |
| 1a. Briefly explain how ALL of the following influenced political party identification and loyalty between 1865-1900. |  |  |  |  |
| 1b. Briefly explain ONE reason that voter turnout was very high during this era. |  | | | |

**2. Using the excerpt, answer a, and b**

|  |  |  |
| --- | --- | --- |
| 2a. Briefly explain Eric Foner’s interpretation of the Populist movement. |  | |
| 2b. Briefly explain TWO ways the Omaha platform can support Foner’s statement that “ a generation would pass…” |  |  |

**3. Answer a, and b**

|  |  |  |
| --- | --- | --- |
| 3a. Explain with supporting evidence ONE factor that determined the outcome of the 1896 election. |  | |
| 3b. Briefly TWO significant consequences from the 1896 election. |  |  |

**4. Using the cartoon answer a, b ,c**

|  |  |  |
| --- | --- | --- |
|  | Western Farmers | New York’s Wall Street |
| 4a. Briefly explain the point of view of the artist about BOTH. |  |  |
| 4b. Briefly explain ONE development in the period that supported the point of view of the artist. |  | |
| 4c. Briefly explain ONE development from the period that challenged the point of view of the artist. |  | |

**Thinking as a Historian**: Stating a thesis about causation. Which 3 would make the best thesis statements?

|  |
| --- |
|  |
|  |
|  |

Period 6 Review: 1865-1898

1. Compare the objectives and strategies of organized labor and the Populists for challenging the prevailing economic beliefs and practices of the Gilded Age. p 398. Reread page 318.

|  |  |  |
| --- | --- | --- |
|  | Organized Labor | Populists |
| Objectives |  |  |
| Strategies |  |  |

Thesis:

2. Compare and contrast the roles of the federal government as both promoter and regulator of industrial development and market capitalism from 1865-1900. p 398. Reread page 318.

|  |  |
| --- | --- |
| Promoter of Industry and Capitalism | Regulator of Industry and capitalism |
|  |  |

Thesis:

Period 6 Review: 1865-1898

3. Explain and Analyze the impact of industrialization and expanding markets on the development of ALL of the following regions between 1865-1900. p 398. Reread page 318.

|  |  |
| --- | --- |
|  | Explain and Analyze |
| Northeast/Midwest |  |
| South |  |
| West |  |

Thesis:

4. Explain and Analyze the impact of changes in transportation and marketing on both urban and rural consumers in the U.S. between 1865-1900. p 398. Reread page 318.

|  |  |  |
| --- | --- | --- |
|  | Transportation | Marketing |
| Urban |  |  |
| Rural |  |  |

Thesis:

Period 6 Review: 1865-1898

5. Analyze and Evaluate the ways that both external and internal migration changed over time from 1830-1900. P 398. Reread page 318.

|  |  |
| --- | --- |
| External | Internal |
|  |  |

Thesis:

6. Analyze and Evaluate the ways ALL of the following groups changed their response over time to discrimination from 1830-1900. p 398. Reread page 318.

|  |  |
| --- | --- |
|  | Analyze and Evaluate the ways the following groups changed their response over time to discrimination |
| African Americans |  |
| American Indians |  |
| Women |  |

Thesis:

Period 6 Review: 1865-1898

7. Analyze and Evaluate ways in which ALL of the following areas reflected or challenged the dominant culture after the Civil War to 1900. p 399. Reread page 318.

|  |  |  |
| --- | --- | --- |
|  | Reflected Dominate Culture | Challenged Dominate Culture |
| Architecture |  |  |
| Arts and Literature |  |  |
| Education |  |  |
| Religion |  |  |

Thesis:

8. Analyze and Evaluate the ways in which Social Darwinism and the Gospel of Wealth were used to defend the dominant economic and social order after the Civil War to 1900. Reread page 318.

|  |  |
| --- | --- |
|  | Analyze and Evaluate the ways in which Social Darwinism and the Gospel of Wealth were used to defend… |
| Economic Order |  |
| Social Order |  |

Thesis:

The DBQ: Document Based Question, p. 400-403

1. Some historians have characterized the industrial and business leaders of the 1865-1900 period as “robber barons,” who used extreme methods to control and control and concentrate wealth and power. To what extent is that characterization justified based on the historical evidence?

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Robber Barons | Captains of Industry |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

The DBQ: Document Based Question, p. 404-407

1. “The politics of the Gilded Age failed to deal with the critical social and economic issues of the times.” Assess the validity of this statement. Use both the documents and your knowledge of the United States from 1865-1900.

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Failed | Succeeded |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

20. Becoming a World Power, 1898-1917

**Bryan Quote, Main point/s & Significance, p 409**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Was Imperialism Driven only by Economic Motives? p 425**

|  |  |  |
| --- | --- | --- |
| Historian | Main Points & Evidence | |
| Williams  La Feber |  | |
| First |  | |
| Second |  | |
| Other |  | |
| Hofstadter |  |  |

**B. KEY TERMS BY THEME(KTBT), p 425. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Overseas involvement |  |  |  |
| 2. Causes of U.S. Imperialism |  |  |  |
| 3. Spanish-American War |  |  |  |
| 4. China Policy |  |  |  |
| 5. TR Policies |  |  |  |
| 6. Dollar Diplomacy |  |  |  |
| 7. Moral Diplomacy |  |  |  |

**C. Multiple-Choice Questions, p 426-8.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Newspaper headlines such as those above most directly contributed to which of the following: |  | Doc. 1-3 |
| **2.**Who of the following would most strongly support the sentiments in these headlines? |  |
| 3. The point of view of this newspaper most clearly reflects |  |
| 4. The leader most closely associated with the viewpoint in this excerpt was |  | Doc. 4-6 |
| 5. Which of the following most directly contributed to the anti-imperialist sentiments expressed in this excerpt? |  |
| 6. Which of the following represents a policy that the authors of the excerpt most likely support? |  |
| 7. This excerpt most directly reflects the continuation of the policy that |  | Doc. 6-7 |
| 8. Which of the following was the most direct result of the policy stated in this excerpt? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 429-431**

|  |  |
| --- | --- |
| 1a.Briefly explain ONE argument that supports the view that the Spanish American War was caused by humanitarian concerns. |  |
| 1b. Briefly explain ONE argument that supports the view that the Spanish American War was caused by imperialist motives. |  |
| 1c. Briefly explain ONE argument why the Spanish American War could be considered the beginning of a new era in American foreign policy. |  |

**2. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE example that supports the view that President Roosevelt was a “heavy handed imperialist.” |  |
| 2b. Briefly explain ONE example that supports the view that President Roosevelt was a “shrewd and skillful diplomat.” |  |
| 2c. Briefly explain why the author believed that Roosevelt’s reputation has changed over time. |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain ONE example of why the U.S. relationship with Great Britain improved during the period from 1890-1914. |  |
| 3b. Briefly explain ONE example of why the U.S. relationship with Japan became more difficult. |  |
| 3c. Briefly explain ONE example of why the relationship with Mexico became more difficult. |  |

