AP U.S. HISTORY / BERNHARDT
READING GUIDE QUESTIONS


Your goal for these questions is to use them to structure your notes and to guide how you include copious relevant supporting detail (SD): specific people, places, events, laws, battles, social trends, ideas, court cases, etc.

In other words, you are not expected to write out answers to each question, unless you find that to be helpful in your learning. Your assignment is this: take thorough notes on the chapter in an organized way that helps you learn. How do you know if your notes are thorough enough? If your notes contain complete answers to the guide questions, you can be confident they are thorough. If your notes are missing answers to questions or if you get to the end of a chapter and discover that you are unable to understand material or SD contained in the questions, you are not yet done reading the chapter and taking notes.

Chapter 1
1. Make a brief timeline of human history from about 33,000 BC to 4 BC.
2. Describe notable cultural and political aspects of these important indigenous cultures on the American continent from 1000-1492: Creek, Choctaw, Cherokee, Ohio River Valley tribes, Aztecs, Incas, the Iroquois Confederacy.
3. Describe early European world exploration (1000-1300) using this SD: Norsemen, Christians, Muslims, Marco Polo.
4. Describe Portugal as the first world naval power (late 1300s – 1500) using these SD: Henry The Navigator, Constantinople, Bartholomeu Dias, Vasco de Gama.
5. Describe Spain’s rise to power as a global leader using this SD: Ferdinand and Isabella, Reconquista, Renaissance advances, Treaty of Tordesillas.
6. Describe Christopher Columbus’ effects on the New World using these themes: first global economy, triangle trade, environmental impacts, the beginning of slavery, indigenous population decimation.
7. Describe each of these Conquistadors, their areas of exploration, and their legacies vis a vis indigenous peoples: Vasco de Balboa, Ferdinand Magellan, Juan Ponce de Leon, Francisco Coronado, Hernando de Soto, Francisco Pizarro, Hernan Cortez.
8. How did Spanish contact with the Incas drive the development of capitalism in Europe?
9. What was the *encomienda* system and what were Bartholomeo de Las Casas’s opinions of it?
10. How can Spanish contact with the Aztecs be seen as the beginning of modern Mexican culture?
11. What caused the end of the Conquistadores?
12. What efforts did the English, Spanish and French make to explore North America 1492-1565: John Cabot, Giovanni de Verrazano, Jacques Cartier, St. Augustine, Battle of Acoma.
Chapter 2
1. Why does the rivalry between England and Spain intensify (1530’s-1588)? (Some SD are Reformation, Queen Elizabeth, Irish conflict, sea dogs, and the Armada.)
2. Why are the following reasons for England wanting to explore and colonize the New World: nationalism, primogeniture, and joint-stock companies?
3. How did the Jamestown colony (1607- the first permanent British settlement in America) survive its hard early times?
4. What do the following say about Jamestown’s relationships with neighboring Native American tribes: “Irish tactics” on the “Powhatans,” John Rolfe and Pocohontas, Virginia Company’s “perpetual war without peace or truce,” Second Anglo-Powhatan War (1644-1646), 1646 Treaty, Powhatans as “extinct” and “disposable”?
5. What do the following say about the legacies of the Jamestown Colony on tobacco, slavery and representative self-government: John Rolfe, indentured servitude and the growing population of African-American slaves (1650-1700), House of Burgesses, James I and Virginia Company’s charter?
6. Why did the African-American slavery simultaneously develop in the West Indies? What was the purpose and effects of the Barbados Slave Code of 1661?
7. How did Lord Baltimore and the Act of Toleration (1649) make Maryland a Catholic haven? How were other religions treated in Maryland?
8. Why was Carolina known as the “Restoration Colony”?
10. How do North and South Carolina differ in character, leading to their separation in 1712?
11. How can it be said that NC, RI, and GA offered the most religious freedom of any of the colonies?

Chapter 3
1. How did Lutheranism, Calvinism, wanting to “purify” the Catholic Church, and King James I all influence the beliefs and migrations of Puritans? (It was the most strict of these Puritans who became the Separatists, the Pilgrims to Plymouth, MA, in 1620.) Use these SD: The 96 Theses (particularly salvation only from God, not the Church, individual bible study); “Signs of Election”; “purifying” Church structure; liturgy; holy water; crossing oneself; indulgence.
2. What do the following indicate about the Pilgrim’s relationship to Native Americans: Squanto, Pequot War, King Phillip’s War?
3. By 1691, the Plymouth Colony was still charterless, and it merged with the Massachusetts Bay Colony, What do the following indicate about a religion’s role in daily life in MA Bay Colony?: John Winthrop, “City Upon a Hill,” who could vote and who could not, “visible saints,” taxes in the colony and where the money went, “blue laws”?
4. What was Anne Hutchinson’s sin in MA Bay Colony and what was her fate?
5. Why was the MA Bay Colony prepared to banish Roger Williams to England, and where did he flee?
6. What was the Half-Way Covenant (1662) and what did it symbolize?
7. How and why did the colonies in MA and CT begin to unite in 1643, and how was MA’s eventual fate different from CT’s by 1691?
8. What was the Dominion of New England, why did the British form it, what did American colonists think of it, and how did the Glorious Revolution (1689) end it?
9. What did “patroonships” have to do with the development of New York Colony, and how did England gain control of the colony from the Dutch in 1664? How was the colony among the most conservative of them all?
10. Who were the Quakers, and how did William Penn establish an asylum for them in Pennsylvania? How was the colony among the most liberal of them all?
11. Why were PA, NY, and NJ known as the “bread colonies”?

Chapter 4
1. Why was life expectancy short in the Middle Colonies and what effects did this high mortality rate have on family life and the economy?
2. How did tobacco farming lead to the indentured servitude system? Also, what were freedom dues and the “headright system”?
3. What was Bacon’s Rebellion (1676) and how did it help cause the rise of African-American slavery in the Middle Colonies after about 1680? Also, how did higher wages in England and the Royal African Company play a role?
4. Explain how it can be said that slavery in America formed a new culture: African-American—neither African nor American. Discuss religion, women, and language in your answer.
5. What were slave codes, and why had treatment of slaves grown far more cruel by 1750?
6. Describe the levels of the Southern social hierarchy.
7. How did economics (what people did to make money), the healthy environment, and religion define the daily life, family structure and values of New England?
8. In what colonies did women enjoy more rights? Fewer rights? Why?

Chapter 5
1. Describe the following ethnic groups’ presence in America in 1775, at the eve of the revolution against England. Describe where they lived and why they settled there, the influence of religion in their daily lives, their relationship to England and Native Americans, and other relevant points: Germans, Scots-Irish, African-Americans, and other (French Huguenots, Welsh, Dutch, Swedes, Jews, Irish, Swiss, Scots Highlanders).
2. Describe the relatively static (as compared to England) social hierarchy in America in 1775: aristocrats, professional men, yeoman farmers (landowners in the South and New England), lesser tradesmen, indentured servants and convicts, other poor classes, and slaves. What is important about the daily lives and experiences of people in each class?
3. How did each of the following play a role in the developing American economy and Americans’ relationship with England: agriculture, fishing, manufacturing, and lumbering?
4. What kinds of early infrastructure existed in America in 1775?
5. What roles did each of the following religions play in defining the daily lives and governments of specific areas of the American colonies: Church of England (Anglican), Congregational, Catholics, Presbyterians, Congregationalists?
6. What new ideas and practices did the Great Awakening (1730s-1740s) bring? Who were Jonathan Edwards and George Whitefield, and what did they do? How did the Great Awakening change life in colonies?
7. What was education like in New England and the South?
8. What did each of the following contribute to culture and politics in the colonies: Phyllis Wheatly, Benjamin Franklin, John Peter Zenger?
9. Describe the governments of the various colonies: did they have legislative and executive branches, what groups of people were and weren’t represented, and who could and couldn’t vote?
10. What did colonists do for fun, and what amenities did and didn’t they have?

Chapter 6
1. How did the following contribute to France becoming a presence in North America in the very early 1600s: the Edict of Nantes, Louis XIV, Samuel de Champlain, beaver, Antoine Cadillac, Robert de la Salle?
2. How did the following limit France from becoming as big a presence in the New world as England: Caribbean islands, French peasant land ownership in France, Huguenots, Jesuit Missionaries’ fate?
3. Describe France’s motivations for colonizing in North America.
4. Describe France’s relationship with the Hurons and the Iroquois.
5. Describe the effect of the Treaty of Utrecht (1713), resulting from the 2nd of the 4 French-Indian Wars. What happened to Acadia, and how did that foreshadow the ultimate demise of the French along the St. Lawrence?
6. Why was New England left angry after the 3rd of the 4 French-Indian Wars (“The War of Jenkins’ Ear”)?
7. Describe the following events/people from the last of the 4 French-Indian Wars (1754-1763). How can each be used to tell the story of how American unity flourished during this war and how the French and Indians were defeated (after a period of anxiety for the British and Americans): Fort Duquesne, George Washington, Acadians, Cajuns, Albany Conference, “Join or Die” cartoon, the failures of General Braddock, William Pitt’s successes?
8. How did the Treaty of Paris (1763) make England the ostensible sole remaining European power in America?
9. How did the 4th French-Indian War impact relations between American colonists and the British?

