



### **Little-Known Fact:**

The *Real* Reason the Grinch Was So Bitter About Christmas Was Because He Was In **APUSH**

## **APUSH**

### **Units 4 & 5:**

### ***A Nation Adrift & A House Divided***

### **Christmas Break Assignment**

**Introduction:** On Friday, May 7<sup>th</sup> at 8:00 a.m., you and your classmates will sit down together with your freshly sharpened number two pencils, your fluorescent yellow highlighter, good luck charms, bottle of water, trusty essay pen and your heads full of nearly five hundred years of U.S. History to take the Advanced Placement Exam in U.S. History.

It seems like a long way off, but, in reality, *we're now halfway there!* Four short weeks (*yikes!*) after our return from the Christmas Break, we will be done with Units 4 & 5 and heading into the Semester Final (worth 10 % of your Semester grade!)

**Rationale:** Because our remaining time together this semester is so limited (replete with holidays, Staff Development days, minimum days, students screaming outside our classroom, Dr. Newell on the PA, the phone ringing over and over and over and over and other various interruptions) and there is still so much left to do, you will need to invite Mr. Bailey to take part in your holiday festivities (and it wouldn't hurt to bring along Davis too!). Because I sincerely believe that the holidays are a much-needed opportunity for us to spend time with our families and friends and to be free from academic responsibility and pressures, it is difficult for me to ask you to sacrifice any of your time these next two weeks doing anything remotely related to my class (no, seriously!). That being said, there is no way we can completely tackle the overwhelming amount of material needed to catch up unless you review what we have just covered and read a portion of the new units' material before you return on Monday, January 4, 2010. (Wow! It seems like just yesterday it was 2009!) Though I am reluctant to do so, I am requiring you to read as much as I think you reasonably can and comprehensively complete, retain and understand while you are off for Christmas. I'm sure none of this seems like a good idea now— trust me that you will be glad you did and you'll thank me (no touching please!) in May.

**Assignment Directions:** Units 4 & 5, "A Nation Adrift" & "A House Divided", will take you from where we left just off with the election of 40-day president, William Henry Harrison (don't make a long speech in the cold!) through a difficult and straining period for the United States. You will look at dramatic changes in American society, religion and the economy through an intense period of agitation and social reform all the way to the ever increasing rise of American sectionalism and the furnace of the Civil War to the ordeal of reconstruction and the near-end of the nineteenth century. (*whew!*) It's a lot to cover and, while I don't expect you to read it *all* over the holidays (though I, sadly, have in years past! The APUSH Class of 2000 read **six** chapters over Christmas. They *still* have nightmares), I *do* need you to:

**(1)** have Chapters 14 & 15 read before you return and know the following for a Reading Quiz (worth approx. three reading quizzes in point value! You know you need the points!) shortly after your return...

#### **Chapter 14**

- when the Irish and the Germans came to the United States, where they lived once they arrived, and why they chose the areas they did.
- how cotton was produced in the United States and for what primary purpose.
- in what industry the industrial revolution first materialized in the United States and why.
- the impact of Eli Whitney's cotton gin on the South.
- one reason that the conditions of wage earners in the United States was improved by the middle of the nineteenth century.
- what the "cult of domesticity" was and its impact on nineteenth century American culture & society.
- canals, railroads, and steamboats (who, what, when, where, why?).
- the economic activity of the different regions of the United States in the nineteenth century.

## Chapter 15

- the beliefs of the Unitarians, Deists, and Mormons.
- the impact of the Second Great Awakening on American religion, culture, society and politics.
- characteristics of the Mormon faith which angered other Americans and why.
- why women became involved in campaigns for reform in the nineteenth century.
- who Dorthea Dix was and for what she is best remembered.
- the reform movement which eventually overwhelmed and eclipsed the women's rights movement.
- who the transcendentalists were and what they believed.
- why there were such clear and definite divisions between male and female roles in the 19th century.