**4. Using the cartoon, answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 4a. Briefly explain the point if view of the expressed by the cartoonists. |  | |
| 4b. Briefly explain ONE event during the Woodrow Wilson administration that supported the point of view expressed by the artist. |  | |
| 4c. Briefly explain ONE difference of similarity between the policies of Wilson with both Roosevelt and Taft. |  |  |

**Thinking as a Historian**: Questions about causation. Which 3 prompts below would best be answered with an essay that emphasizes causation?

|  |
| --- |
|  |
|  |
|  |

21. The Progressive Era, 1901-1917

**Wilson Quote, Main point/s & Significance, p 431**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Reform or Reaction, p 446-447**

|  |  |
| --- | --- |
| Historian | Motives & Evidence |
| Schlesinger |  |
| Modernizers |  |
| Conservatives |  |
| Middle Class |  |

**B. KEY TERMS BY THEME(KTBT), p 14. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Progressive Movement |  |  |  |
| 2. Muckrakers |  |  |  |
| 3. Voting Rights |  |  |  |
| 4. City and State Gov’t. |  |  |  |
| 5. Social and Labor Reform |  |  |  |
| 6. Teddy Presidency |  |  |  |
| 7. Selection of 1912 |  |  |  |
| 8. Taft Presidency |  |  |  |
| 9. Wilson Presidency |  |  |  |
| 10. African Americans |  |  |  |
| 11. Women’s Movement |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following interpretations of progressivism would most likely support this excerpt? |  | Doc. 1-3 |
| **2.**Which of the following would most directly support the argument that Progressives were “exclusionary”? |  |
| 3. Which of the following Progressive reforms most directly promoted “active citizenship”? |  |
| 4. The above excerpt is most closely associated with which sector of the Progressive movement? |  | Doc4-6 |
| 5. *The Jungle* directly contribute to the passage of the |  |
| 6. Upton Sinclair’s The Jungle was primarily concerned about working conditions. Which of the following most directly helped organized labor? |  |
| 7. The above excerpt most directly reflects that the temperance movement |  | Doc. 7-8 |
| 8. The Prohibition movement was similar to other Progressive reforms because it |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 452-4**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Bad Trusts | Good Trusts | Role of Teddy |
| 1a. Briefly explain the point of view expressed by the artist about ALL of the following: |  |  |  |
| 1b. Briefly explain ONE way that trust policies of Woodrow Wilson differed from those of Theodore Roosevelt. |  | | |

**2. Answer a, b**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pragmatism | Scientific Management | Muckrakers | Regulatory Commissions |
| 2a. Briefly explain the contribution of ALL of the following to the Progressive movement |  |  |  |  |
| 2b. Briefly explain why the Progressives thought gov’t needed to play a more active role in solving America’s problems. |  | | | |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain how the point of view of this excerpt differed from the approach advocated by Booker T. Washington |  |
| 3b. Briefly explain ONE form of discrimination against African Americans from the period that would support this excerpt. |  |
| 3c. Briefly explain ONE way the Niagara Movement reflected the ideas of W.E.B. du Bois |  |

**4. Answer a, b, c**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Underwood Tariff | Federal Reserve Act | Clayton Anti-trust Act | Federal Trade a Commission |
| 4a. Briefly explain how ALL of the following reformers from the Wilson administration fulfilled long standing goals of reformers. |  |  |  |  |
| 4b. Briefly explain how ONE of the above wither reflected or violated Wilson’s campaign policy of New Freedom. |  | | | |

**Thinking as a Historian**: Making a choice about periodization. What years would you include in a chapter title “Women in the Progressive Era”? Explain

|  |
| --- |
|  |

22. World War I and its Aftermath

**Lindsay Quote, Main point/s & Significance, p 454**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Wilson’s Decision for War, p 468**

|  |  |
| --- | --- |
| Historian | Motives & Evidence |
| Revisionists |  |
| Realists |  |
| Link |  |
| Other |  |

**B. KEY TERMS BY THEME(KTBT), p 469. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Causes of WWI |  |  |  |
| 2. Debate over the War |  |  |  |
| 3. Mobilization |  |  |  |
| 4. Civil Liberties |  |  |  |
| 5. Social Impact of the War |  |  |  |
| 6. Fighting in Europe |  |  |  |
| 7. Peace Treaty |  |  |  |
| 8. Debate over Treaty |  |  |  |
| 9. Aftermath of War |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following does this excerpt support as the primary cause of the U.S. declaration of war in April 1917? |  | Doc. 1-3 |
| **2.**When the Zimmermann message was made public, many people in the United States |  |
| 3. The issue of freedom of the seas in WWI most closely resembles the cause of which of the following conflicts? |  |
| 4. What does the author imply by the phrase, “ not one of the rights…”? |  | Doc. 4-6 |
| 5. Which of the following during WWI proved the most direct threat to the perspective on civil rights in this excerpt? |  |
| 6. Which of the following conflicts raised the most similar concerns about the violation of civil rights as did WWI? |  |
| 7. During WWI, the gov’t propaganda, such as the poster shown above, most likely contributed to which of the following? |  | Doc. 7-8 |
| 8. During the war, a gov’t agency named the Committee of Public Information, headed by George Creel, was |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 475-7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1a. Briefly explain ONE example how the gov’t mobilized industry or labor during WWI. |  | | | |
|  | Women | African Americans | German Americans | Mexican Americans |
| 1b. Briefly explain the impact of WWI on ALL of the following groups: |  |  |  |  |

**2. Using the photo, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE context or purpose of the photograph. |  |
| 2b. Briefly explain ONE way the poster may represent the morale or make-up of troops that served in WWI. |  |
| 2c. Briefly explain ONE role of U.S. troops such as those shown in the photograph in Europe during WWI. |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain ONE cause for the failure of the Treaty of Versailles in the U.S. Senate, in addition to the one given by Kissinger. |  |
| 3b. Briefly explain ONE example what the author meant in the excerpt by “Woodrow Wilson’s precepts.” |  |
| 3c. Briefly explain ONE reason for the influence of Wilson’s ideas on U.S. foreign policy over time. |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE way the Red Scare was related to WWI. |  |
| 4b. Briefly explain ONE way the post-war labor problems were related to WWI. |  |
| 4c. Briefly explain ONE way the race riots of 1917-1919 were related to WWI. |  |

**Thinking as a Historian**: Organizing evidence for comparisons. Is each example below organized by topic or by trait?

|  |
| --- |
|  |
|  |

23. The Modern Era of the 1920s

**Millay Quote, Main point/s & Significance, p 475**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: How Conservative were the 1920s? p 489**

|  |  |
| --- | --- |
| Historian | Views & Evidence |
| 1920s |  |
| Revisionists |  |
| Brinkley |  |
| Marchand |  |