Chapter 7
1. Describe the theory of mercantilism and explain how the following illustrate how England treated America with mercantilist attitudes: Navigation Laws of 1650, Dutch trade, tobacco, wool, beaver hats, Privy Council.
2. Was the mercantilist system good or bad for America? Analyze the following: John Hancock, tobacco, naval protection for America, gold and silver supply in
America, paper currency in America, the Southern colonies vs. New England, VA tobacco growers.

3. What are each of the following, and why did each anger Americans from 1763-1774: Proclamation of 1763, Sugar Act (1764), Stamp Act (1765), Admiralty writs of assistance, Boston Massacre (1770), Tea Act (1773), British East India Company, Intolerable Acts (1774), Quebec Act (1774)? (Possible themes for your answer include unfair taxation, excessive taxation, loss of representative democracy, loss of civil liberties, westward expansion, and military presence of the British.)

4. Give examples of how Americans resisted each of the above with conservative protest (petitions and pamphlets, meetings, boycotts) and radical resistance (violence, quick change). Do you think American resistance from 1763-1774 was more conservative or radical? Also, was this resistance successful or inadequate? Use the following SD: petitions and pamphlets against the Stamp Act, “No Taxation Without Representation,” Stamp Act Congress, non-importation, Sons of Liberty, Declaratory Act, smuggling after the Townsend Acts, Massacre Day, Committees of Correspondence, Samuel Adams, Tea Parties (including Boston).

5. Describe the actions taken by the First Continental Congress (Sept 1774). Were the Americans preparing for independence or reconciliation? Prove it.

6. What happened at Lexington and Concord?

7. What advantages and disadvantages did America have going into the Revolutionary War? Discuss population, military power, army training and organization, profiteering, sectional jealousies, currency, manufactured goods, transportation of food, other conflicts in Europe involving England, political disagreements in England, French help for America, American military skills, British distance from America.

Chapter 8

1. What actions were taken by the Second Continental Congress (May 1775)? Do you think the Congress was preparing for independence or reconciliation? Prove it. Describe the actions taken by the Second Continental Congress in September 1775. Do you think the Congress was preparing for independence or reconciliation? Prove it.

2. How and why did the French help the American colonists early in the war against England? Why did the America and France formalize a long-term alliance in late 1777, and what long-term effects did the alliance have on both nations?

3. Create a timeline of the Revolutionary War incorporating the following SD and more: Ticonderoga, NY; Crown Point, NY; Ethan Allen; Benedict Arnold; Bunker (Breed’s) Hill, MA; Hessians; Richard Montgomery; Montreal; Quebec City; Norfolk VA; “Common Sense”; Boston (March 1776); Patrick Henry; Battle of Long Island, NY; Princeton, NJ; Burgoyne; Saratoga, NY; Baron von Steuben; General Howe; Philadelphia, PA; Brandywine Creek; Germantown; Monmouth, NJ; Iroquois Confederacy; Louisville, KY; Lexington, KY; George Rogers Clark; Rochambeau; Benedict Arnold at West Point; Georgia: Charleston, SC; Cowpens; King’s Mountain; Nathaniel Green; John Paul Jones; Yorktown.
4. What regions of America were most and least loyal to England, and why? How many Loyalists were there? What happened to the Loyalists in America during and after the War?
5. What role did the American navy play in the Revolutionary War?
6. Who represented America at the Treaty of Paris in 1783? What regional and personal interests were they trying to protect? What did America get out of the Treaty?

Chapter 9
1. How did the Revolution affect the following aspects of American life: democracy, commerce, religion and the separation of church and state, slavery, women’s rights?
2. How were early state constitutions structured? (A hint: think about the three branches of government we have today. Were they all present in these early Constitutions? Also, what was the relationship of individual states to the federal government?)
3. How was the Articles of Confederation (1781) more a “firm league of friendship” than a cohesive national government? Which powers were left to states and which were claimed by the federal government?
4. How was the federal government structured under the Articles? Did the federal government have legislative, executive and judicial branches, and if so, what shape did they take?
5. What are the Land Ordinances of 1785 and 1787 and why are they important? What promises from the Articles did they fulfill?
7. How did the economic conditions of the 1780s and the fear of the “rabble” (lower class Americans who were uneducated and didn’t own large amounts of property) lead to the founding fathers wanting increased federalism in the new Constitution? Use this SD: request system for federal taxation, debt from the Revolutionary War, states fighting with one another, Shays’ Rebellion.
8. Who attended the Constitutional Convention in Philadelphia and what interests did they represent? Who didn’t attend and what interests remained unrepresented?
9. Describe the two biggest compromises that were forged in making the new Constitution happen. Use this SD: “Great Compromise,” VA Plan, NJ Plan, 3/5 Rule.
10. Describe the Ratification Process. Why was it of particular importance how MA and VA voted on whether or not to accept the new Constitution? Who were the last holdouts and why did they refuse to endorse the Constitution?
11. Why did Anti-federalists, poor farmers, and debtors react with fear and anger toward the Constitution?
Chapter 10
1. Describe America’s economy in 1789 as related to Revolutionary War debt, paper money, availability of metal to coin money, and tax revenue coming into the federal government.
2. In what ways – personally and constitutionally – did George Washington expand the power of the presidency? (He interpreted the Constitution broadly or “elastically,” as opposed to “strictly.”) Use this SD: Cabinet, Hamilton’s economic policies.
3. Were the Bill of Rights (written by Madison and Jefferson) and the Judiciary Act of 1789 federalist or anti-federalist? Why?
4. Describe Hamilton’s monetary policy; how was it federalist in these regards; bond, national debt, state debt, tariffs, excise taxes, the National Bank?
5. What caused the rise of the Democratic-Republicans? What were its ideas and who started it?
6. How did the two political parties view the French Revolution?
8. What did Washington say (write, actually) in his Farewell Address?
9. Why did the Federalist Party choose Adams over Hamilton for the Election of 1796, and what was the relationship between the two men?
10. How did Jay’s Treaty with England anger the French, how did the French respond, and how did their response lead to the “XYZ Affair”?
11. How did Adams handle the potential war with France, and what did Hamilton think of Adams’ actions? How did Adams’ actions hurt the Federalist Party as well?
12. How did the Alien Act and Sedition Act (1798) and “Nullification” in KY and VA (1789-99) represent the rivalry between the Federalist and Democratic-Republicans?
13. Why did the Federalists want even more federal power over states as the Election of 1800 approached, and on what ideas did Jefferson campaign as the Democratic-Republican candidate?

Chapter 11
1. Why is the Election of 1800 called a “revolution”? Was it really? How do Aaron Burr, Alexander Hamilton, and the House of Representatives play a role in your answer?
2. How did the Election of 1800 spell the beginning of the end of the Federalist Party? (They will fully die out after the War of 1812.) Use this SD: Alien and Sedition Acts, France, the relationship of Adams and Hamilton, elitism, westerners.
3. What did Jefferson believe about the common man?
4. Describe Jefferson’s monetary policy. How was it similar and different to Hamilton’s?
5. What was the significance of Marbury v. Madison (1803)? How was it a federalist event? How did it help define the court system as the third equal branch of government?

6. Did Jefferson expand or contract the armed forces, and did he ever have to use them? Where? Use this SD: civil liberties of Americans, navy, federalist shippers, Pasha of Tripoli, mosquito fleet.

7. Why did Napoleon want to sell the Louisiana Purchase?

8. Why did Jefferson have mixed feelings about making the Purchase? Who agreed with the Purchase and who disagreed with it? Why is this ironic?

9. What were the legacies of the Purchase on the future of America?

10. Prove with SD that Jefferson won the election of 1804 by becoming more federalist.


12. How does Macon’s Bill No. 2 (which replaced the expiring Non-Intercourse Act of 1809) symbolize Madison’s getting duped by Napoleon?

13. Who are some of the War Hawks, and how did they battle Native Americans and the British? Include this SD and others in your answer: Henry Clay, Tecumseh, pan-Indian Alliance, Kentucky, William Henry Harrison, Tippecanoe.