(2) Much as we did with some of Bailey's early chapters that you were assigned to read over the Summer, we'll be reviewing the information in Chapters 14 & 15 *quickly* and will move on to Chapter 17 *within a week* of our return (yes, I know, I skipped Chapter 16!). In case you're an overachiever (or you just don't like that D on your progress report! ["D?!? Dude... I would *kill* for a D]), here is what you can read for if you want to read ahead (I **strongly** suggest doing this!):

## Chapter 17

- something about how the following became Presidents of the United States: William Henry Harrison, John Tyler, James K. Polk.
- about Manifest Destiny- what exactly was it?
- why James K. Polk was the Democratic nominee in 1844 (ask Mr. A. to play you the *They Might Be Giants* song for this!). What does it mean when he is described as a "Dark Horse?"
- who opposed Polk's plans for lands in western North America and why.
- about the Treaty of Guadalupe-Hidalgo— what did it say?
- about the Wilmot Proviso- what was it and what did it say?
- why John Tyler was chosen as Harrison's running mate in 1840.
- the result of Tyler's policy toward the Bank of the United States.
- when and why Texas was finally annexed to the United States. (and what took so long?)
- about the U.S. war with Mexico.

(3) Complete Guidebook Assignments for Chapters 14 & 15:

I have never given you these "worksheet" type assignments and I don't like them (they tend to emphasize comprehension over analysis, they make copying without learning very easy and they're a nightmare to grade), but going through the material as quickly as we are, they might help you with some of the many personalities, movements and ideas from the chapters. (Some of you might actually like these assignments as they help students pay closer attention to the text. If that's you, I could always kill a few more trees and make some copies for you for later chapters!)

**\*Note: Incomplete, half-done, haphazardly-done or assignments with random sentence explanations and/or page numbers will not be graded for credit!**

**Directions:** For *both* Chapters:

**Part A: True-False:** (1) Indicate whether each item is true or false; (2) Give a page reference in either Bailey or Davis where the answer could be found; (3) Copy the sentence from that page that makes the answer true or false; (4) Rewrite all "False" answers to make them true

**Part B: Multiple-Choice:** (1) Provide the answer; (2) Give a page reference in either Bailey or Davis where the answer could be found; (3) Copy the sentence from that page that makes the answer true or false; (4) Explain *why* one of the incorrect answers is incorrect.

**Parts C, D, E, F & G:** Complete as indicated.

(4) **FOR EXTRA CREDIT!** You may also complete a Guidebook Assignment for Chapter 17 as well.

**Directions:**

**Part A: True-False:** (1) Indicate whether each item is true or false; (2) Give a page reference in either Bailey or Davis where the answer could be found; (3) Copy the sentence from that page that makes the answer true or false; (4) Rewrite all "False" answers to make them true.

**Part B: Multiple-Choice:** (1) Provide the answer; (2) Give a page reference in either Bailey or Davis where the answer could be found; (3) Copy the sentence from that page that makes the answer true or false; (4) Explain *why* the answer is correct *in at least one complete sentence*.

**Parts C, D, E (but is labeled "A" in packet!) & F:** Complete as indicated.

**(5) Getting Back to the APUSH Free-Response Question/Essay (FRQ):**

- (a) We looked again at your Unit 2 FRQ Exam before you headed out for the break and you re-submitted it to me explaining your grade using the rubric (you *did* resubmit it, didn't you?)
- (b) Use your observations from reflecting on your Units 1 & 2 FRQ exams and the study questions below to:
- 1) prepare for your Units 3 & 4 Essay Exam which we will take shortly after you return from the break
  - 2) write any TWO essays from the list provided below for **Unit 3** that would be scored at online at '5' or above. You must write '5's' to receive more than a grade of 'C'. Essays due Monday, January 4, 2010.

Unit 3

1. "As President of the United States, Thomas Jefferson 'outfederalized the Federalists'."  
Assess the validity of this statement.

2. Analyze the influence of any TWO of the following on the decision of the United States to go to war with Great Britain in 1812.

the embargo policies of Jefferson and Madison  
Native Americans  
British impressment of American seamen  
Canada  
political factors

3. Analyze the effect of the war of 1812 on any TWO of the following areas:

foreign relations  
industry  
Native Americans  
nationalism  
sectionalism

4. Analyze the effect of the post-War of 1812 surge of nationalism on TWO of the following areas:

U.S. Supreme Court decisions  
American foreign policy  
American economic policy  
American society and culture

5. How did TWO of the following contribute to changes in the political process during the period of 1815-1840?

universal white male suffrage  
popular election of the president  
the election of Andrew Jackson  
the re-emergence of two mass-based political parties  
the spoils system and rotation in office

6. Analyze the extent to which the period from 1824-1840 represented an "era of the common man".

7. Analyze the extent to which the actions of Andrew Jackson as President promoted political and social democracy.

### Unit 3 (Continued)

8. How did TWO of the following contribute to the reemergence of a two party system in the period 1820-1840?

Major political personalities  
States' rights  
Economic issues

### Unit 4

9. "Reform movements in the United States sought to expand democratic ideals."  
Assess the validity of this statement with specific reference to the years 1820-1860.

