APUSH Exam Review Project

Due Monday 4/18: Create a Cumulative PowerPoint/Presentation Review for your assigned theme. Include all of the following: **100 point Test/Project Grade**

1. **Organization Requirements 10 Points**
   a. Title Slide with Pic
   b. At least one slide analyzing the significance of your theme in the study of US History (Intro)
   c. 20 Slides Min and 50 Slides Max with at least two slides for each Period (9 Periods Total)
   d. Pictures and Bulleted Info on all slides
   e. Address each of the critical thinking skills: comparison, causation, periodization, change over time
   f. At least one slide identifying and analyzing the major trends across time. (Conclusion)

2. **Content 70 Points**
   a. Key people, places, terms, policies, wars, movements, reforms, court decisions, acts/legislation, etc. from each Period we have studied. 20 Points
      i. Some periods may address your topic more than others so I am not giving you a min or max requirement from each Unit but I expect to see more than 30 key terms total in your project
      ii. You do not have to define/identify each and every single one again but you will want to use them appropriately and in context
      iii. Pay specific attention to any themes that stayed the same across certain time periods and discuss any changes that occurred and the significance of the timing of the change within the greater historical period.
   b. Address 4 of the FRQ questions provided in detail: 40 Points (10 pts each)
      i. 2 before the 1877 and 2 after 1877 all from different time periods
      ii. Try to choose very different questions even though they are within your assigned theme.
   c. Primary and Secondary Sources: 10 Points
      i. 5 Primary Source documents: quote, act, law, political cartoon, newspaper clipping, demographic data or map, etc.
      ii. 5 Secondary Source documents: relevant quotes about what other historians/authors say about this topic?

3. **Be prepared to present your information to the class as part of our cumulative review. 20 Points**
   a. Have at least one page typed front and back summary/outline to handout for students to include in their study materials of the most important information, themes, concepts from your topic and presentation. (I will be happy to make copies for you as long as you email it or bring it to me before school on Mon 4/18.)
   b. Create a 10 question quiz (typed) that students should be able to answer after you finish your presentation.
Theme: American and National Identity (NAT)

- This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  i. How and why have debates over American national identity changed over time?
  ii. How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- Thematic Learning Objectives
  i. NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions and American identity.
     Relevant Topics in the Concept Outline 2.1.II, 2.2.I, 3.2.II, 3.2.I, 4.1.III, 5.2.I, 5.3.1, 6.2.II, 7.3.II, 8.2.I
  ii. NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
     Relevant Topics in the Concept Outline 3.2.II, 3.2.III, 4.1.I, 5.2.II, 5.3.II, 6.3.II, 7.2.1, 8.2.I, 9.3.II
  iii. NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States
     Relevant Topics in the Concept Outline 3.3.II, 5.1.I, 7.3.I, 7.3.II, 7.3.III, 8.1.II, 9.3.II
  iv. NAT-4.0 Analyze relationships among different regional social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity
     Relevant Topics in the Concept Outline 4.1.I, 4.1.II, 5.1.II, 6.2.II, 7.3.III, 8.2.I, 8.2.II, 9.2.II and explain how these groups’ experiences have related to U.S. national identity
- Students Assigned:

ID - LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.

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

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

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

4. Compare and contrast the efforts for and against the increasing of guarantees for equal rights for all during Reconstruction.
5. Compare and contrast the efforts for and against the increasing of protections of the rights of individuals during the period of the ratification of the United States Constitution.

6. Analyze and evaluate the ways TWO of the following groups changed their response over time to discrimination from 1830 to 1900.
   - African Americans
   - American Indians
   - Women

7. Analyze how TWO of the following helped to shape the national identity in the 20th century.
   - Spanish American War
   - World War I
   - Great Depression/New Deal
   - World War II

8. Analyze how women’s identity was influenced by both peacetime and wartime experiences in the period from 1900 to 1945.


10. Analyze THREE events or developments that had a significant impact on race relations in the United States in the period from 1945 to 1980.
**Theme: Work, Exchange, and Technology (WXT)**

- This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  
  i. How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
  
  ii. Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
  
  iii. How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

- Thematic Learning Objectives for each unit.
  
  i. WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.

    **Relevant Topics in the Concept Outline** 1.2.II, 2.2.II, 3.2.III, 4.2.II, 4.3.II, 5.2.I, 5.3.II, 6.1.I, 6.1.II, 7.1.II, 9.2.I

  ii. WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.


  iii. WXT-3.0 Analyze how technological innovation has affected economic development and society.

    **Relevant Topics in the Concept Outline** 1.2.I, 4.2.I, 6.1.I, 6.1.III, 7.1.I, 7.2.I, 8.3.I, 9.2.I

- Students Assigned:

**WXT - LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.**

1. Analyze and evaluate the impact of Alexander Hamilton’s economic policies, including his views on banking during the early years of the republic.

2. Analyze and evaluate the impact of Andrew Jackson’s economic policies, including his views on banking during the mid-19th century.