Chapter 12

1. Who are some of the War Hawks, and how did they battle Native Americans and the British? Include this SD and others in your answer: “Free Trade and Sailors’ Rights,” “On To Canada,” Andrew Jackson, Horseshoe Bend.

2. What regions of the country wanted to go to war in 1812 and which didn’t? Why? Use this SD: impressments, “profits dull patriotism,” Napoleon, Anti-federalist political strength.


4. Why was the war in Canada a disaster for American troops? Use this SD: Bank of the US, American Revolution debt, military preparation, American generals, Montreal, “3-Pronged Attack”

5. How were Americans more successful in the southern theater (in America) of the war? Use this SD: Thomas MacDonough; Washington, DC; Francis Scott Key, Baltimore, Andrew Jackson, New Orleans.

6. What were the effects of the War? Analyze the following SD especially: Treaty of Ghent, New England “Blue Light” Federalists, Harford Convention ideas, nationalism, American industry.

7. Describe the new American nationalism in terms of culture and American identity using especially the following SD: James Fennimore Cooper, Washington Irving, “North American Review,” paintings and various artists, the military, setbacks for states’ rights people and the sectionalism of the New England Federalists.

9. How can each of the following be seen as representative of sectionalist: “Era of Good Feelings,” Tariff of 1816, Panic of 1819, “Ohio Fever,” Cumberland Road, Land Act of 1820, Tallmadge Amendment, Missouri Compromise. What factions emerged in each event? Who believed and wanted what?

10. Describe how each of the following cases decided by John Marshall’s Supreme Court helped the causes of nationalism and federalism and made the judicial branch the legitimate and equally powerful third branch of government: *McCullough v. Maryland*, *Cohens v. Virginia*, *Gibbons v. Ogden*, *Fletcher v. Peck*, *Dartmouth v. Woodward*.


12. What did the Monroe Doctrine say (think non-colonization and non-intervention), and how did it impact American foreign policy and our relationships with other nations? Of what is the Doctrine symbolic?

**Chapter 13**

1. How can the years, 1824-1840, be considered the “Era of the Common Man”? Use the following SD and others in your analysis: aristocracy, Andrew Jackson, universal white male suffrage and the places that instituted it, Jeffersonian vs. Jacksonian Principles, Panic of 1819, Bank of the US, Missouri Compromise, voter turnout, strategies of candidates trying to win elections.

2. What were the events of the Corrupt Bargain of 1824? How did the election further aggravate Americans who were fed up with the advantages of old money and aristocracy?

3. How was JQ Adams a nationalist “in the time of the decline of nationalism”? Use this SD: infrastructure, National Observatory, education, Native Americans?

4. How did the Election of 1828 represent the Era of the Common Man in its appeal to the average (and perhaps uneducated) voter?

5. How was Andrew Jackson a “frontier aristocrat”?

6. Why was Jackson criticized as “King Andrew I”: American System, federalism, veto, “Spoils system”?

7. How did John C. Calhoun’s become Andrew Jackson’s enemy and much more of an outspoken anti-federalist and advocate for the South’s interests?

8. How did the Tariff of 1828 contribute to sectionalism? Use this SD: wool, manufactured goods, Jackson’s scheme, Charleston Slave Rebellion (1822), why the North and West prospered while the South floundered, “South Carolina Exposition.”

9. How did the Nullies almost start the Civil War in 1832: Tariff of 1832, Henry Clay’s Compromise, Force Bill / “Bloody Bill,” “State most likely to secede”?

Maryland, wildcat banks, “pet banks,” Nicholas Biddle and “Biddle’s Panic,” “specie circular”?

11. How was having a National Bank good and bad for Americans?

12. How did the Election of 1832 reflect modern politics?

13. Describe the attitudes of varying whites about Native Americans and evaluate if these ideas had merit or not: Society for Propagating the Gospel Among the Indians, Congress in 1793, Henry Clay, Jackson, Lincoln, Jefferson Davis.

14. Were the Black Hawk and the Seminoles successful as they tried to resist Removal?

15. How did the Cherokee use the American court system to try to save their land? Were they successful? Use this SD: GA Supreme Court ruling in 1828, US Supreme Court rulings, “He’s made his decision, now let him enforce it,” Indian Removal Act (1830), Oklahoma.

16. Describe how Texas went from being part of Spain to being part of Mexico, to being its own independent country, to almost being part of the US: Stephen Austin, “GTT,” Mexico’s abolition of slavery in 1830, Santa Ana, “Lone Star State,” Andrew Jackson and Martin Van Buren, 1837 decision to deny annexation.


18. Martin Van Buren had been a “yes man” to Andrew Jackson and was his hand-picked successor. He won election to the presidency in 1836. How did the Whigs steal the Democrats’ common-man image in the Election of 1840 and successfully elect William Henry Harrison to the presidency? (The election of 1840 is significant because America now officially has a two-party system again. The “Era of Good Feelings” is over.)

Chapters 14 and 15 cover broad changes in American society from 1790-1860. As an alternative to the note-taking guide questions, try this activity: for each person—whose name is fictional, incidentally, but whose personal characteristics (family structure, economic roles, gifts and hardships, religious and moral views, political views, talents and shortcomings, challenges and successes) are very much real—find a way to visually make note of their lives: what each person does, why, and how each person is changing or staying the same. Remember that chapters 14 and 15 cover long periods of time and broad changes in economic and social history. Can you find a way to visually represent the changes in American society from 1790-1860?

OUR CHARACTERS (textbook page numbers of related information in parentheses)
1. Ryan Holland, backwoods IL pioneer, farmer
2. John Price, KY fur trapper
4. Peiter Ashtuffenhausen, German immigrant (293, 296, 298-299)
5. Mike Jones, member of the “Know-Nothing” Party (296-297)
6. William Aster, owner, Boston factory, who is fed up with the challenges of getting his factory going (297)
7. Jebediah White, cotton plantation owner, GA (297, 300-301)
8. William Everett, describing how business has changed from 1807 to 1850 in his family’s textile mill, where cotton is refined into cloth (302-303)
9. Bob Macy, factory worker and union leader, NY City (303-307)
10. Gloria Macy, Bob’s daughter (307)
11. Ann Macy, Bob’s wife (307-308)
12. Milton Amick, IN corn farmer (308-309)
13. Robert Milton, owner of a goods distribution company for the region covering PA, NY, OH, IN, and IL (309-312, 316)
14. Leland Marsh, owner, Allegheny and Erie RR (312-313)
15. Isaiah Crowe, merchant marine captain (314-315)
16. Oliver House, transient worker and dreamer (317-318)
17. Charles Lawton, Unitarian evangelical preacher (320-323)
18. Michael Crowell, northern Methodist minister, addressing a conference on northern and southern religious differences (323)
19. Joseph Pemberton, Mormon traveler from IL to UT (323-324)
20. Silvester Myron, teacher, TN public school system (324-326)
21. Matthew Berry, founder, University of Maryland (326-327)
22. Wilma Bates, student, U. of Maryland (327)
23. Andrea Fox, crusader for reform of prison/criminal justice system (328-329)
24. Nancy Stack, crusader for teetotalism (329-330)
25. Neala Healey, dissatisfied homemaker and suffrage crusader (330-332)
26. Winthrop Owens, founder of a utopian community (332-334, 336-337)
27. William Jasper, doctor (334-335, 338)
28. Edgar Winners, painter (338-339)
30. Carl Badger, novelist (340, 342-344)
31. Steven Hester, novelist concerned with the moral decay of society (344-345)
32. Patrick Bernhardt, American historian (345)
33. Peter Glasser, inventor of baseball

Chapter 16

1. Describe using statistics and SD how the South became a one-crop economy after 1800.
2. Describe the southern social hierarchy using the following SD: westward migration, slave ownership (what percentage of families owned many, few, or no slaves), Irish immigrants, “sobocracy,” “hillbillies,” Civil War as a “rich man’s war but a poor man’s fight.”
3. Describe the Southern culture using the following SD: public service and public schools, Walter Scott, Mark Twain, roles of aristocratic women, reasons for the lack of European immigration.
4. Describe the lives of the free black population in the South and North. How did life differ and how was it similar in the two regions, especially in the way racism manifested itself?

5. Describe the lives of the 4 million black slaves using these SD: 1808 ban on importation, “rattlin’ good breeders,” use of the Bible to defend slavery, auctions, family ties for slaves, Second Great Awakening, 1835 and 1836 actions by Congress to protect slavery, John Q. Adams, legal rights, sale or children, reading, slave sabotage and rebellion (1800, 1822, 1831).

6. Describe the growing abolition movement using the following SD: William Lloyd Garrison; American Colonization Society; The Liberator; American Anti-Slavery Society; Frederick Douglass; the Constitution, secession, cotton and resistance to abolition in the North.