**B. KEY TERMS BY THEME(KTBT), p 490. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. 1920s Politics |  |  |  |
| 2. 1920s Economy |  |  |  |
| 3. A Modern Culture |  |  |  |
| 4. Literature and the Arts |  |  |  |
| 5. African American Identity |  |  |  |
| 6. Conflict over Religion |  |  |  |
| 7. Conflict over Prohibition |  |  |  |
| 8. Foreign Policy |  |  |  |

**C. Multiple-Choice Questions, p 491-3**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following most directly supports the argument found in the excerpt? |  | Doc. 1-3 |
| **2.**Which of the following cites an event that mostly clearly challenges the interpretation expressed in the excerpt? |  |
| 3. The administration of which of the following presidents who served between 1865 and 1900 most closely resembles the corruption of the Harding administration? |  |
| 4. Which of the following trends of the 1920s is most clearly portrayed in this advertisement? |  | Doc. 4-6 |
| 5. Many historians criticize the economy that developed during the 1920s. Which of the following statements best supports that point of view? |  |
| 6. Which of the following groups faced the most difficult economic conditions during the 1920s? |  |
| 7. Which of the following developments in the 1920s would most directly support the author’s sentiments in the excerpt? |  | Doc. 6-7 |
| 8. Which of the following most influenced thinking about sexual behavior during the 1920s? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. P. 494-6**

|  |  |
| --- | --- |
| 1a. Briefly explain ONE way the Harlem Renaissance supported the point of view in the excerpt. |  |
| 1b. Briefly explain ONE example of an African American artist’s achievement from the era that would support this excerpt. |  |
| 1c. Briefly explain what the author most likely meant by “the very core of prejudice” faced by African Americans in the 1920s. |  |

**2. Answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE example of how religion and science were a source of conflict in American society during the 1920s. |  |
| 2b. Briefly explain ONE development during the 1920s that changed attitudes toward Prohibition. |  |
| 2c. Briefly explain ONE important difference in the immigrant legislation of the 1920s in comparison to earlier periods. |  |

**3. Answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain ONE example of how the media of the 1920s contributed to development of a shared national culture. |  |
| 3b. Briefly explain ONE development that caused the disillusionment among writers of the 1920s. |  |
| 3c. Briefly explain ONE important artistic response during the 1920s and 1930s to industrial development or urban experience. |  |

**4. Using the excerpts answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE social development in the 1920s that supports the Fitzgerald quote. |  |
| 4b. Briefly explain ONE economic development of the 1920s that supports the Leuchtenburg argument. |  |
| 4c. Briefly explain ONE argument that supports that the 1920s made a positive contribution to the long-term prosperity of the United States. |  |

**Thinking as a Historian**: Adding details for contextualization. Which 3 sentences best demonstrate the use of contextualization?

|  |
| --- |
|  |
|  |
|  |

24. The Great Depression and the New Deal, 1929-1939

**Harburg/Gorney Quote, Main point/s & Significance, p 497**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Was the New Deal Revolutionary or Conservative? P 514**

|  |  |
| --- | --- |
| Historian | Views & Evidence |
| First |  |
| Some Liberals |  |
| Revisionists |  |
| Recent |  |

**B. KEY TERMS BY THEME(KTBT), p 515. Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Causes of the Depression |  |  |  |
| 2. Effect of the Depression |  |  |  |
| 3. Hoover Admin. |  |  |  |
| 4. FDR Admin. |  |  |  |
| 5. 2nd New Deal |  |  |  |
| 6. New Deal Opponents |  |  |  |
| 7. Rise of Unions |  |  |  |
| 8. Impact on Americans |  |  |  |

**C. Multiple-Choice Questions, p 516-18**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following most directly supports the author’s analysis? |  | Doc. 1-3 |
| **2.**Which of the following was most directly related to the phrase in the testimony “the necessity for relief…”? |  |
| 3. Which of the following would most likely support a belief that the government was “against the common people” |  |
| 4. Who among the following individuals or groups would most likely directly oppose the philosophy of the New Deal…? |  | Doc. 4-6 |
| 5. Which of the following most directly addressed “security for capitalists?” |  |
| 6. Which of the following was designed to provide long term “job security” |  |
| 7. Eleanor Roosevelt expressed the most independence from FDR and his advisers in her |  | Doc. 7-8 |
| 8. The excerpt suggests that Eleanor Roosevelt knew that her positions could most harm her husband’s standing with which of the following groups? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 519-21**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Banking | Conservation | Housing | Unemployment |
| 1a. Briefly explain a New Deal policy developed to address the Great Depression problems for ALL of the following: |  |  |  |  |
| 1b. Briefly explain the composition of the New Deal political coalition. |  | | | |

**2. Answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 2a. Briefly explain the internal migration that resulted from the Dust Bowl. |  | |
|  | African Americans | Mexican Americans |
| 2b. Briefly explain the impact of the Great Depression on migration of ALL of the following: |  |  |
|  | 1929 | 1893 |
| 2c. Briefly explain ONE similarity and difference between the Great Depression of 1929 and the Panic of 1893. |  |  |

**3. Answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain ONE cause of the Great Depression that was different from the causes of the panics of 1893 or 1873. |  |
| 3b. Briefly explain ONE example of continuity between the policies of the Progressive era and the New Deal era. |  |
| 3c. Briefly explain ONE New Deal reform that went beyond the reforms of the Progressive Era. |  |

**4. Using the excerpts, answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE development during the New Deal era not mentioned in the excerpts that supports Zinn’s point of view. |  |
| 4b. Briefly explain ONE development during the New Deal era not mentioned in the excerpts that supports Schweikart’s point of view. |  |
| 4c. Briefly explain ONE additional development that supports the position the New Deal produce a “limited welfare state.” |  |

**Thinking as a Historian**: Using documents in arguments. Which of the statements uses information from a source more effectively?

|  |
| --- |
|  |

25. Diplomacy and WWII, 1929-1945

**FDR Quote, Main point/s & Significance, p 521**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Could Pearl harbor Have Been Avoided?, p 540**

|  |  |
| --- | --- |
| Historian | Views & Evidence |
| At First |  |
| Revisionists & Later |  |
| Prange |  |
| Toland |  |

