AP U.S. HISTORY

Unit #7: Period 7: 1890-1945
Struggling for Justice at Home and Abroad (1901-1945)

DURATION: 5 weeks

READINGS:
- The American Pageant (16th Edition) Chapters 28-34

OBJECTIVES: By the end of this unit, each student will be able to:
- Understand that an increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of governmental activism, and sought to define its international role.

ASSESSMENTS:
1. QUIZ – February 04 & 05 (Chapter 28) (Chapter 28 Key Terms and Questions due)
2. QUIZ – February 10 & 11 (Chapter 29) (Chapter 29 Key Terms and Questions due)
3. QUIZ – February 12 & 13 (Chapter 30) (Chapter 30 Key Terms and Questions due)
4. QUIZ – February 20 & 21 (Chapter 31) (Chapter 31 Key Terms and Questions due)
5. QUIZ – Feb. 26 & Feb. 27 (Chapter 32) (Chapter 32 Key Terms and Questions due)
6. QUIZ – March 03 & 04 (Chapter 33) (Chapter 33 Key Terms and Questions due)
7. EXAM – March 09 & 10 (Chapters 28-34) (Chapter 34 Key Terms and Questions due)

Chapter 28 Key Terms: Briefly identify, define, and/or explain. (16 points)

Chapter 28 Questions: (15 points)
Spend 13 minutes answering the following prompt (39 minutes total). Answer parts a, b, and c.
  a) Both the Populists in the late nineteenth century and the Progressive movement in the early twentieth century advocated reforming the U.S. economic system. Briefly explain ONE important similarity between the Populists and the Progressives in these two-time periods.
  b) Briefly explain ONE important difference between the Populists and the Progressives in these two-time periods.
  c) Briefly explain ONE way in which some Americans responded critically to the Populists or the Progressives in either period.

Chapter 29 Key Terms: Briefly identify, define, and/or explain. (29 points)

Page 1 of 4
Chapter 29 Questions: (15 points)
Using the political cartoon “Contentious Nuptials” (*American Pageant*, p. 687), answer parts a, b & c.

a) Briefly explain the point of view expressed by the political cartoonist about ONE of the following:
   - Woodrow Wilson
   - The Treaty of Versailles
   - The Isolationists

b) Briefly explain ONE development from 1914 to 1920 that may have led to the point of view expressed by the political cartoonist.

c) Briefly explain ONE way in which developments from 1914 to 1920 challenged the point of view expressed by the political cartoonist.

Chapter 30 Key Terms: Briefly identify, define, and/or explain. (16 points)

Chapter 30 Questions: (15 points)
Read *American Pageant*, pp. 711-716. As you read these few pages speculate about how and why Modernism and the Harlem Renaissance were products of their times. After reading and reflecting upon this topic, write a long essay (40 minutes) response that defends, modifies, or refutes the following statement: *Although the Harlem Renaissance was the harbinger of political and social change for African Americans after World War I, the modernist movement incited a conservative backlash against political and social change.*

Chapter 31 Key Terms: Briefly identify, define, and/or explain. (14 points)

Chapter 31 Questions: (15 points)
Spend 15 minutes answering the following prompt:
Describe TWO causes of the business cycle fluctuations in the U.S. economy during the 1920s and briefly explain ONE way this affected U.S. society.

Chapter 32 Key Terms: Briefly identify, define, and/or explain. (15 points)

Chapter 32 Questions: (15 points)
  “By bringing to Washington a government determined to govern, Roosevelt unlocked new energies in a people who had lost faith, not just in government’s ability to meet the economic crisis, but almost in the ability of anyone to do anything. The feeling of movement was irresistible. . . . A despairing land had a vision of America as it might some day be. . . . ‘It’s more than a New Deal,’ said Harold Ickes. ‘It’s a new world. People feel free again. They can breathe naturally. It’s like quitting a morgue for the open woods.’ ‘We have had our revolution,’ said Collier’s, ‘and we like it.’ ”

“The New Deal achieved a more just society by recognizing groups which had been largely unrepresented—staple farmers, industrial workers, particular ethnic groups, and the new intellectual-administrative class. Yet this was still a halfway revolution. It swelled the ranks of the bourgeoisie but left many Americans—sharecroppers, slum dwellers, most Negroes—outside the new equilibrium. . . . The New Dealers perceived that they had done more in those years than had been done in any comparable period of American history, but they also saw that there was much still to be done, much, too, that continued to baffle them.”