Chapter 17
1. How could John Tyler be seen as a lone wolf?
2. How did the actions of John Tyler, especially with respect to tariffs and the Bank, divide the Whig party and help begin its demise?
3. How did the following represent tension with England during the late 1830s and early 1840s: English literature, the Caroline, the Creole, and the Aroostook War?
4. What was the resolution to the Aroostook War?
5. Why did England covet an Independent Texas?
6. Why did Tyler decide to annex Texas, and through what legislative process did Texas become a state?
7. Describe who traveled the Oregon Trail, why, with what costs and dangers, and to what end?
8. Describe the role of Manifest Destiny in Texas’s annexation and American relations with England in the Oregon Territory.
9. How did Henry Clay’s strategy backfire in the election of 1844?
10. How did the Liberty Party play a role in Clay’s defeat?
11. Describe James K. Polk’s goals and his success in achieving them in relation to these items: tariffs, an independent treasury, acquiring California from Mexico.
13. What did the Treaty of Guadalupe Hidalgo, the treaty that ended the war, stipulate?
14. What impact did the war have on Manifest Destiny, American relations with Latin America, and the future of slavery?
15. What was the Wilmot Proviso, and how did it represent the beginning of the end of a united United States?

Chapter 18
1. What is popular sovereignty?
2. Who formed the Free-Soil Party and how did it play a role in Zachary Taylor’s election to the presidency?
3. How did the Gold Rush lead to the need for the Compromise of 1850?
4. How did the South hold an advantageous position in the national government as of 1850?
5. What complaints did the South have with the national government? Use the following SD in your answer: fugitive slaves, Harriet Tubman, Texas, Washington, DC, slave trade.
6. Describe the roles of Clay, Webster and Calhoun in the forging of the Compromise of 1850?
7. Describe the terms of the Compromise of 1850 and which side got the better deal?
8. How did the new Fugitive Slave Act drive Northerners further from the federal government, even spurring on anti-federalist “nullification” activities on the part of the North? Describe especially the Massachusetts state legislature’s actions and “personal liberty laws.”
9. How can it be said that the Whigs “choked to death on the Fugitive Slave Act” and died during the 1852 Presidential Election?
10. How do the deaths of both Clay and Webster during the Election of 1852 symbolize also the death of attempts to keep the union together at all costs and the beginning of “Sectional Politics”?
11. What were Stephen Douglas’s interests in proposing the Kansas-Nebraska Act in 1854? Did he act rashly?
12. What did the act say and how did it undo the Missouri Compromise of 1820?
13. How did the Kansas-Nebraska situation enrage both the North and the South?
14. Describe how Manifest Destiny manifested itself in Nicaragua, Japan, and Cuba. Why was the North particularly outraged by events in Cuba? Use these SD: William Walker, Matthew Perry, $100 million, Ostend Manifesto, Black Warrior.
15. What was the significance of the Gadsden Purchase to sectionalism? What did it have to do with railroads and competition between North and South?

Chapter 19
1. Describe the effect of Uncle Tom’s Cabin.
2. Describe the “bleeding Kansas” story using the following SD: New England Emigrant Aid Company; “Nebrascals”; popular sovereignty; “border ruffians”; Free-soil government in Topeka, 1855; Lawrence, 1856; John Brown; Lecompton Constitution; Stephen Douglas and James Buchanan; Charles Sumner and Preston Brooks.
3. Why did the North vote for Buchanan in 1856?
4. Describe the Know-Nothing Party.
5. How did the Dred Scott decision find the Missouri Compromise unconstitutional and make the Calhoun Doctrine (1848) the law of the land?
6. How did Stephen Douglas’s opinions regarding the Dred Scott decision make Abraham Lincoln a viable presidential candidate in 1860?
7. Why did the Panic of 1857 affect the North worse than the South? Think rain, gold, and land over-speculation. What did the North want to do to help solve the Panic, and how did the South react to the proposal? Use “King Cotton” in your answer.
8. Why did Buchanan veto the Homestead legislation in 1860, and how did the veto show him to be biased in favor of the South?
9. How did John Brown become a traitor in the South and a martyr in the North?
10. Tell the story of the Election of 1860 using the following SD: Abe Lincoln, Stephen Douglas, John C. Breckenridge, John Bell, “the minority president.”
11. Describe Buchanan’s actions after the South’s secession starts; did he do everything he could? Also, describe the Crittenden Amendment and its eventual fate.

Chapter 20
1. How did the North respond to the South’s attack of Fort Sumter? What were Abe Lincoln’s concerns and options?
2. Why were the border states (MD, KY, MO, DE, WV) so important for Lincoln to keep in the Union? (Think industry, rivers, and white population.) What were his strategies for keeping them in the Union, and were these strategies entirely constitutional? How did these strategies compromise his own moral mandate in the War?
3. How did the regions of the Ohio River Valley (“Butternut Region”) and the West feel about the Civil War?
4. Describe the advantages the South had going into the War.
5. Describe the advantages the North had going into the War.
6. What effects could Europe’s, especially England’s, entry into the War on the side of the South have had on the North? What accounts for England’s decision to not enter the war?
7. Describe the dangerously high level of tension with England using these SD: Trent, Alabama, Laired Rams, Canada.
8. Give examples of how Jefferson Davis paled in comparison to Abe Lincoln as a leader. Use this SD: Georgia, neuralgia, inflation of “bluebacks.”
9. Give examples of how Abe Lincoln liberally interpreted the Constitution. Use the following SD in your answer: blockade, size of army, Treasury Department, writ of habeas corpus, conscription, NYC Draft Riots, income tax.
10. How did the North respond to its economic crisis and in the process make itself into an industrial and capitalistic giant by 1870? Use the following SD in your answer: excise tax, income tax, Morrill Tariff Act, technology, “Fifty Niners,” shoddy millionaires, greenbacks, war bonds, National Banking System, rag notes.
11. Describe the state of the South at the conclusion of the War.

Chapter 21
1. Sketch a timeline of the important military actions of the Civil War by using the following SD. Briefly interpret the SD in your notes—explain why each piece of SD may have had a long-term effect on the future of the War or symbolize an important theme related to the War from 1861 to Appomattox in 1865.
   - Bull Run
   - Stonewall Jackson
   - Peninsula Campaign
   - George McClellan
   - Merrimac, Virginia and Monitor
   - Antietam
1. Describe the condition of the South after the Civil War.
2. How did slaves react to their new freedom with the 13th Amendment?
3. What was the intent of the Freedman’s Bureau, and did it live up to its expectations?
4. Describe Andrew Johnson personally and politically.
5. Compare and contrast the various plans for Reconstruction (the requirements placed on southern states for rejoining the union) presented in 1853-1865 by Lincoln, Congress, and Johnson.
6. Give examples of black codes.
7. How did the radical Republicans succeed in the early parts of Reconstruction, 1865-1870? Use the following SD in your answer: 13th Amendment, Freedman’s Bureau, Civil Rights Bill of 1866, 14th Amendment, Election of 1866, Charles Sumner, Thaddeus Stevens, Military Reconstruction Act of 1867, 15th Amendment, Elizabeth Cady Stanton and Susan B. Anthony, Ex Parte Milligan.
8. Describe the political progress and lack thereof for blacks in the South after the Civil War.
9. What were scalawags and carpetbaggers? Describe their political effects.
10. Describe the effect of the KKK on the Reconstruction South.
11. Describe the Tenure of Office Act and Johnson’s impeachment. Was the outcome a good thing in the long run for the Constitution and America or not?
12. Explain how these SD can support the idea that although the Radical Republicans appeared to have momentum, under the surface, conservative, pro-Southern forces were gaining power: KKK, Election of 1868, 15th Amendment.
13. Why did America purchase Alaska? Was the purchase a good idea?
14. [Note: Some of the following information will be explored in Chapter 23 and in lecture.] How can the following SD be used to show that “Reconstruction” became “redemption” in the 1870s, and the South was allowed to return to its old system of racial hierarchy: disenfranchisement, gerrymandering, at-large elections, poll taxes, grandfather clauses, laissez-faire free-market capitalism in the North, government scandal in the Grant Administration and in local
governments, Jim Fisk and Jay Gould, Tweed Ring, Thomas Nast, Credit Mobilier, Whiskey Ring, William Belknap, Depression of 1873-1878, Redemption, Slaughterhouse Cases, Civil Rights Act of 1875 and the Supreme Court, KKK Act and the Supreme Court, Election of 1876, “Home Rule.”