**B. KEY TERMS BY THEME(KTBT), p 541 Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Hoover-FDR Policies |  |  |  |
| 2. Militarist/ Fascists Aggression |  |  |  |
| 3. Isolationist Response |  |  |  |
| 4. FDR’s Response |  |  |  |
| 5. Mobilization |  |  |  |
| 6. Home front |  |  |  |
| 7. Wartime Strategies |  |  |  |
| 8. Wartime Diplomacy |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following groups would most likely support the perspective of this cartoon? |  | Doc. 1-3 |
| **2.**Which of the following most directly contributed to the perspective of this cartoon? |  |
| 3. Which of the following public figures was a leading spokesperson for the perspective of this cartoon? |  |
| 4. Which of the following would the author(s) of this excerpt most likely support? |  | Doc. 4-6 |
| 5. At the time this excerpt was published, which of the following was the most pressing problem faced by the British? |  |
| 6. Who of the following would most likely support the sentiments found in this excerpt? |  |
| 7. Which of the following was the primary economic purpose for the rationing program found in the above document? |  | Doc. 7-8 |
| 8. Which of the following best explains the campaign behind the above gov’t documents? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 545-7**

|  |  |
| --- | --- |
| 1a. Briefly explain the context for the executive order 8802, of June 25, 1941. |  |
| 1b. Briefly explain the context fro the executive order 9066 of February 19, 1942. |  |
| 1c. Briefly analyze the inconsistencies between the 2 orders. |  |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Federal Gov’t | Large Corporations | Universities & Scientific Labs |
| 2a. Briefly explain the role of ALL in the mobilization of the American economy in WWII. |  |  |  |
|  | Internal Migration | Mexican Americans | American Women |
| 2b. Briefly explain the impact of the war on ALL of the following: |  |  |  |
|  | Manhattan Project | Holocaust | United Nations |
| 2c. Briefly analyze the global legacy of ALL of the following: |  |  |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain Sherwood’s point of view on unconditional surrender. |  |
| 3b. Briefly explain ONE criticism of the policy of unconditional surrender. |  |
| 3c. Briefly explain the reference to the “ghost of W. Wilson” in FDR’s decision-making about the end of the war. |  |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Quarantine Speech | Cash and Carry | Atlantic Charter |
| 4a. Briefly explain the significance of ALL of the following in regards to WWII. |  |  |  |
|  | Strategic B0mbing | Island Hopping | Kamikaze Attacks |
| 4b. Briefly explain the significance of ALL of the following: |  |  |  |
|  | Big Three | Casablanca Conference | Yalta Conference |
| 4c. Briefly explain the significance of ALL of the following: |  |  |  |

**Thinking as a Historian**: Selecting relevant evidence. Which 3 would be relevant for an essay about whether wars increase/decrease acts of prejudice.

|  |  |  |
| --- | --- | --- |
|  |  |  |

Period 7 Review: 1898-1945

1. Analyze how ALL of the following helped to shape the national identity in the 20th century. p 547. Reread page 408.

|  |  |
| --- | --- |
| Spanish American War |  |
| WWI |  |
| Great Depression/New Deal |  |
| WWII |  |

Thesis:

2. Analyze how women’s identity was influenced by both peacetime and wartime experiences in the period from 1900-1945. p 547. Reread page 408.

|  |  |
| --- | --- |
| Peacetime | Wartime |
|  |  |

Thesis:

Period 7 Review: 1898-1945

3. Compare and contrast the beliefs and strategies of ALL of the following to address the needs of the U.S. economic system. p 547. Reread page 408.

|  |  |  |
| --- | --- | --- |
| Progressive | Economic conservatives of the 1920s & 1930s | New Deal |
|  |  |  |
| Compare | | |
|  | | |

Thesis:

4. Compare and contrast the effects of ALL of the following on business and labor. p 547. Reread page 408.

|  |  |  |
| --- | --- | --- |
|  | Business | Labor |
| WWI |  |  |
| Great Depression |  |  |
| New Deal |  |  |
| WWII |  |  |

Thesis:

Period 7 Review: 1898-1945

5. Analyze the cause and effects of changes in immigration patterns and policies from 1900-1945. p 547. Reread page 408.

|  |  |
| --- | --- |
| Causes | Effects |
|  |  |

Thesis:

6. Analyze the causes and effects of changes in internal immigration patterns from 1900-1945. p 547. Reread page 408.

|  |  |
| --- | --- |
| Causes | Effects |
|  |  |

Thesis:

Period 7 Review: 1898-1945

7. Some historians have argued that the most important political development between 1900 and 1945 was the increased role of the federal government in the U.S. economy. Support, modify, or refute this contention using specific evidence. p 548. Reread page 408.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

8. Some historians have argued that the greatest threat to civil liberties came during wartime. Support, modify, or refute this contention using specific evidence from the period 1898-1945. p 548. Reread page 408.

|  |  |  |
| --- | --- | --- |
| Support | Modify | Refute |
|  |  |  |

Thesis:

Period 7 Review: 1898-1945

9. Compare and contrast the goals of U.S. policy makers in the Spanish American War, WWI, and WWII. p 548. Reread page 408.

|  |  |  |
| --- | --- | --- |
| Spanish American War | WWI | WWII |
|  |  |  |
| Compare | | |
|  | | |

Thesis:

10. Compare and contrast the influence of ALL of the following wars on postwar foreign policy. p 548. Reread page 408.

|  |  |  |
| --- | --- | --- |
| Spanish American War | WWI | WWII |
|  |  |  |
| Compare | | |
|  | | |

Thesis:

Period 7 Review: 1898-1945

11. Analyze the role of the arts and popular culture, including immigrant and African American artists, in American society from 1900-1945. p 548. Reread page 408.

|  |  |
| --- | --- |
| Arts | Popular Culture |
|  |  |

Thesis:

12. Analyze how science and technological innovations contributed to changes in American values and attitudes between 1900-1945. p 548. Reread page 408.

|  |  |
| --- | --- |
|  | Science and technological innovations contributed to changes in American values and attitudes |
| Science |  |
| Technological  Innovations |  |

Thesis:

The DBQ: Document Based Question, p. 549-551

1. “The ideals used to justify U.S. involvement in WWI disguised the real reasons for Wilson’s change in policy from neutrality to war and, in fact, violated the traditional values of the American nation.” Assess this statement and the reasons for the change in U.S. policy in 1917 AND whether these reasons were consistent with traditional American values.

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |  |
| --- | --- | --- |
|  | Consistent with traditional American values | Inconsistent with traditional American values |
| Reasons for change in U.S. policy |  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

The DBQ: Document Based Question, p. 404-407

1. “To a greater or lesser extent, 3 factors were involved in explaining the U.S. response to Japanese and German aggression: (a) economics, (b) national security, and (c) democratic values.” Drawing upon the documents that follow as well as your knowledge of history, write an essay analyzing to what extent these factors influenced foreign policy from 1937 through 1941.

