AP U.S. HISTORY

Unit #4: Period 4: 1800-1848
Testing the New Nation (1820-1877)

DURATION: 5 weeks

READINGS:
- The American Pageant (16th Edition) Chapters 12-17

OBJECTIVES: By the end of this unit, each student will be able to:
- Understand the new republic’s struggle to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

ASSESSMENTS:
1. QUIZ – Oct. 02 & 03 (Chapter 12) (Chapter 12 Key Terms and Questions due)
2. QUIZ – Oct. 04 & 07 (Chapter 13) (Chapter 13 Key Terms and Questions due)
3. QUIZ – Oct. 11 & 14 (Chapter 14) (Chapter 14 Key Terms and Questions due)
4. QUIZ – Oct. 17 & 18 (Chapter 15) (Chapter 15 Key Terms and Questions due)
5. QUIZ – Oct. 23 & Oct. 24 (Chapter 16) (Chapter 16 Key Terms and Questions due)
6. EXAM – Oct. 25 & 28 [Min. Days] (Chapters 12-17) (Chapter 17 Key Terms and Questions due)

Chapter 12 Key Terms: Briefly identify, define, and/or explain. (24 points)

Chapter 12 Questions: (15 points)
- Using the painting, “Nationalist Pride” (American Pageant, p. 234), answer parts a, b, and c.
  a) Briefly explain the point of view expressed by the artist about ONE of the following: New World (American) political institutions Old World (European) political institutions American national culture
  b) Briefly explain ONE development from 1800 to 1820 that may have led to the point of view expressed by the artist.
  c) Briefly explain ONE way in which developments from 1800 to 1820 challenged the point of view expressed by the artist.

Chapter 13 Key Terms: Briefly identify, define, and/or explain. (17 points)

Chapter 13 Questions: (15 points)
- Arthur M. Schlesinger Jr., The Age of Jackson (1945).
“During the Bank War, laboring men began slowly to turn to Jackson as their leader, and his party as their party. . . . This conversion of the working classes to the hard-money policy injected new strength and determination into the hard-money party. . . . From it would come the impetus to carry through the second stage in the national struggles of Jacksonian democracy.”


“A composition portrait of their [Whigs’ and Democrats’] social and economic backgrounds reveals striking similarities. Their most significant difference is that several Democratic leaders claimed Dutch or German ancestry, while the Whigs invariably claimed British ancestry (mostly by way of New England).”

Using the excerpts, answer parts a, b, and c.

a) Briefly explain ONE major difference between Schlesinger and Benson’s historical interpretation of the Whig and Democratic Parties.

b) Briefly explain how ONE development from the period 1789 to 1840 not directly mentioned in the excerpts supports Schlesinger’s argument.

c) Briefly explain how ONE development from the period 1789 to 1840 not directly mentioned in the excerpts supports Benson’s argument.

**Chapter 14 Key Terms:** Briefly identify, define, and/or explain. (22 points)


**Chapter 14 Questions:** (15 points)

Using the political cartoon, “Crooked Voting” (*American Pageant*, p. 286), answer parts a, b, and c.

a) Briefly explain the point of view expressed by the political cartoonist about ONE of the following:

- Mass Democracy
- Immigrants
- American Political Culture

b) Briefly explain ONE development from 1800 to 1848 that may have led to the point of view expressed by the political cartoonist.

c) Briefly explain ONE way in which developments from 1800 to 1848 challenged the point of view expressed by the political cartoonist.

**Chapter 15 Key Terms:** Briefly identify, define, and/or explain. (20 points)


**Chapter 15 Questions:** (15 points)

Answer parts a, b, and c.

a) Briefly explain ONE example of how the Second Great Awakening fostered the rise of voluntary organizations to promote religious and secular reforms.

b) Briefly explain a SECOND example of how the Second Great Awakening fostered the rise of voluntary organizations to promote religious and secular reforms.

c) Briefly explain ONE example of how liberal social ideas from abroad or romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms.
Chapter 16 Key Terms: Briefly identify, define, and/or explain. (14 points)
11. Appeal to the Colored Citizens of the World  12. Narrative of the Life of Frederick Douglass  

Chapter 16 Questions: (15 points)
Answer parts a, b, and c.

a) In both colonial times and the antebellum period Americans in the South asserted their regional identity through pride in the institution of slavery. Briefly explain ONE important similarity in the reasons why this regional identification existed in these two time periods.

b) Briefly explain ONE important similarity regarding how the identification with the institution of slavery affected the development of southern society in these two time periods.

c) Briefly explain ONE critical response regarding how the identification with the institution of slavery affected the development of southern society in either time period.

Chapter 17 Key Terms: Briefly identify, define, and/or explain. (14 points)

Chapter 17 Questions: (15 points)
Using the British political cartoon, “The Land of Liberty, 1847” (American Pageant, p. 365), answer parts a, b and c.

a) Briefly explain the point of view expressed by the British political cartoonist about ONE of the following:
   U.S. expansionism
   Slavery
   American political culture

b) Briefly explain ONE development from 1800 to 1848 that may have led to the point of view expressed by the British political cartoonist.

c) Briefly explain ONE way in which developments from 1800 to 1848 challenged the point of view expressed by the British political cartoonist.