Chapter 23
1. How did the Presidential Election of 1868 foreshadow currency issues and other changes to come in America, especially the end of Radical Reconstruction?
2. What did each political party come to represent after the Civil War: what values and policies? Who supported each?
3. Why was there so much government corruption in the 1870s? Explain the scandals of the 1870s using: Fisk and Gould, “Black Friday,” Boss Tweed and the Tweed Ring, Thomas Nast, Credit Mobilier, Whisky Ring, Belknap.
4. Who were the candidates of the Presidential Election of 1872, were they qualified, and why was it surprising that they represented the parties they did?
5. What caused the Depression of 1873-1878, and who got hurt most by it?
6. What is inflation and who wanted more of it? Why?
8. How did the inflationites and Hard Money people compromise with the Bland-Allison Act, and how did this compromise lead to the Greenback Labor Party?
9. Who were Roscoe Conkling and James G. Blaine, and how did they influence America politics in the 1870s?
10. Explain the Constitutional crisis that was the Election of 1876, and explain how the election led directly to the end of Reconstruction. What was the fate of the 1875 Civil Rights Act, the last gasp of the Radical Republicans of Reconstruction?
11. What was the economic fate of the freed slaves after 1877?
12. Why was there conflict between different ethnic groups of immigrants, especially Chinese and Irish? How did Hayes act honorably when the Congress tried to limit Chinese immigration?
13. Explain why Garfield’s presidency became a symbol for the need of civil service reform, and how did Arthur and the Pendleton Act address the need?
14. What were Cleveland’s policies on tariffs and business regulation?
15. How did the administration of Benjamin Henry Harrison represent a shift in the role of the US government and faintly foreshadow modern welfare governments? (Think “Billion Dollar Congress”)
16. How did the depression of 1893 force President Cleveland to protect business? Use the following SDs in your answer: repeal of the Sherman Silver Purchase Act, JP Morgan, gold supply, “endless chain” operations. Was Cleveland prescient or misguided in his actions?
17. Who were the Populists, who supported the, and what policies did they advocate? Consider: Omaha, General James B. Weaver, Homestead strike, “Good-by, Party Bosses,” Colored Farmers’ National Alliance, Tom Watson, “Bourbon” elite.
18. Describe the Populists’ Omaha Platform of 1892.
Chapter 24

1. How did the government support the building of railroads starting in 1862, and what positive and negative effects resulted from this government support?

2. Who provided the money to build railroads, and who provided the labor?

3. How did railroad expansion impact technology, business, the environment, and the physical expansion of the US?

4. Explain the corruption spawned by the railroads, and how it was either addressed or not addressed by the government using the following SD: Credit Mobilier, Jay Gould, “stock watering,” Cornelius Vanderbilt, kickbacks, collusion, Wabash case, Interstate Commerce Act and Interstate Commerce Commission, Sherman Anti-Trust Act.

5. What was the Interstate Commerce Act designed to do, and was it enforced?


7. Describe the new inventions of the Gilded Age and what effect they had on society and economy.

8. Describe how the Gilded Age technology and economy created a new middle class and opportunities for women.

9. Describe how industrial expansion impacted the South’s society and economy.

10. Describe the changes in the North’s society and economy during the Gilded Age.

11. How did business owners break strikes?

12. Make a timeline of union history using the following SD; start your timeline in 1869 and end in 1900: National Labor Union, Knights of Labor, Wabash RR, Haymarket Square (Chicago), radicalism, Eugene V. Debs, American Federation of Labor, Samuel Gompers, scabs, lockouts, “ironclad oaths,” “yellow dog contracts.”

13. When were different social classes and immigrants accepted into the union movement, and when were they denied access to it? What accounts for their exclusion?

Chapter 25

1. What factors lured Americans to the city? Think technology and consumerism.

2. Explain how urbanization (the process of cities being created) affected the landscape of America using the following SD: skyscraper, Louis Sullivan, bedroom communities, Brooklyn Bridge, “megalopolises,” dumbbells, flophouses, urban blight, waste disposal, crime.

3. How did religious diversity burgeon in the Gilded Age? Use the following SD in your answer: Jews, Catholics, Salvation Army, Christian Science, Darwin, modernists and fundamentalists.

5. How did the new immigrants of the Gilded Age change the American city? How came and where and how did they live? Why did they come?

6. How did business, labor unions, nativists, and the American government react to these new waves of immigrants? What were the American Protective Association and the Chinese Exclusion Act


8. How did journalism, writing and literature advance (or takes steps backward) through new ideas and who contributed to these changes? Use this SD: linotype, Library of Congress, Carnegie, Pulitzer and Hearst, “yellow journalism, AP, dime novels, Horatio Alger, Emily Dickinson, Kate Chopin, Mark Twain.

9. How did the causes of social justice and racial equality grow during the late Gilded Age? Use this SD: Edward Bellamy, Edwin Godkin, Henry George, Booker T. Washington, Tuskegee Institute, WEB Dubois, NAACP.


Chapter 26
1. How did the closing of the western frontier bring about the swift end to Native American life as the centuries had known it? How did relations between whites and Native Americans – and also relations among different tribes that were influenced by increased competition for land and resources – forever change the world of the Native American? Use the following SD in your answer: diseases, the changing of the plains landscape, treaties (who negotiated them and represented tribes, who cheated once the treaties were signed), Sherman, Sheridan, Sand Creek, Chivington, Big Horn mountains in Wyoming, Fetterman, Bozeman Trail, Custer, Little Big Horn in Montana, Chief Joseph, Nez Perce, Geronimo, railroad, buffalo, Buffalo Bill Cody., Dawes Severalty Act, Indian Reorganization Act, Carlisle Indian School.

2. Describe the violent, unpredictable life of the western miners (for example, the “59ers” in Comstock Lode) and the miners’ descent into low-wage labor. Use this SD: rotgut, vigilante justice.

3. Describe the heyday of the cowboy, 1866-1888. How was life prosperous and difficult? Use these SD: Wyoming Stock Growers Association, Winter of 1886-7.

4. What was the Homestead Act of 1862? What individual successes and failures resulted from it? Use the following SD in your answer: dummy homesteaders, 100th Meridian, dry farming, “Centennial State,” Sooners, 89ers.
5. What was the thesis of Frederick Jackson Turner, and how can his idea be used to explain the events described in chapter 26.

6. What had been the important advantages of the frontier; how was it a “safety valve” for American society before 1889?

7. Describe how “farming becomes a factory” using the following SD: Montgomery Ward, technology like the reaper-thresher, banks and RRs, California’s Central Valley, deflation, tenant farming, natural disasters, property taxes, overseas markets.

8. Describe how farmers and western landowners unified slowly and built their political power using the following SDs: The Grange, “Greenbackers,” Farmers’ Alliances, Populists, Ignatius Donnelly.

9. How did the Sherman Anti-Trust Act (chapter 24) and the Sherman Silver Purchase Act (chapter 23) represent a swing in the balance of power from big business to western farming interests?

10. How did big businesses fight back from the attacks by western farming interests? Use the following SDs in your answer: Homestead Strike and Pinkertons (chapter 13), Attorney General Olney, Pullman Strike, McKinley Tariff (chapter 23).

11. Describe the lower-class and western rebellion against Cleveland with the following SDs: William Jennings Bryan, Jacob Coxley, Pullman Strike, Eugene V. Debs, Wilson-Gorman Act, income tax.

12. Describe how the Presidential Election of 1896 was a showdown between the wealthy business interests and poorer western interests. Use the following SDs in your answer: McKinley, Hamiltonian/“trickle-down” principles, Cleveland. “Cross of Gold” Speech, 16:1 and 32:1, William Jennings Bryan, campaign education/propaganda.

13. How does the Election of 1896 represent the end of western agricultural political power?

Chapter 27

1. What accounts for the shift from isolationism to intervention in foreign countries as the 1880s progresses? (Use the following SD in your answer: Pulitzer, Hearst, missionaries, Social Darwinism, specific nations around the world, European colonization of Africa, “Big Sister Policy,” Monroe Doctrine, England and Venezuela, “Great Rapprochement.”

2. What economic and military interests did the US have in Hawaii? What were the reactions of Hawaiians and Americans to the US’s increased imperialistic tendencies toward the island?

3. Who lined up on each side of the debate as to whether or not America should involve itself in the Cuban Revolt against Spain? What reasons did each side have for its stance? Use the following SD in your answer: “scorched earth policy,” shipping routes, treatment of “insurrectos,” journalists, USS Maine, “Free Cuba and Free Silver!”

4. Describe the Spanish-American War: Was it a hard or easy war? Did American leadership seem effective or haphazard? Did Americans generally support it or not? Why? Include in your answer McKinley, Teddy Roosevelt, Manila, George Dewey, “Rough Riders.”
5. What is the significance of the Teller Amendment and Platt Amendment?