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Economics |  |
| National Security |  |
| Democratic Values |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

26. Truman and the Cold War, 1945-1952

**Truman Quote, Main point/s & Significance, p 557**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Who Started the Cold War? p 572**

|  |  |
| --- | --- |
| Historian | Views & Evidence |
| Traditional |  |
| Revisionists |  |
| Gaddis |  |

**B. KEY TERMS BY THEME(KTBT), p 573 Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1.a Postwar Society |  |  |  |
| 1b. Postwar Society |  |  |  |
| 2. Election of 1948 |  |  |  |
| 3. Origins of the Cold War |  |  |  |
| 4a. Containment in Europe |  |  |  |
| 4b. Containment in Europe |  |  |  |
| 5. Cold War in Asia |  |  |  |
| 6a. 2nd Red Scare |  |  |  |
| 6b. 2nd Red Scare |  |  |  |

**C. Multiple-Choice Questions, p 574-6**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which one of the following best reflected the policies advocated in the excerpt? |  | Doc. 1-3 |
| **2.**In what way did the Marshall Plan best implement the goals of George Kennan? |  |
| 3. To implement the policies based on this excerpt, the Unted States for the first time had to |  |
| 4. Levittown is most closely associated with which of the following? |  | Doc. 4-5 |
| 5. Which of the following best explains the dramatic increase in personal ownership of homes after WWII? |  |
| 6. Which of the following is an example of a Fair Deal reform that would best support the passage that “problems were ignored…?” |  | Doc. 6-8 |
| 7. Which of the following coalitions provided the strongest opposition to Truman’s domestic programs? |  |
| 8. Which of the following most advanced liberal domestic policies during the Truman administration? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 577-9**

|  |  |
| --- | --- |
| 1a. Briefly explain the political tactics used by Joseph McCarthy that became known as “McCarthyism.” |  |
| 1b. Briefly explain why McCarthy tactics appealed to blue-collar Americans. |  |
| 1c. Briefly explain the context for the rise to power of McCarthy. |  |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
| 2a. Briefly explain ONE cause of the Cold War. |  | | |
|  | U.N. Security Council | Marshall Plan | NATO |
| 2b. Briefly explain ALL of the following: |  |  |  |
|  | Berlin Airlift | “Fall” of China | Korean War |
| 2c. Briefly explain the effects of ALL of the following on the Cold War. |  |  |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the context of race relations in the U.S. in 1949. |  |
| 3b. Briefly explain the political context that created controversy around and criticism of South Pacific & this song. |  |
| 3c. Briefly explain how the policies of the Truman administration affected race relations during this time. |  |

**4. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
| 4a. Briefly explain the causes of the expansion of higher education after WWII. |  | | |
| 4b. Briefly analyze the family unit during the baby boom years. |  | | |
|  | McCarran Internal Security Act | Alger Hiss case | Rosenberg case |
| 4c. Briefly explain ALL of the following: |  |  |  |

**Thinking as a Historian**: Introducing an interpretation. Which 2 would be best first sentence essays about the impact of the Cold War on U.S. culture?

|  |
| --- |
|  |
|  |

27. The Eisenhower Years, 1952-1960

**Warren Quote, Main point/s & Significance, p 579**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: A Silent Generation? p 593**

|  |  |
| --- | --- |
| Historian | Views & Evidence |
| Intellectuals |  |
| Liberal |  |
| Recent |  |
| O’Neil & Others |  |

**B. KEY TERMS BY THEME(KTBT), p 594 Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Domestic Policies |  |  |  |
| 2. “New Look” Foreign Policy |  |  |  |
| 3. U.S. Policy in Asia |  |  |  |
| 4. U.S. Policy in Middle East |  |  |  |
| 5. U.S. Soviet Relations |  |  |  |
| 6a. Civil Rights in the 1950s |  |  |  |
| 6b. Civil Rights in the 1950s |  |  |  |
| 7a. 1950s Culture |  |  |  |
| 7b. 1950s Culture |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. The *Brown* decision was controversial for a variety of reasons, but which of the following is most evident? |  | Doc. 1-2 |
| **2.**Which of the following best describes the initial reaction to the *Brown* decision? |  |
| 3. Which of the following would most likely support the recommendation of this excerpt? |  | Doc. 3-5 |
| 4. Which of the following took most criticism after the shocking success of Russia’s *Sputnik*? |  |
| 5. Recent historians would argue that Lippmann was |  |
| 6. Which of the following would best support the sentiments found in the excerpt? |  | Doc. 6-8 |
| 7. Which of the following would most likely support the author’s perspective that Eisenhower “was not always right”? |  |
| 8. Which of the following best supports the observation that “Ike restored order and supremacy by force”? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 598-600**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Eisenhower Doctrine | SEATO | OPEC |
| 1a. Briefly explain the influence of ALL of the following on foreign policy in the 1950s. |  |  |  |
|  | Suez Crisis | Hungarian Revolt | U-2 Incident |
| 1b. Briefly explain how Eisenhower handled ALL of the following: |  |  |  |
| 1c. Briefly analyze the effects of Castro’s takeover of Cuba on U.S. foreign policy. |  | | |

**2. Using the photo, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly analyze the effects of tv on society during the 1950s. |  |
| 2b. Briefly explain the criticism of tv during the 1950s. |  |
| 2c. Briefly explain the dominant role of women during the 1950s. |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the concept of “modern republicanism.” |  |
| 3b. Briefly analyze the effects of the Highway Act of 1956. |  |
| 3c. Briefly analyze Eisenhower’s view of the “military-industrial complex.”. |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain ONE example that would support the author’s comment about young African Americans during the 1950s. |  |
| 4b. Briefly analyze ONE factor in postwar America that likely promoted a “silent generation” in the 1950s. |  |
| 4c. Briefly explain ONE example of social criticism or rebellion against conformity during the 1950s. |  |

**Thinking as a Historian**: Stating a conclusion using synthesis. Which one of the statements expresses a synthesis of information?

|  |
| --- |
|  |

28. Promise and Turmoil, The 1960s

**JFK Quote, Main point/s & Significance, p 600**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: The Lessons of Vietnam p 617**

|  |  |
| --- | --- |
| Historian | Views & Evidence |
| Critics |  |
| Westmoreland |  |
| Observers |  |
| Critics |  |

**B. KEY TERMS BY THEME(KTBT), p 618 Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. JFK Domestic |  |  |  |
| 2. JFK Foreign |  |  |  |
| 3. LBJ Domestic |  |  |  |
| 4. Civil Rights Black Power |  |  |  |
| 5. Rights of Americans |  |  |  |
| 6. Social Conflict |  |  |  |
| 7. Vietnam War |  |  |  |
| 8. 1968 Election |  |  |  |