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

a) Briefly explain ONE major difference between Schlesinger and Leuchtenberg’s historical interpretation of the New Deal.

b) Briefly explain how ONE development from 1932 to 1941 not directly mentioned in the excerpts challenges Schlesinger’s argument.

c) Briefly explain how ONE development from 1932 to 1941 not directly mentioned in the excerpts challenges Leuchtenberg’s argument.

**Chapter 33 Key Terms:** Briefly identify, define, and/or explain. (16 points)

1. London Economic Conference  
2. Good Neighbor policy  
3. Reciprocal Trade Agreements Act  
4. Rome-Berlin Axis  
5. Johnson Debt Default  
7. Abraham Lincoln Brigade  
8. Quarantine Speech  
9. Appeasement  
10. Hitler-Stalin Pact  
11. Neutrality Act of 1939  
12. Kristallnacht  
13. War Refugee Board  
14. Lend-Lease Bill  
15. Atlantic Charter  
16. Pearl Harbor

**Chapter 33 Questions:** (15 points)

Using the political cartoon, “The Only Way We Can Save Her” (*American Pageant*, p. 773), answer parts a, b, and c.

a) Briefly explain the point of view expressed by the cartoonist about U.S. isolationism.

b) Briefly explain how ONE development from 1932 to 1941 not directly mentioned in the political cartoon supports the cartoonist’s point of view.

c) Briefly explain how ONE development from 1932 to 1941 not directly mentioned in the excerpts challenges the cartoonist’s point of view.

**Chapter 34 Key Terms:** Briefly identify, define, and/or explain. (19 points)

1. ABC-1 agreement  
2. Executive Order No. 9066  
3. War Production Board (WPB)  
4. Office of Price Administration (OPA)  
5. National War Labor Board (NWLB)  
6. Smith-Connally Ant-Strike Act  
7. WACs (Women’s Army Corps)  
8. WAVES (Women Accepted for Volunteer Emergency Service)  
9. SPARs (U.S. Coast Guard Women’s Reserve)  
10. Bracero program  
11. Fair Employment Practices Commission (FEPC)  
12. Congress of Racial Equality (CORE)  
13. code talkers  
14. Midway, battle of  
15. D-Day  
16. V-E (Victory in Europe) Day  
17. Potsdam conference  
18. Manhattan Project  
19. V-J (Victory in Japan) Day

**Chapter 34 Questions:** (15 points)


“The decision to use the weapon did not derive from overriding military considerations. . . . Before the atomic bomb was dropped each of the Joint Chiefs of Staff advised that it was highly likely that Japan could be forced to surrender ‘unconditionally,’ without use of the bomb and without an invasion. . . . Unquestionably, political considerations related to Russia played a major role in the decision; from at least mid-May American policy makers hoped to end the hostilities before the Red Army entered Manchuria. . . . A combat demonstration was needed to convince the Russians to accept the American plan for a stable peace.”

“Caught between the remnants of war and the uncertainties of peace, policymakers and scientists were trapped by their own unquestioned assumptions. . . . The secret development of this terrible weapon, during a war fought for a total victory, created a logic of its own: a quest for a total solution of a set of related problems that appeared incapable of being resolved incrementally. . . . As Szilard first suggested in January 1944, the bomb might provide its own solution. . . . The decision to use the bomb to end the war could no longer be distinguished from the desire to use it to stabilize the peace.”

a) Briefly explain ONE major difference between Alperovitz and Sherwin’s historical interpretation of the dropping of the atomic bombs.

b) Briefly explain how ONE development from 1941 to 1945 not directly mentioned in the excerpts challenges Alperovitz’s argument.

c) Briefly explain how ONE development from 1941 to 1945 not directly mentioned in the excerpts challenges Sherwin’s argument.