6. How did Americans and Filipinos react to America’s taking possession of the Philippines and America’s actions in the nation? Was America’s presence good or bad for the Filipinos and Puerto Rico? Prove your answer with SD including Anti-Imperialist League, William James, Insular Cases.

7. Did America’s presence in Cuba hurt or help the Cubans? Prove it.

8. How did America benefit from its continuing presence in Cuba?

9. Who was Rudyard Kipling and how can his famous line about the “White Man’s Burden” be seen as a metaphor for American military activity in chapter 30 and 31?

10. Characterize Americans’ actions in the Filipino revolt against the US. Did the US act responsibly? Use the following SD in your answer: Emilio Aguinaldo, jingoism, water cure, “benevolent assimilation,” “Philippine Commission.”

11. Explain the conflict between Japan and China, and how John Hay helps negotiate a solution. How does this solution lead to the Boxer Rebellion, and how can that solution be seen as economic imperialism? (Hint: use the “Open Door Policy” in your answer.)

12. Describe the Election of 1900 and explain why McKinley and the Republicans won. Specifically, too, explain how the election proves that the Populists are officially dead.

13. What kind of a person and politician was Teddy Roosevelt, the man who became President after McKinley was assassinated? How was Roosevelt a moralizer and how was he a compromiser?


15. Explain the Roosevelt Corollary. What did it say, and how did TR apply it in Latin America?

16. Explain the Russo-Japanese Conflict and TR’s involvement in helping to solve it.

17. How did anti-Japanese sentiment manifest itself within the US?

Chapter 28

1. Describe the rise of progressivism in America. Use the following SD to describe why progressivism sweeps over the US: socialists in Australia and New Zealand, suffrage, corruption, Thorstein Veblen, Jacob Riis, Muckrakers, “Strengthen the State.”

2. Describe the myriad causes fought for by Progressives. List as many of their goals as possible. Use the following SD in your answer: Australian-style ballot, primaries, initiatives, recalls, direct election, woman’s suffrage, city managers and commissions, Robert LaFollette, Hiram Johnson, Charles Evans Hughes, Triangle Shirtwaist Factory, Muller v. Oregon, Lochner v. New York, Frances Willard.

3. What did Teddy Roosevelt (TR) mean with his “Square Deal” slogan? Do you consider this idea to be conservative (Reflecting a laissez-faire attitude toward business regulation and protecting the status quo in American business) or liberal
(advocating a more active approach by the government in regulating business)? How can you use TR’s reaction to the 1902 coal strike as proof for your answer?

4. What were TR’s 3 C’s of his Square Deal? Use following SD to describe how progressive TR was in each of his 3 C’s: trustbusting, JP Morgan and US Steel, Elkins Act, Hepburn Act, Northern Securities case, The Jungle, Meat Inspection Act, Newlands Act, Hetch Hetchy Dam Project, Gifford Pinchot, “multiple-use land management.”

5. What caused the 1907 Panic, and how did TR react to it? How did the Aldrich-Vreeland Act help the Panic and pave the way for the landmark of 1913 Federal Reserve Act?


7. How and why did the Republican Party split in 1910? Describe the events that led to the chaos of the Presidential Election of 1912 using the following SD: National Progressive Republican League, Robert LaFollette, Bull Moose Party.

Chapter 29

1. Describe the platforms of Wilson and TR during the Election of 1912. Whom would you describe as more progressive? Prove it.


3. What is the Fed and what does it have the power to do? How did the Federal Reserve Act of 1913 revolutionize the American economy?

4. How progressive were the following, and what did Wilson intend to accomplish with each: Federal Farm Loan Act, Warehouse Act, federal laws benefiting rural America, LaFollette’s Seaman’s Act, Workingman’s Compensation Act, overtime laws for RRs, child labor Louis Brandeis, treatment of African-American civil rights leaders.

5. Was Wilson an isolationist or interventionist? Support your answer with the following SD: Wilson’s stance on the “big stick” and “Dollar Diplomacy,” Philippines, Haiti, Dominican Republic, Virgin Islands.

6. Was Wilson’s foreign policy in Mexico a success or failure? Prove it.

7. Explain why US neutrality was so hard to maintain. What is your best explanation for why the US gets dragged into WWI? (Two popular historical interpretations are 1. that it was the Germans’ fault and 2. the US was so culturally biased toward England and could make so much money selling weapons to England that neutrality was doomed to fail.) Use the following SD in your answer: France and Belgium, American press, Kaiser Wilhelm II, a certain German operative’s briefcase, the Zimmerman telegram, JP Morgan, Wilson’s policy of “calculated risk,” Lusitania, Teddy Roosevelt, William Jennings Bryan, Arabic, Sussex, Sussex pledge.
Chapter 30
1. How could the following SD be used to show that Germany made it impossible for the US to remain neutral in the War “unlimited warfare,” Zimmerman Telegram?
2. Describe the ideas of Wilson’s 14 Points. What was his vision for the world?
3. How did propaganda influence Americans during the War? Choose important SD to support your answer.
5. How did the War change the American factory system? How did the government, business, and labor work together in new ways to boost production? How did old conflicts between government, business, and labor show themselves again? Use SD to support your answer.
6. How did patriotism affect rationing and alcohol use?
7. Describe the draft system. For what reasons did people succeed in avoiding the draft?
8. Describe the fighting conditions in World War I: what hardships did American soldiers encounter?
9. Describe the Paris Conference that led to the Treaty of Versailles and the Treaty’s eventual defeat in the Senate, using the following SD: Henry Cabot Lodge; Big Four; League of Nations; Syria; Iraq; Fiume; Shandong; Wilson in Pueblo, Colorado; Lodge reservations.

Chapter 31
1. Describe America’s reactions against radical political thought. What people and ideas elicited backlash from America and why? Use the following SD in your answer: Bolshevik Revolution; Seattle Strike, 1919; Palmer Raids, Wall Street bombing; Advocacy of Violence; the NY State Legislature; Sacco and Vanzetti.
2. Explain how the US treated immigrants in the era following World War I using the following SD: “100% Americanism,” Emergency Quota Act of 1921, Immigration Act of 1924.
3. Explain how conservative views on morality influenced society and why the 1920s were a time in which conservatives found more influence – in other words, why was the 1920s a decade in which many Americans felt conservative morality was needed? Use the following SD in your answer: Scopes Trial, Prohibition.
4. How did Prohibition change society? Answer the question with this SD: Volstead Act, 18th Amendment, class warfare, speakeasies, “Scarface,” “typewriters,” the beginning of organized crime, the Lindbergh Baby.
5. Explain the great strides made in America in education and public health. Also, who was John Dewey?
6. The car is symbolic of how the American economy exploded in the 1920s. The recent war and conservative tax policies (we have quickly departed from Progressive-Era liberalism!) led to an expansion of capital investment. New technology and oil fields led to a huge increase in labor productivity – far more
work could be done by the same amount of workers, therefore, car manufacturers could master production; however, could they master consumption? In other words, could they find the buyers for their products? The answer was, yes: they used pop culture (something new in America: a mass culture – everyone, regardless of whether they lived in Maine or California, wanted to do the same things and had the same styles), the new media (radio), and a new phenomenon in American society—celebrities—to sell cars through advertising, another developing trend in America. Tell the story of the car’s influence on America’s economy and society by using the following SD: Babe Ruth, Jack Dempsey, Henry Ford, Ford Roadster, supporting industries (rubber, glass, fabrics), highway construction, petroleum, joyriding, dating relationships, women’s freedom, suburbs, consolidation of schools and churches, family values and time together.


8. How was the 1920s the “Time of the New Woman”? Use the following SD in your answer: Margaret Sanger, “woman’s work,” National Women’s Party, The Great Gatsby, flappers, “houses of prostitution on wheels.”

9. How did the following thinkers comment on American society? What did they see that was right with America and wrong with America: Marcus Garvey (UNIA), HL Mencken, F. Scott Fitzgerald, Theodore Dreiser, Ezra Pound, Frank Lloyd Wright.

10. How did the economy change from Progressive-Era liberalism to conservatism in the 1920s. Use the following SD in your answer: tax cuts (income and excise), Mellon, national debt, speculation.