**C. Multiple-Choice Questions, p 619-21**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. The foreign policy position for Vietnam explained in this excerpt is most directly based on |  | Doc. 1-3 |
| **2.**In which way did Johnson most significantly depart from the policies of prior presidents? |  |
| 3. Which of the following best characterizes the position of the president’s antiwar critics? |  |
| 4. Which of the following best explains the result of the 1965 march from Selma to Montgomery? |  | Doc. 4-5 |
| 5. Which of the following best reflects the loss of faith of younger African Americans in the non-violent civil rights movements? |  |
| 6. The 1966 NOW statement, although broadened during the conference, most emphasized which of the following? |  | Doc. 6-8 |
| 7. Which of the following women mist helped to reshaped the women’s movement and organize NOW in the 1960s? |  |
| 8. Which of the following goals from the NOW Bill of Rights did the feminist movement most clearly fail to achieve? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 622-4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1a. Briefly explain ONE factor that … the closest the U.S. and the Soviet Union came to a full-scale war was during the Cuban Missile Crisis. | |  | | |
|  | Bay of Pigs | | Berlin Wall | Flexible Response |
| 1b. Briefly analyze the significance of ALL of the following during the Cold War: |  | |  |  |
|  | Tonkin Resolution | | Vietcong | Tet Offensive |
| 1c. Briefly analyze the significance of ALL of the following during the Vietnam War: |  | |  |  |

**2. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain ONE way the Great Society attacked poverty. |  |
| 2b. Briefly explain ONE way the Great Society tried to improve education. |  |
| 2c. Briefly explain ONE of LBJ’s health care programs that had a lasting effect on American society. |  |

**3. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain ONE way the Warren Court expanded the rights of defendants … |  |
| 3b. Briefly explain ONE way the Warren Court expanded the 1st Amendment. |  |
| 3c. Briefly analyze the impact of the “one man, one vote ruling on American politics. |  |

**4. Answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain how the younger generation challenged higher education. |  |
| 4b. Briefly explain how the younger generation challenged the gov’t during the Vietnam War. |  |
| 4c. Briefly explain how the younger generation challenged middle class standards. |  |

**Thinking as a Historian**: Writing with precise words. Choose the sentence that uses the most precise words.

|  |
| --- |
|  |
|  |
|  |

29. Limits of a Superpower, 1969-1980

**Nixon Quote, Main point/s & Significance, p 625**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: End of the Imperial Presidency? p. 640**

|  |  |
| --- | --- |
| Historian | Motives & Evidence |
| Critics |  |
| Schlesinger |  |

**B. KEY TERMS BY THEME(KTBT), 641 Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1a. Nixon Foreign Policy |  |  |  |
| 1b. Nixon Foreign Policy |  |  |  |
| 2a. Nixon Domestic Policy |  |  |  |
| 2b Nixon Domestic Policy |  |  |  |
| 3. Ford Presidency |  |  |  |
| 4. Carter Presidency |  |  |  |
| 5. American Identities |  |  |  |
| 6. Environmental Movement |  |  |  |

**C. Multiple-Choice Questions, p 642-4**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following best explains why Nixon’s foreign policy was a departure from the previous administration? |  | Doc. 1-3 |
| **2.**Nixon’s bold move to open up relations with Communist China was helped most by |  |
| 3. Which of the following was Nixon able to negotiate as a result of his new relationship with China? |  |
| 4. Richard Nixon claimed “I am not a crook,” but which of the following best explains his crime? |  | Doc. 4-5 |
| 5. Which best explains the role of the tapes in Nixon’s fall? |  |
| 6. Which of the following would most strongly support Carter’s contention in his phrase “we were taught that our armies were always invincible”? |  | Doc. 6-8 |
| 7. Why might Carter and historians consider 1973 a turning point in Americans’ confidence in the economy? |  |
| 8. Which of the following best identifies the effect of the speech from which the above excerpt is taken? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 644-6**

|  |  |  |  |
| --- | --- | --- | --- |
|  | War Powers Act of 1973 | Panama Canal Treaty | Camp David Accords |
| 1a. Briefly explain the effects of ALL on American foreign policy. |  |  |  |
|  | Vietnamization | Detente | Imperial Presidency |
| 1b. Briefly analyze the significance of the ALL: |  |  |  |
|  | Oil Embargo | Iranian Hostage Crisis | Soviet Invasion of Afghanistan |
| 1c. Briefly explain the effects of ALL: |  |  |  |

**2. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | New Federalism | Southern Strategy | Stagflation |
| 2a. Briefly explain ALL of the following on American politics. |  |  |  |
|  | Title IX | *Rove v.Wade* | Watergate Scandal |
| 2b. Briefly explain the significance of ALL: |  |  |  |
|  | United Farm Workers | American Indian Movement | Gay Liberation Movement |
| 2c. Briefly explain the goals and tactics of ALL: |  |  |  |

**3. Using the graph, answer a, b, c**

|  |  |
| --- | --- |
| 3a. Briefly explain the changes in immigrant patterns from the 1950s to 2000s. |  |
| 3b. Briefly explain how the Immigration Act of 1965 contributed to the changes in immigration patterns. |  |
| 3c. Briefly explain ONE likely additional cause if the changes in immigration patterns. |  |

**4. Using the excerpt, answer a, b, c**

|  |  |
| --- | --- |
| 4a. Briefly explain why the environmental movement of the 1970s started as a bipartisan effort. |  |
| 4b. Briefly explain ONE additional environmental act passed in the 1970s. |  |
| 4c. Briefly explain ONE additional example of Nixon taking a moderate or liberal position on domestic policy. |  |

**Thinking as a Historian**: Writing clear sentences. Which sentence is most clearly written?

|  |
| --- |
|  |

Period 8 Review: 1945-1980

1. Analyze how the Cold War altered the role of the United States in the world from 1945-1980. p 648. Reread page 556.

|  |
| --- |
|  |

Thesis:

2. Analyze the impact of the Cold War on domestic politics from 1945-1980. p 648. Reread page 556.

|  |
| --- |
|  |

Thesis:

Period 8 Review: 1945-1980

3. Compare and contrast the policies of the New Deal with the Great Society. p 648. Reread page 556.

|  |  |  |
| --- | --- | --- |
| New Deal(contrast) | Both(compare) | Great Society(contrast) |
|  |  |  |

Thesis:

4. Compare and contrast the policies and effects of the Quota Acts of 1921 and 1924 with the Immigration Act of 1965. p 648. Reread page 556.

|  |  |  |
| --- | --- | --- |
| Quota Acts of 1921 and 1924(contrast) | Both(compare) | Immigration Act of 1965(contrast) |
|  |  |  |

Thesis:

Period 8 Review: 1945-1980

5. Analyze the changes and continuity in U.S. environmental policies of the Progressive Era with the period from 1945-1980. Reread page 556.

|  |  |  |
| --- | --- | --- |
|  | Changes | Continuity |
| Progressive Era |  |  |
| 1945-1980 |  |  |

Thesis:

6. Analyze the changes and continuity in the identity and roles of American Women from 1945-1980. p 648. Reread page 556.

|  |  |  |
| --- | --- | --- |
|  | Changes | Continuity |
| Identity |  |  |
| Roles |  |  |

Thesis:

Period 8 Review: 1945-1980

7. Analyze THREE developments in popular culture that had an impact on American society. p 648. Reread page 556.

|  |  |
| --- | --- |
| Developments | Impact |
|  |  |
|  |  |
|  |  |

Thesis:

8. Analyze THREE events or developments that had a significant impact on race relations in the United States in the period from 1945-1980. p 648. Reread page 556.

|  |  |
| --- | --- |
| Developments | Impact |
|  |  |
|  |  |
|  |  |

Thesis:

Period 8 Review: 1945-1980

9. Analyze the changing impact on American workers of U.S. interconnection with other world economies during the period form 1945-1980. Reread page 556.

|  |
| --- |
|  |

Thesis:

10. Analyze how the role of the federal government in the American economy changed during the period form 1945-1980. p 648. Reread page 556.

|  |
| --- |
|  |

Thesis:

The DBQ: Document Based Question, p. 549-551

1. Compare and contrast the roles of the federal government and the civil rights activists in achieving the goals of the civil rights movement from 1945-1968.

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |  |
| --- | --- | --- |
| Federal Government | Both | Civil Rights Activists |
|  |  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

30. Conservative Resurgence, 1980-2000

**Reagan Quote, Main point/s & Significance, p 654**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: Meaning of Freedom, p 672**

|  |  |
| --- | --- |
| Historian | Motives & Evidence |
| Foner |  |
| Fischer |  |

**B. KEY TERMS BY THEME(KTBT), p 673 Select YOUR TOP KTBT from the lists. ID and significance of each.**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1. Conservative Movement |  |  |  |
| 2. Reagan Revolution |  |  |  |
| 3. Reagan Foreign Policy |  |  |  |
| 4. End of Cold War |  |  |  |
| 5. Bush 41 Policies |  |  |  |
| 6. Clinton Era Politics |  |  |  |
| 7. Post-Cold War Policies |  |  |  |
| 8. 2000 American Society |  |  |  |

**C. Multiple-Choice Questions, p 674-6**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following was an accomplishment by Reagan that fulfilled the pledges made in this excerpt? |  | Doc. 1-3 |
| **2.**Which of the following individuals held political views that most closely resembled those expressed in the excerpt? |  |
| 3. Which of the following would best support Reagan’s views on “removing roadblocks…”? |  |
| 4. Which of the following best explains the purpose of this speech? |  | Doc. 4-6 |
| 5. In this speech, Bush is most clearly expressing the concept in foreign policy called |  |
| 6. Which of the following best explains the result of the foreign policy effort described in the excerpt? |  |
| 7. Which of the following is an example of Clinton’s success in “compromising and negotiation, retreating so to advance”? |  | Doc. 7-8 |
| 8. Which of the following best explains the general popularity of the Clinton presidency? |  |

**D. Short Answer. Bullet point answer. Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response. 677-9**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Proposition 13 | Religious Fundamentalists | Affirmative Action |
| 1a. Briefly explain the role of ALL in the conservative resurgence. |  |  |  |
|  | Supply-Side Economics | PACTO Strike | Iran-Contra Affair |
| 1b. Briefly explain the significance of ALL in the Reagan administration. |  |  |  |
| 1c. Briefly explain Reagan’s role in ending the Cold War. |  | | |

**2. Using the graph, answer a, b, c**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Reagan | | Bush 41 | Clinton |
| 2a. Briefly explain how the economy changed in ALL of the following administrations |  | |  |  |
|  | Reagan | | Bush 41 | Clinton |
| 2b. Briefly explain ONE significant cause of the income growth during each administration |  | |  |  |
| 2c. Briefly explain ONE significant cause of the growing income during the 1980s and 1990s. | |  | | |

**3. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Tiananmen Square | Fall of Berlin Wall | Operation Desert Storm |
| 3a. Briefly explain the foreign policy impact of ALL of the following: |  |  |  |
|  | H. Ross Perot | National Rifle Association | Contract with America |
| 3b. Briefly analyze the political significance of ALL of the following: |  |  |  |
| 3c. Briefly explain why the impeachment of Clinton was unpopular. |  | | |

**4. Using the excerpt, answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 4a. Briefly explain what the author meant by “living large”. |  | |
| 4b. Briefly explain ONE additional development form 1980-2000 that would support the author’s point of view. |  | |
| 4c. Briefly explain ONE difference AND similarity in consumer consumption between the periods 1980-2000 and 1945-1960. |  |  |

**Thinking as a Historian**:Writing effective paragraphs. Which two support the topic sentence, “popular presidents mix liberal and conservative policies”?

|  |  |
| --- | --- |
|  |  |

31. Challenges of the 21st Century, 2000-Present

**Obama Quote, Main point/s & Significance, p 679**

|  |  |
| --- | --- |
| Quote Main Point | Significance |
|  |  |

**A. HISTORICAL PERSPECTIVES: What causes booms and busts? 693**

|  |  |
| --- | --- |
| Phillips |  |
| Conservatives |  |
| Stiglitz |  |
| Greenspan |  |

**B. KEY TERMS BY THEME(KTBT), p 694 Select YOUR TOP KTBT from the lists. ID and significance of each**

|  |  |  |  |
| --- | --- | --- | --- |
| CH (THEMES) | TERM | IDENTIFY | SIGNIFICANCE |
| 1a. Politics in the 2000s |  |  |  |
| 1b. Politics in the 2000s |  |  |  |
| 2a. War on Terrorism |  |  |  |
| 2b. War on Terrorism |  |  |  |
| 3. Great Recession |  |  |  |
| 4. Obama Presidency |  |  |  |
| 5. Obama Foreign Policy |  |  |  |
| 6. Roberts Court |  |  |  |

**C. Multiple-Choice Questions, p 15-18.**

|  |  |  |
| --- | --- | --- |
| **Question & Letter Answer** | **Response Answer** | **Document Significance** |
| 1. Which of the following best explains the context for this speech by Bush 43, |  | Doc. 1-2 |
| **2.**Which of the following best supports Bush 43’s comparison of Islamic radicalism to communism? |  |
| 3. Which of the following would best support the text, “ a surplus became an excuse…?” |  | Doc. 3-5 |
| 4. Which of the following became the signature accomplishment of the Obama admin. In the 1st term? |  |
| 5. Which of the following was passed to stop banks and lenders from taking advantage of borrowers? |  |
| 6. Which of the following best explains the context for “Obama came to office believing the U.S. had overextended itself militarily”? |  | Doc. 6-8 |
| 7. The restraint shown by President Obama in foreign affairs was most evident in his policies regarding |  |
| 8. Obama best resembled Eisenhower in his preference for |  |