10. Analyze the ways any TWO of the following changed industry and the economy in the United States in the early 1800's:

immigration  
new technology  
methods of farming  
labor  
transportation

11. Analyze the extent to which the Second Great Awakening influenced reform movements of the early-to-mid 19<sup>th</sup> century.

12. Analyze the extent to which social and economic changes helped bring about efforts at reform in TWO of the following areas:

public education  
prison & asylum reform  
education  
women's rights  
slavery  
temperance

(6) **Revisiting your Unit 3 MC Exam:** No "Corrections Assignment" this time (yay!), but I would like you to take a look at the test online (available by December 20, 2009 at [hscougars.org](http://hscougars.org)) and review the answers. Because Mr. Anderson didn't let you take a copy of your test home with you and you took your exam on the last day before the break, you may not remember what you answered, but my hope is that you will look at the answers and think *why* the answers are what they are. I also hope you will have questions about some of the answers when you return on January 4, 2010.

### **(7) Online Assignments:**

#### **(a) Online Quizzes**

- (1) go to <http://www.historyteacher.net/>
- (2) Click on "**AP US QUIZZES**" (in center column, or go to <http://www.historyteacher.net/USQuizMainPage.htm>)
- (3) There are 3 quizzes (topics 9 & 11) for the material we are currently working on (and several for material we've already gone over)
- (4) When you're all done with the rest of your Christmas Break Assignment, take those 3 quizzes.
- (5) This is the end of the assignment. How will I know if you did it? I won't. But you'd be foolish not to. This assignment is for YOU, not ME. It's so that you will see how well you know this material and it should spark some questions. **PLUS:** You might see these questions again (**HINT!**)

### (b) Unit 4 Powerpoints

- (1) Go to <http://www.historyteacher.net/>
- (2) Click on "**PowerPoint Palooza**" (or go to: <http://www.pptpalooza.net/>)
- (3) Complete this assignment **after** completing Assignments 1-6.
- (4) Open and view (you may need to download the Powerpoint viewer at the top of the page if you do not have Powerpoint or MS Office on your computer) the "**AP American History**" PowerPoints #11, 15, 16 & 19)
- (5) Answer the following for *each* of the Powerpoints listed above:  
**What were 5 things you learned from your PowerPoint that were items you read about in Chapters 14, 15 (and 17), but which the PowerPoint gave additional information on? If you were responsible for teaching these "Top 5" items to the class or a small group (HINT HINT— last time I didn't get to this, but this time I will!), what would you tell them about these five things?**  
(note: Your written assignment should look like a list of 5 items with about paragraph written underneath each.)

### (c) Brainpop!

- (1) Go to [brainpop.com](http://brainpop.com)
  - (2) Click **LOGIN**, enter username: **hwbrainpop** & password: **Cougar1**  
(note: the student online account is only available from 7:30 AM to 5:30 PM!)
  - (3) Click **SOCIAL STUDIES**, then click **SOCIAL STUDIES-ALL MOVIES** (at the bottom of the page after clicking Social Studies)
  - (4) Watch the following BrainPop videos on the Social Studies page:
    - (a) The Mexican-American War (Previewing Unit 4!)
    - (b) Political Party Origins (Reviewing Units 2 & 3)
  - (5) For each video:
    - (a) Explain 5 things you learned from watching in at least one full sentence.
    - (b) Ask a question that you have about the material that was not answered in the video.
- (note: You do **NOT** have to send Mr. Anderson this assignment via email! Simply bring to class on Monday, January 4, 2010!)

**Conclusion:** I know that this is *not* how you intended to spend part of your Christmas Break (*if it was, you need some serious psychological counseling... even I don't love Bailey that much!*). I've given you less than I perhaps should have (and less than last year's class!) but more than I wanted during what should be a very relaxing and refreshing time for all of us. Please know that I have done so reluctantly and would not have if I did not consider it a necessity for our completion of the course material and your success on the AP Exam in May. I hope you have a wonderful, blessed Christmas vacation— in *spite* of APUSH.

Now go get started and **don't** wait until the last minute. If you need help, you know how to reach me.