Chapter 32
1. Explain how President Harding and the US Supreme Court combined to reverse a lot of the liberal ideas from the Progressive Era. Give as many examples as possible.
2. Explain how veterans were treated by the US government after World War I, using the following SD: Veterans’ Bureau, American Legion, Bonus Bill, Adjusted Compensation Act.
3. Explain how America moved into a period of isolation in its foreign policy using the following SD: Versailles Treaty, League of Nations, World Health Program, oil and the Middle East, agreements made at the Disarmament conference of 1921-22, “Outlawry of War” and Frank Kellogg (Kellog-Briand Pact/Pact of Paris), Fordney-McCumber Tariff.
4. Explain how scandal and incompetence damaged the Harding Administration beyond repair using the following SD: Charles Forbes, Teapot Dome, Albert Fall, Attorney General Daugherty.
5. Describe Calvin Coolidge’s stance on business. Would you call him a liberal or conservative? Prove it.
6. Describe the crisis for American farmers after World War I using the following SD: overproduction and oversupply, “steel mule,” cooperatives, government purchase of surpluses.

7. How does the Presidential Election of 1924 create the last nail in the coffin for Progressivism?

8. Describe whether or not Coolidge continued American isolation after 1924 by describing American actions in the Dominican Republic, Haiti, Nicaragua and Mexico.

9. How did America’s status as a creditor nation (i.e. lots of European countries owed us money) lead to a chain reaction that left Germany teetering on the brink of anarchy with hyperinflation (a loaf of bread cost $120 million!)? What was the solution to this situation, leading to ill will toward America from Europe throughout the 1930s?


11. Why was the Hawley-Smoot Tariff the highest in US history, and why did Europe see it as “economic warfare”? How did the tariff exacerbate the Great Depression, which had just begun, and play right into Hitler’s hands?

12. What caused the Great Depression? There are at least 7 answers, and the Stock Market Crash of 1929 is not one of them! The Crash was an effect, not a cause.

13. Explain the following quotation from The American Pageant: “In a sense, collective security died and World War II was born in 1931 on the windswept plains of Manchuria.” How can the quote be explained using the following SDs: Japan’s attack on China, 1931; Hoover and the League of Nations; Stimson Doctrine and the paper bullet”; “Preach and Run Policy”; Shanghai Bombing, 1932; “dime-store knickknacks” boycotts.

14. Explain Hoover’s “Good Neighbor” Policy in Latin America. What did it mean and why did he adopt it?

Chapter 33

1. What were the “3 R’s” of the New Deal; which reforms were immediately instituted by the New Deal Congress that Europe would have considered no-brainers: they had already existed in Europe for a long time?

2. Describe the purpose (and the full names of the items for each acronym) of the following: AAA, CCC, Home Owners’ Loan Corp., CWA, WPA, NRA, PWA.

3. Describe each critic of the New Deal: Did each come from the right (arguing the New Deal was too liberal/socialist) or from the left (arguing the New Deal protected capitalism and business too much at the expense of the average citizen)? Here’s the list: Father Coughlin, Huey Long, Dr. Frances Townsend, Henry Ford, Supreme Court’s 1935 Schecter decision.

4. How did the Roosevelt Administration react to Prohibition?
5. Describe the crisis faced by farmers in the 1930s and use the following SD to tell the story of how the government tried to help; also, was the government successful in helping: overproduction, foreclosures, AAA, “subsidized scarcity,” “sinful waste of food,” Supreme Court in 1936, Soil Conservation and Domestic Allotment Act, “Dust Bowl,” World War I-era over-farming, steam tractor, Frazier-Lemke Farm Bankruptcy Act, Resettlement Administration, Indian Reorganization Act?

6. For each of the following, describe the purpose (and the full names of the items for each acronym) and result; also describe whether you view each as a liberal or conservative measure: Truth in Securities Act (Federal Securities Act), SEC, hydro-electric plants around the country, FHA, US Housing Authority, Social Security Act, Wagner Act.

7. Describe the successes and failures of the labor movement using the following SD: general strike in San Francisco in 1934; Supreme Court’s rulings on the NRA and Wagner Act; John Lewis; CIO and its relationship with the AFL; “sit-down” strikes; Flint, MI, strike; US Steel; Republican Steel Co. of Chicago; Fair Labor Standards Act. Do you describe FDR as a friend or foe of labor?

8. Explain the motivation behind FDR’s “court packing” plan and whether or not he was successful. Did the result of his plan end up hurting his future, helping it, or neither?

9. Explain Keynesian Economics—named after John Maynard Keynes. Explain whether or not FDR’s embracing its philosophies helped bring America out of the Depression, mired America further in it, or neither. What were the long-term benefits and problems with FDR’s use of Keynesian Economics?

Chapter 34

1. Explain how the following can be seen as examples of growing American isolation at the beginning of the 1930s. Explain what each is and judge whether each had positive or negative effects on the US and the world at large: London Conference of 1933, US Relationship with Bolsheviks in USSR, Filipino Independence, Non-intervention Policy in Latin America (Cuba, Panama, Mexico, Oil Crisis), Reciprocal Trade Agreements Act of 1934.

2. What accounted for the rise to power of Hitler, Mussolini, and Franco? How did the atmosphere in Europe and America (political, economic, and social—what average people believed and did) contribute to the rise of fascism?

3. Explain how the League of Nations “signed its own death warrant” in 1935.

4. How did each of the following represent how America viewed WWI as a “colossal blunder” and wanted at all costs to avoid getting sucked into world conflict? What were the military, economic, political, and/or moral costs of these isolationist actions? Here’s the list: Johnson Debt Default Act; Nye Committee; Neutrality Acts of 1935, 1936 and 1937; American actions during the Spanish Civil War (when Franco rose to power); FDR’s not following through on his “Quarantine Speech” threats to punish Japan for its 1937 invasion of China; the Panay Incident.

5. Make a timeline of Hitler’s actions that led to WWII using the following SD: compulsory military service in Germany, Rhineland, Jews, Austria,
Czechoslovakia, Sudetenland, “ Appeasement,” USSR Treaty with Germany (1939), England’s and France’s failure to negotiate with the Soviets, Poland. Also explain how American and European isolationism helped Hitler’s rise to power.

6. Continue the timeline of WWII after the British and French declare war against Germany and the USSR: Finland, Denmark, Norway, Netherlands, Belgium, France, “Miracle of Dunkirk.”

7. How did America begin to come out of neutrality and isolation? Use the following SD to explain: Neutrality Act of 1939 (“cash and carry”), US actions in Finland, US’s new military budget and fleets of ships and planes after the fall of France, Conscription Law, Havana Conference, Committee to Defend America By Aiding The Allies, FDR’s trade of 50 WWI destroyers to England, “ All Methods Short of War,” Lend/Lease Act, the Robin Moor incident.

8. Explain how Germany’s invasion “out of the clear blue sky” of the USSR was an “incredible stroke of good fortune” for Allies.

9. Explain how the Soviet invasion marks a new involvement in the War by America using the following SDs: $11 billion, Atlantic Conference, convey of destroyers to Iceland, “Shoot on Sight” Policy after the Greer Incident, the legal arming of merchant ships after November 1941.

10. Explain how relations with Japan sour after mid-1941 and how the US is pulled in to WWII.

Chapter 35

1. Describe how America treated ethnic minorities in general and Japanese-Americans in particular using the following SD: internment camps, Korematsu v. US. Was the treatment different or similar to World War I?

2. Prove with SD that Americans supported the War in huge numbers, though many had no idea why.

3. The American economy changed dramatically in 1942-43. Full employment (everyone who wanted a job could get one because so many soldiers were overseas) coupled with scarce consumer goods led to sharp inflation. The government then had to artificially lower wages and prices. Explain how this whole above-described process played out using the following SD: War Production Board, Henry Kaiser, rationing, Office of Price Administration, wage ceilings.

4. How did labor react to the situation described in question 3 and to the War in general? Use the following SD: United Mine Workers, John Lewis, Smith-Connally Anti-Strike Act, comparisons of American vs. British labor movements.

5. How did WWII change life for women temporarily and permanently?

6. How did the mechanical cotton picker and FDR change the South’s economy and give rise to the “sunbelt”?

7. Describe the migration patterns of African-Americans during the War. How did race and racism become a national issue after WWII, and what did the following SD have to do with this phenomenon: A. Phillip Randolph, Executive Orders from FDR, FEPC, “Double V,” NAACP, CORE?

8. Describe life for Mexican immigrants using the following SD: braceros, Zoot Suit Riots.
9. How did WWII change the lifestyles of Native Americans?


11. Use the map on pg 834 to tell the story of the War in the Pacific from 1941-1944 with the following SD: Guam; Wake; Philippines; Hong Kong; British Malaya; road in Burma; Dutch East Indies; Douglas MacArthur; Bataan Death march; New Guinea; Midway; Aleutian Archipelago; Guadalcanal; MacArthur in the North Coast of New Guinea; Admiral Nimitz; Tarawa and Makin; Gilbert Islands; Great Marianas Turkey Shootout; Battle of the Philippine Sea, Suicide Cliff…[continued on pg 843]…Tokyo; New Guinea and the Philippines; Leyte Gulf; Luzon; Manila; Okinawa; kamikazes; Potsdam Conference; “surrender or be destroyed”; Alamogordo, New Mexico; Hiroshima; Nagasaki.