**D. Short Answer.Bullet point answer.Use KTBT whenever possible in responses. Highlight ALL KTBT terms in response.698-700**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Southern White Conservatives | “Safe Seats” | *Bush v.Gore* |
| 1a. Briefly explain the significance of ALL of the electoral issues. |  |  |  |
|  | Hurricane Katrina | Housing Bubble | Liquidity Crisis |
| 1b. Briefly explain the effects of ALL of the domestic issues. |  |  |  |
|  | Elections | Gun Control | Health Care |
| 1c. Briefly explain the impact of the Roberts Court on All the issues. |  |  |  |

**2. Using the chart, answer a, b, c**

|  |  |
| --- | --- |
| 2a. Briefly explain the significance of ONE of the measures of the American economy. |  |
| 2b. Briefly explain ONE program passed by Congress to address the effects of the Great Recession. |  |
| 2c. Briefly support or challenge the statement: “Wall Street recovered from the Great Recession, but Main Street did not.” |  |

**3. Answer a, b, c**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Al-Qaeda | Asymmetric Warfare | Sunni vs. Shiite |
| 3a. Briefly explain the significance of ALL in the war on terrorism. |  |  |  |
|  | Bush Doctrine | Patriot Act | Homeland Security Department |
| 3b. Briefly explain the policies of ALL: |  |  |  |
|  | Arab Spring | China | Iraq |
| 3c. Briefly explain the significance of ALL of the following foreign policy issues during this period. |  |  |  |

**4. Using the excerpt, answer a, b, c**

|  |  |  |
| --- | --- | --- |
| 4a. Briefly explain what the survey said about Latinos. |  | |
| 4b. Briefly explain why politicians and political analysis in the early 21st century became more interested in Latino populations. |  | |
| 4c. Briefly explain how similar AND different the immigrant experience of Latinos has been compared to prior immigrant groups. |  |  |

**Thinking as a Historian**: Writing a coherent essay. Which 3 best starts a paragraph emphasizing differences between Bush 43 and Obama?

|  |
| --- |
|  |
|  |
|  |

Period 9 Review: 1980-Present

1. Analyze to what extent the conservative resurgence changed the economic and social policies of the U.S. government from 1980-2008. p 701. Reread page 653.

|  |  |
| --- | --- |
|  | Changes |
| Economic |  |
| Social |  |

Thesis:

2. Analyze to what extent the end of the Cold War changed United States foreign policies from 1991-2012. p 648. Reread page 556.

|  |  |
| --- | --- |
| U.S. Foreign Policy Changed | U.S. Foreign Policy Continued |
|  |  |

Thesis:

Period 9 Review: 1980-Present

3. Compare and contrast the leadership and economic policies of Presidents Reagan and FDR. p 648. Reread page 556.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reagan | Both | FDR |
| Leadership |  |  |  |
| Economic Policy |  |  |  |

Thesis:

4. Compare and contrast the chief successes ad failures of TWO of the following presidential administrations: Bush 41, Clinton, Bush 43, and Obama. p 701. Reread page 653.

|  |  |  |
| --- | --- | --- |
| (contrast) | Both(compare) | (contrast) |
|  |  |  |

Thesis:

U.S. History Practice Examination

Short Answer: Question 1, p. 721. Using the painting above, answer a, b.

1a. Explain the point of view reflected in the painting regarding ALL of the following:

|  |  |
| --- | --- |
| Treaty of Paris |  |
| 18th Century Art |  |
| Articles of Confederation |  |
| British Recognition of the United States |  |

1b. Explain how the points of view helped to shape ONE specific United States government action between 1783 and 1812.

|  |  |
| --- | --- |
| Treaty of Paris |  |
| 18th Century Art |  |
| Articles of Confederation |  |
| British Recognition of the United States |  |

Short Answer: Question 2, p. 722. Using the excerpt, answer a, b, c.

2a. Briefly explain THE major differences between Murrin and Kennedy’s historical views of President JFK.

|  |  |
| --- | --- |
| Murrin | Kennedy |
|  |  |

2b. Briefly explain how developments from the period 1960-1963 not directly mentioned in the excerpts supports Murrin’s view.

|  |
| --- |
|  |

2c. Briefly explain how developments from the period 1960-1963 not directly mentioned in the excerpts supports Kennedy’s view.

|  |
| --- |
|  |

Short Answer: Question 3, p. 723. Answer a, b, c.

3a. Briefly explain the important political responses during the period 1800 to 1900 to Washington’s warning in his Farewell Address of 1796 to “steer clear of permanent alliances.”

|  |
| --- |
|  |

3b. Briefly explain the important political responses during the period 1900-1950 to Washington’s warning in his Farewell Address of 1796 to “steer clear of permanent alliances.”

|  |
| --- |
|  |

3c. Briefly explain the important reasons for the change and continuity in the responses described in 3a and 3b.

|  |  |
| --- | --- |
| Change | Continuity |
|  |  |

Short Answer: Question 4, p. 723. Answer a, b, c.

4a. Explain why EACH demonstrates the often-hostile attitude toward immigration seen throughout United States history.

|  |  |
| --- | --- |
| Frontier Theory |  |
| Immigration Quotas |  |
| Industrial Revolution |  |
| Nativism |  |

4b. Choose 1 of the 4 and explain why it’s the best choice compared to the other 3.

|  |
| --- |
|  |

4c. Provide ONE piece of evidence involving ALL of the choices provided that either supports or contradicts the above statement.

|  |  |
| --- | --- |
| Frontier Theory |  |
| Immigration Quotas |  |
| Industrial Revolution |  |
| Nativism |  |

The DBQ: Document Based Question, p. 724-7

1. To what extent were the reform efforts of the Progressive Era aimed at maintaining the existing society and to what extent did they bring about radical change?

A. Set up GO(graphic organizer) and brainstorm, dump, list the OI(outside information) from text and lecture.

|  |  |
| --- | --- |
| Maintaining Existing Society | Radical Change |
|  |  |

B. Read the documents, summarize and then analyze them(analysis should focus on at least one of the following: intended audience, purpose, historical context, and/or point of view)

|  |  |  |
| --- | --- | --- |
| Doc. | Summary/Information | Analysis/Inferences |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Thesis:

Long Essay Question, p. 728.

1. Compare and contrast the prevailing attitudes of the American people in the periods leading up to the War of 1812 and the Spanish American War.

|  |  |  |
| --- | --- | --- |
| War of 1812 | Both | Spanish American War |
|  |  |  |

Thesis:

2. Compare and contrast the prevailing attitudes of the American people in the periods following WWI and WWII.

|  |  |  |
| --- | --- | --- |
| WWI | Both | WWII |
|  |  |  |

Thesis: