

AP US History 2014-2015  
Reading/Discussion Pacing Guide  
Sebastian River High School – Mr. Van Brimmer

**UNIT 7: 1890-1945**  
**Domestic and Global Challenges**  
**17% of AP Exam**  
**Brinkley Chapters 20-28. AMSCO Chapters 20-25**

Due Date:	Homework reading assignments: page #s	Cornell Notes/Guiding Questions of Curriculum Framework
2/23	See Below for Cornell Notes due 1/26  <b>Key Concept 7.1, Part I &amp; II</b>	<b><u>No group discussion today:</u></b> I will be lecturing today to open the new unit. You should be reading and taking Cornell Notes on the assigned pages for 7.1 Part I and II below which will be due on 2/25. <b>Do not wait until the last minute to complete this section, as it is a large section with 11 questions to complete, plus the Source Document.</b>  <b><u>DUE FROM YOU TODAY: Unit 7 Vocab, Part I</u></b>
2/25	AMSCO pgs. 475-479, 444-446, 346-348, 496-504.  Brinkley 629-632. Use rest of book as needed as reference for more detail or clarification on AMSCO reading.  <b>Key Concept 7.1, Part I</b>	<b><u>Discussion:</u></b> <i>All groups will be discussing parts of the questions below. You will not know when you're group is going. We will be discussing on at least Monday and Tuesday (2 groups per day), and possibly into Wednesday and Thursday.</i>  <b><u>Assignment:</u></b> Read Key Concept 7.1, Part I of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade. <b><u>Trace change over time:</u></b> How did the consumer economy change during this era? In what ways did manufacturing techniques and new technologies impact this? <b><u>Explain consequences:</u></b> Specifically, how did the automobile impact the economy? Include at the personal level, business level and national economic level <b><u>Identify causes:</u></b> What led to the new economic opportunities for women, African Americans and Hispanic-Americans at this time? <b><u>Explain consequences:</u></b> What were the non-economic impacts of these new opportunities on women and African-Americans? How did they take advantage of these opportunities to get gains socially and politically? How successful were they in this?
2/26	Same as above	<b>Writing Review/Practice</b>

<p>2/27</p>	<p>AMSCO Chapter 21</p> <p>Document: Muckraker excerpts</p> <p><b>Key Concept 7.1, Part II</b></p>	<p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 7.1, Part II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <u><b>Trace change over time:</b></u> Progressives believe GOVERNMENT should take an active role in curing the ills of society. How was that a change from the accepted beliefs of the Gilded Age?  <u><b>Identify causes:</b></u> How did the muckrakers help prepare the way for progressivism?  <u><b>Compare and contrast</b></u> the success of leading muckrakers such as Lincoln Steffens, Upton Sinclair, Ida Tarbell, Jacob Riis and Thomas Nast  <u><b>Understanding points of view:</b></u> What were the basic purposes of the initiative, the referendum, the recall, and the direct primary? How widely were they adopted?</p>
<p>3/2</p>	<p>Same as above</p> <p>Document: <i>20 Years at Hull House</i></p>	<p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 7.1, Part II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <u><b>Explain consequences:</b></u> What contribution did the Social Gospel movement make to progressivism?  <u><b>Place events in context:</b></u> What problems existed that led to the settlement house movement? How successful was it in achieving its goals?  <u><b>Place events in context:</b></u> Today antiliquor laws are often thought of as conservative. Why was prohibition regarded as a progressive issue? What forces usually opposed prohibition?  <u><b>Place events in context:</b></u> What factors explain the limits of progressive reform in the United States?</p>
<p>3/3</p>	<p>Same as above</p>	<p><b>Reading Like a Historian: Prohibition activity</b></p>
<p>3/4</p>	<p>Same as above</p>	<p><b>Prohibition activity</b></p>
<p>3/5</p>	<p>AMSCO Chapter 21</p> <p><b>Key Concept 7.1, Part II</b></p>	<p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 7.1, Part II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <u><b>Compare and contrast</b></u> the government’s approach to economic consolidation of Theodore Roosevelt and William Howard Taft. Did Roosevelt earn the title of “trust buster?” Why or why not?  <u><b>Identifying causes:</b></u> What about Taft’s approach led to a split of the Republican party?  <u><b>Explain consequences:</b></u> Explain how Roosevelt and Debs impacted the election of 1912.  <u><b>Understanding point of view:</b></u> At this time, why would Wilson’s New Freedom approach have appealed to the largest number of Americans?</p>

3/6	Same as Thursday	Wrap up of Progressive Era
3/9	<p>AMSCO: Chapter 20, plus pages 343 and 535 on Frederick Jackson Turner's Frontier Thesis. Brinkley pg. 500 on Frontier Thesis</p> <p><b>Key Concept 7.3, Part I</b></p>	<p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 6.3, Part I of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <b>Identifying causes:</b> What factors, socially and economically, helped create a new national mood receptive to imperialism?  <b>Causes and consequences:</b> Why did the U.S. go to war with Spain in 1898 and what were the long-term results of that win for the U.S., Cuba and the Philippines?  <b>Trace change over time:</b> How did the imperialism of the 1890s and 1900s reflect both continuity and change from earlier eras of American expansion?  <b>Understanding points of view:</b> What benefits would an independent Panama have for the United States?  <b>Understanding points of view:</b> Explain the imperialist vs. anti-imperialist debate. Which arguments were most convincing?  <b>Understanding points of view:</b> What did Turner conclude about the importance of the western frontier? In the Debating the Past section, how influential was his thesis? Do you agree with it, in the context of the time?</p>
3/10	Same as above	
3/11	<p>AMSCO Chapter 22 up to 466, 486-488, 522-523 (for 7.3 Part II, subtopic C), 513, 533-534.</p> <p><b>Key Concept 7.2, Part III and 7.3, Part II</b></p>	<p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 7.2, Part III and 7.3, Part II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <b>Identify causes:</b> What factors led the US to enter World War I, despite the desire of many Americans, including the President, to stay out of the war?  <b>Explain consequences:</b> How did the U.S. military entry into WWI affect the course of the war?  <b>Explain consequences:</b> What were the different effects on African Americans, Mexican Americans and women brought on by the war?  <b>Explain consequences:</b> In what ways did the Treaty of Versailles embody – or fail to embody – Wilson's Fourteen Points?  <b>Understanding point of view:</b> In what ways, and for what reasons, did the government create a repressive atmosphere for civil liberties during World War I?</p>
3/12	Same as above	<b>Analyzing Treaty of Versailles and its consequences on the future.</b>
3/13	QUIZ DAY!	<b>Quiz covering topics on Progressives, Imperialism and WWI:</b> Multiple choice and short answer questions

3/16	<p>AMSCO 478-486, 461, 467</p> <p>Brinkley 634-642</p> <p><b>Key Concept 7.2, Part I and II</b></p>	<p><b><u>DUE TODAY: Unit 7 Vocab Part II</u></b></p> <p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 7.2, Part I and II of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <b><u>Place events in context:</u></b> What factors contributed to anti-black violence, labor defeats and the Red Scare and what connections might we draw among these events?  <b><u>Causes and consequences:</u></b> What factors led to the economic boom of the 1920s? What impact did the explosive growth of automobile industry have on the larger national economy?  <b><u>Place events in context:</u></b> Explain the changes in immigration laws brought about by the National Origins Act and subsequent legislation. What ethnic groups were favored? What connection did the KKK have to immigration debates in the 1920s?  <b><u>Place events in context:</u></b> What new attitudes toward motherhood, sex and leisure developed in the 1920s, especially among middle-class women? Was the new woman mostly a figure of myth?</p>
3/17	Lecture day	<p><b>Mr. VB will lecture on Lost Generation writers, the Harlem Renaissance and the Fundamentalist vs. Modernist with Scopes Trial</b></p>
3/18	<p><b>Great Depression and New Deal</b></p> <p>AMSCO Chapter 24</p> <p><b>Key Concept 7.1, Part III</b></p>	<p><b>Discussion: Groups TBA</b>  <b>Assignment:</b> Read Key Concept 7.1, Part III of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.  <b><u>Identifying causes:</u></b> What factors led to the Great Depression?  <b><u>Understanding points of view:</u></b> What did the depression look like when seen from the vantage of ordinary Americans?  <b><u>Explain consequences:</u></b> What specific new roles did the American government take up as a result of the legislation passed during the first Hundred Days? What was the aim of the New Deal?  <b><u>Compare and contrast</u></b> the criticisms of people on the political left and right of Roosevelt and the New Deal. Which did you find most valid?</p>
3/19	Same	<p><b>Documents/MC practice</b></p>
3/20	Same	<p><b>Documents/MC practice</b></p>

3/23	<p><b>World War II</b></p> <p>AMSCO Chapter 24</p> <p><b>Key Concept 7.3, Part III</b></p>	<p><b>Discussion: Groups TBA</b></p> <p><b>Assignment:</b> Read Key Concept 7.3, Part III of the curriculum framework. Make yourself familiar with the KC as well as the subtopics underneath. This is your content that you must know from this section. Cornell note the following questions and be ready for group discussion. If your group is not discussing, be sure to have your Cornell notes ready for possible homework grade.</p> <p><b>Place events in Context:</b> How did Roosevelt use the Four Freedoms speech and the Atlantic Charter to define the war for Americans?</p> <p><b>Identify causes:</b> Why were Japanese-Americans treated differently than German and Italian Americans during the war? In what ways were they treated differently?</p> <p><b>Understanding points of view:</b> How did the Allies disagree over military strategy?</p> <p><b>Identify causes:</b> What factors influenced Truman’s decision to use atomic weapons against Japan?</p>
3/24		<b>Unit Wrap up</b>
3/25		<b>Unit test: Multiple choice and essay (written portion to be submitted to turnitin.com)</b>