13. How did the Republicans try to attack FDR in the 1944 election? Who campaigned for and against FDR and why?

14. How did FDR’s death and victory in WWII affect and change America?

Chapter 36

1. In the first years after World War II, what happened to the US economy and how did the government react? Do you call the government’s reactions liberal or conservative? Use this SD: price controls, inflation, strikes, Taft-Hartley Act, privatization of government-owned businesses, 1946 Employment Act, Servicemen’s Readjustment Act (“GI Bill of Rights”)

2. Describe the long-term changes to the American economy from 1948 to about 1973. How did the change from a manufacturing-oriented economy to a service-oriented economy change middle-class people and women? Also, describe other changes in the US economy using this SD: “permanent war economy,” energy costs and supply, education and job training, standard of living, family farms, electronics and aerospace in the Sunbelt.

3. Describe the growth of suburbanization using the following SD: FHA, VA, tax deductions, highways, Levitt Brothers, “tract” housing, “white flight,” suburban malls.

4. How has the “Baby Boom” affected American society in the ’40s, ’50s, ’60s, ’80s, and ’90s?

5. Describe the mood at the 1943 Tehran Conference and the 1945 Yalta Conference meetings among the US, England, and the USSR. Use the following SD to describe the deals made at Yalta: Germany; Poland, Bulgaria and Romania;
Japan; Sakhalin Island and Kurile Islands; Manchurian seaports; long-term effects on China. Were the Yalta agreements a success or failure for America?


7. How was the UN a lost opportunity to “tame the nuclear monster in its infancy”?

8. How did the Berlin Blockade result from the USSR’s refusal to reunite Germany? Why was the US so eager to see Germany reunited and to not allow USSR to collect reparations from its zone? Was the Berlin airlift a successful solution to the USSR’s Blockade?


10. How did the US’s actions toward Israel’s creation in 1948 seal decades of future conflict?


13. Use the following SD to describe containment within US: Loyalty Review Board, Federal Employee Loyalty Program, HUAC, Richard Nixon and Alger Hiss, Joe McCarthy, McCarran Internal Security Act, the Rosenberg Trial.

14. The Democratic Party split into three factions in the election of 1948, during which Truman narrowly won re-election. What were the three factions and why did they form?

15. Describe Truman’s goals and actions using these SD: “Point Four,” “Fair Deal,” Housing Act (1949), Social Security (1950). Did Truman succeed in making his goals a reality?

16. Describe the escalation and stalemate of the Korean War with this SD: North Korean attack – a surprise to the US and USSR? – military budget, Congress’s permission or lack thereof, Douglas MacArthur, Chinese volunteers, maps on page 878.

Chapter 37

1. Describe how the economic boom and consumer culture of the 1950s changed America: fast food, Disneyland, TV, “Elvis the Pelvis,” Marilyn Monroe, Playboy, David Beckham, John Kenneth Galbraith, Daniel Bell.

2. How did the Election of 1952 show the influence of TV on politics?

3. What were the costs of the Korean War? Did Eisenhower escalate the war or try to end it?

4. Describe Eisenhower’s personality and his views on civil rights and McCarthy.

5. What did other senators and representatives think of McCarthy?


7. Describe the condition of American blacks through 1955 using the following SD: Jim Crow, voting registration, segregation in the armed services, Eisenhower’s

8. Describe the early actions and successes of the Civil Rights Movement. What did African-Americans do, what were their goals, and were they successful? Use this SD: Rosa Parks; Montgomery bus boycott; Martin Luther King; Orval Faubus; Little Rock, AR and Central High School; *Cooper v. Aaron*; Civil Rights Act of 1957; Civil Rights Commission; Southern Christian Leadership Conference (SCLC); 1960 sit-ins in Greensboro, NC; Student Non-Violent Coordinating Committee (SNCC).

9. Eisenhower once said, “In all things which (sic) deal with people, be liberal…but with people’s money, be conservative” Use the following SD to evaluate how well Eisenhower lived by his own advice: *Brown v. Board of Education*, Civil Rights Act if 1957, Early Warren, Central High School in Little Rock, military spending, off-shore oil fields and state governments, TVA, polio vaccine, farming subsidies, Operation Wetback, Native American policy, social security, minimum wage, budget balancing and deficits.


11. Evaluate Eisenhower’s policies in the Middle East. Did they solve problems or create problems? Use these SD: Iran coup in 1953, Suez Crisis (US’s dealings with Egypt, Israel, England, France, and the United Nations), Eisenhower Doctrine, oil supply for America, OPEC.

12. What were Eisenhower’s policies toward organized labor? Were they justified or not? Use this SD: Dave Beck, Jimmy Hoffa, Landrum-Griffin Act.

13. What issues emerged in the 1960 Presidential Election? How did economics, Catholicism, Sputniks, and television play a role in the election?

**Chapter 38**

1. Give examples of John F. Kennedy’s activism and laissez-faire attitudes when it came to the government’s involvement in the economy.

2. Assess JFK’s relationship to the Soviet Union and European powers using the following SD: Vienna Conference with Kruschev, Berlin Wall, Trade Expansion Act, Charles DeGualle and the ECM.

3. Use the events in Congo and Laos to show how JFK realized the shortcomings of “massive retaliation.” Then use the events in 1961-1963 in Vietnam to show the dangers of Kennedy’s new policy, “flexible response.” Use these SD: green berets, “military advisors,” Diem.

4. Tell the story of the Cuban Missile Crisis using the following SD: Bay of Pigs invasion, U-2 photographs, “naval quarantine,” Turkey, Kruschev the “unperson,” “détente.”
5. Tell the story of the Civil Rights Movement, 1960-1968, using the following SD. What were the goals of the movement? What were its long-term success and its failures? Here are the SD: sit-ins; Freedom Rides; JFK’s and RFK’s reactions to the events in Anniston, AL; FBI wiretaps; James Meredith and federal marshals; Martin Luther King in Montgomery, AL, 1963; JFK’s speech in June 1963; March on Washington; Medger Evers; Montgomery Church bombing; Civil Rights Act, 1964; 21st Amendment; “Freedom Summer”; 3 missing civil rights workers in Philadelphia, MS; Mississippi Freedom Party Selma to Montgomery March – both tries; LBJ’s speech with “we shall overcome”; Voting Rights Act of 1965; Watts Riots; Malcolm X in 1965; SNCC, Stokely Carmichael, and “Black Power”; 1967 riots in Newark and Detroit; MLK’s death in 1968. What were the long-term effects of the civil rights movement on America?


7. Describe Barry Goldwater’s aggressive “rightism.” What were his views on social and economic issues? Give examples.


10. Why was the Election of 1968 a turning point in this era of American history? Use these SD: Hubert Humphrey and Eugene McCarthy on Vietnam, Robert Kennedy in Los Angeles, “law and order,” George Wallace.


Chapter 39
1. Define stagnation. What were its cause and effects?


6. What was Nixon’s “southern strategy” and how did it re-shape American electoral politics?

7. Describe the economic/foreign policy difficulties of the ‘70s and how the Nixon, Ford, and Carter administrations attempted to combat them. To what extent were these efforts successful? Refer to: oil embargo, OPEC, “energy crisis,” inflation, “oil shocks,” Shah of Iran, “Great Satan,” SALT II, Iranian hostages, Carter’s “malaise” speech, Afghanistan, Moscow Olympics, Anwar Sadat and Menachem Begin, Camp David Accords, Panama Canal Treaty.


10. Use the following to describe the victories and setbacks experienced by the civil rights movement during the ‘70s: Bakke, “white flight,” “reverse discrimination,” Rhodesia.

Chapter 40

1. Who was Ronald Reagan? What was his personal and political background? How did his past shape his political beliefs?


3. What was the Iran-Contra Affair and how Reagan respond to it?

4. Describe Reagan’s policy toward the Soviet Union and its eventual collapse during the Bush administration. What caused the Soviet collapse? Refer to: “evil empire,” SDI (AKA “Star Wars”), Mikhail Gorbachev, glasnost, perestroika, Reykjavik, “tear down this wall,” INF Treaty, Solidarity, Fall of the Berlin Wall, Soviet coup, Boris Yeltsin, CIS, START II.

5. Who were the Religious Right and what were their political and social goals? Refer to: Jerry Falwell, Moral Majority, “culture wars,” pro-life v. pro-choice, Planned Parenthood v. Casey.