3. Compare the objectives and strategies of organized labor and the Populists for challenging the prevailing economic beliefs and practices of the Gilded Age.

4. Compare and contrast the roles of the federal government as both promoter and regulator of industrial development and market capitalism from 1865 to 1900.

5. Explain and analyze the impact of industrialization and expanding markets on the development of TWO of the following regions between 1865 and 1900.
   - Northeast/Midwest
   - South
   - West
6. Explain and analyze the impact of changes in transportation and marketing on both urban and rural consumers in the United States between 1865 and 1900.

7. Analyze the changing impact on American workers of U.S. interconnection with other world economies during the period from 1945 to 1980.

8. Analyze how the role of the federal government in the American economy changed during the period from 1945 to 1980.

**Theme: Peopling (MIG)**

- This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  i. Why have people migrated to, from, and within North America?
  ii. How have changes in migration and population patterns affected American life?
- Thematic Learning Objectives for each unit.
  i. MIG-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society
  
  Relevant Topics in the Concept Outline 1.2.II, 2.1.I, 2.1.II, 3.3.I, 4.2.III, 5.1.II, 6.2.I, 7.2.II, 8.3.I, 9.2.II

  ii. MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life. 1.1.I,

  Relevant Topics in the Concept Outline 2.1.II, 3.1.I, 3.3.I, 4.2.III, 4.3.I, 5.1.I, 6.2.I, 6.2.II, 7.1.II, 7.2.II, 8.3.I, 9.2.II

- Students Assigned:

**MIG - LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.**

1. Explain and analyze the impact of ONE of the following on the social and political life during much of the 18th century.
   - Education
   - Immigration
   - Religion

2. Explain and analyze the impact of ONE of the following on the social and political life during much of the first half of the 19th century.
   - Education
   - Immigration
   - Religion

3. Analyze and evaluate the motivation and rationale behind the Manifest Destiny expansion that took hold in the United States starting in the 1840s.

4. Analyze and evaluate the motivation and rationale behind the western expansion through the Louisiana Purchase that took hold in the United States at the start of the 19th century.
5. Analyze and evaluate the ways that both external and internal migration changed over time from 1830 to 1900.

6. Analyze the causes and effects of changes in immigration patterns and policies from 1900 to 1945.

7. Analyze the causes and effects of changes in internal migration patterns from 1900 to 1945.

8. Compare and contrast the policies and effects of the Quota Acts of 1921 and 1924 with the Immigration Act of 1965.
Theme: Politics and Power (POL)

- This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  i. How and why have different political and social groups competed for influence over society and government in what would become the United States?
  ii. How have Americans agreed on or argued over the values that guide the political systems as well as who is a part of the political process?
- Thematic Learning Objectives for each unit.
  i. POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
     Relevant Topics in the Concept Outline 2.2.I, 3.2.II, 3.2.III, 3.3.II, 4.1.I, 5.2.11, 6.3.11, 7.1.III, 8.2.III, 9.1.I
  ii. POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
     Relevant Topics in the Concept Outline 3.1.II, 4.1.III, 4.3.11, 5.2.1, 6.1.III, 6.3.II, 7.1.II, 8.2.I, 8.2.II, 8.2.III, 8.3.II, 9.1.I
  iii. POL-3.0 Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.
     Relevant Topics in the Concept Outline 3.2.II, 3.2.III, 4.2.I, 4.2.III, 5.3.II, 6.1.III, 6.2.II, 7.1.II, 7.1.III, 8.2.III, 9.1.I
- Students Assigned:

POL - LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.

1. Analyze the influence of TWO of the following on the development of a democratic society in the English colonies during the period from 1607 to 1745.
   - Bacon’s Rebellion
   - Enlightenment
   - Great Awakening
   - Zenger case

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

3. It has been argued that the United States Constitution came about primarily through an evolving series of meetings, conventions, and congresses. Support, modify, or refute this contention using specific evidence.

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

6. For some the American Revolution was primarily an effort to maintain basic British rights as opposed to establishing a new form of government. Support, modify, or refute this contention using specific evidence.

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

8. Analyze and evaluate the arguments presented by the Federalists and the Anti-Federalists during the debate over the ratification of the United States Constitution.


10. Compare and contrast the beliefs and strategies of TWO of the following to address the needs of the U.S. economic system.
    - Progressives
    - Economic conservatives of the 1920s and 1930s
    - New Deal

11. Compare and contrast the policies of the New Deal with the Great Society.
**Theme: America in the World (WOR)**

- This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  1. How have events in North America and the United States related to contemporary developments in the rest of the world?
  2. How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- Thematic Learning Objectives for each unit.
  1. WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic and social developments in North America.
    **Relevant Topics in the Concept Outline** 1.2.I, 1.2.II, 2.1.I, 2.1.II, 2.2.II, 3.1.I, 3.1.II, 3.3.I, 3.3.II, 4.3.I, 5.1.I, 6.2.II
  2. WOR-2.0 Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North American and overseas
    **Relevant Topics in the Concept Outline** 3.3.II, 4.3.I, 5.1.I, 5.3.I, 6.1.I, 7.3.I, 7.3.II, 7.3.III, 8.1.I, 8.1.II, 9.3.I, 9.3.II
- Students Assigned:

**WOR - LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.**

**America in the World**

1. Analyze and evaluate the ways in which ONE of the following areas influenced United States foreign policy in the early part of the 19th century.
   - French Revolution
   - Washington’s Farewell Address
   - XYZ Affair

2. Analyze and evaluate the ways in which ONE of the following areas influenced United States foreign policy in the early part of the 19th century.
   - Florida Purchase
   - Monroe Doctrine
   - War Hawks

3. Analyze and evaluate the importance and efforts of the Confederate States in gaining international support during the Civil War.

4. Analyze and evaluate the importance and efforts of the Americans in gaining international support during the Revolutionary War.
5. Compare and contrast the effects of TWO of the following on business and labor.
   - World War I
   - Great Depression
   - New Deal
   - World War II

6. Analyze how the Cold War altered the role of the United States in the world from 1945 to 1980.

7. Analyze the impact of the Cold War on domestic politics from 1945 to 1980.

**Theme: Geography and the Environment – Physical and Human (GEO)**

- This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  i. How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
  ii. How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
- Thematic Learning Objectives for each unit.
  i. GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

  **Relevant Topics in the Concept Outline** 1.1.I, 1.2.II, 2.1.II, 3.3.I, 4.3.II, 5.1.I, 6.2.II, 7.1.II, 8.1.II, 9.3.II

- Students Assigned.

**GEO - LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.**

1. Analyze the impact of geography and the environment on the development of at least two different regions of the English colonies along the Atlantic coast in the 17th and 18th centuries.

2. Compare and contrast the characteristics and influences of the three major groups of the British Atlantic colonies by the mid-18th century.

3. Compare and contrast the characteristics and influences of the three major sections of the United States by the mid-19th century.

4. Analyze and evaluate the motivation and rationale behind the Manifest Destiny expansion that took hold in the United States starting in the 1840s.

5. Analyze and evaluate the motivation and rationale behind the western expansion through the Louisiana Purchase that took hold in the United States at the start of the 19th century.
6. Analyze the changes and continuity in the U.S. environmental policies of the Progressive era with the period from 1945 to 1980.
Theme: Culture and Society (CUL)

- This theme focuses on the roles that ideas, beliefs, social norms, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.
- Overarching questions to consider for each time period. Address these specifically in your intro and conclusion
  i. How and why have moral, philosophical, and cultural values changed in what would become the United States?
  ii. How and why have changes in moral, philosophical, and cultural values affected U.S. history?
- Thematic Learning Objectives for each unit.
  i. CUL-1.0 Explain how religious groups and ideas have affected American society and political life.
     Relevant Topics in the Concept Outline 1.2.III, 2.2.I, 3.2.1, 4.1.II, 6.3.I, 7.2.I, 8.3.II
  ii. CUL-2.0 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions
     Relevant Topics in the Concept Outline 2.2.I, 3.2.III, 4.1.II, 5.2.I, 6.3.I, 7.2.I, 8.3.II
  iii. CUL-3.0 Explain how ideas about women’s rights and gender roles have affected society and politics
     Relevant Topics in the Concept Outline 1.2.III, 2.2.I, 3.2.I, 4.1.III, 4.2.II, 5.3.II, 6.3.II, 7.1.II, 7.3.III, 8.2.II, 8.3.II, 9.2.II
  iv. CUL-4.0 Explain how different groups identities, including racial, ethnic, class, and regional identities, have emerged and changed over time
     Relevant Topics in the Concept Outline 1.2.III, 2.1.III, 2.2.II, 3.3.I, 4.1.II, 4.2.II, 4.3.II, 5.1.II, 6.1.II, 7.2.II, 8.2.II
- Students Assigned:

CUL- LEQ Questions to consider: Use the following list to drive your project but specifically address four in detail: 2 before 1877 and 2 after.

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

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

3. Compare and contrast the characteristics and influences of the three major groups of the British Atlantic colonies by the mid-18th century.

4. Compare and contrast the characteristics and influences of the three major sections of the United States by the mid-19th century.

5. Explain and analyze the impact of ONE of the following on the social and political life during much of the 18th century.
   - Education
   - Religion
   - Immigration
6. Explain and analyze the impact of ONE of the following on the social and political life during much of the first half of the 19th century.
   - Education
   - Immigration
   - Religion

7. Analyze and evaluate ways in which TWO of the following areas reflected or challenged the dominant culture after the Civil War to 1900.
   - Architecture
   - Art and Literature
   - Education
   - Religion

8. Analyze and evaluate the ways in which Social Darwinism and the Gospel of Wealth were used to defeat the dominant economic and social order after the Civil War to 1900.

9. Analyze THREE developments in popular culture that had an impact on American society from 1945 to 1980.