

Updated
for the
2015 Exam!

Threads *of* History

A Thematic Approach to Our Nation's Story for AP* U.S. History

SECOND EDITION



by Michael Henry, Ph.D.



2nd Edition

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Preface

Thinking Like a Historian

This book was constructed with one distinct aim: to help you to develop *historical habits of the mind*. You might ask, “Shouldn’t the aim be to help me score a 5 on the AP U.S. History exam?” In truth, those are one and the same.

Traditional “test prep” is designed to do one thing and one thing only—to cram a ton of information into your brain as quickly as possible. And yet, the AP U.S. History exam is not about how many U.S. history facts you can recall correctly; rather, it is designed to see if you have developed the skills needed to think like a historian. The test in 2015 and beyond will require that you surpass the literal understanding of the information given to create systematic relationships between facts, assess the reliability of information, identify point of view in sources, and recognize the connections of facts to larger historical concepts. Those are the historical habits of the mind that you will develop over the course of this year, and that will be necessary for success on both the exam in May and in your college years to come.

Although you will be required to develop these higher level thinking skills, your reasoning about United States history must still have a factual foundation. You cannot think historically unless you have accurate historical information from which to form your thoughts! Facts about people, ideas, and organizations are still necessary to succeed in AP U.S. History. While you must know specific information for the course, knowing the content cannot be an end in itself. That content must serve as a vehicle to develop broader ideas, concepts, and generalizations. The resources in *Threads of History*, along with your textbook, lectures, and class discussions, serve as the raw material to help you connect facts and to establish new patterns of meaning and understanding about America’s past.

Using *Threads of History*

The book may be used in several ways. Your teacher may supply each member of the class with a copy of the book and use it as part of your regular classroom instruction and review. In this case, your teacher will determine the method of instruction and the frequency with which you utilize *Threads*. On the other hand, if *Threads* is part of your independent study program, you should examine two or three lessons at a time and answer the multiple-choice and short answer questions that accompany both the charts and the source materials.

Keep in mind that the lessons in *Threads of History* are designed as review activities. They are meant to be a useful companion to your primary textbook by providing concise summaries of broad themes and concepts that are scattered throughout the survey course. You should not expect detailed explanations about terms, people, or events. If you see terms or topics that you do not know, go to your textbook or your teacher to find out information about them.

Review Activities

Lesson
31

Transformation of Capitalism in the 1930s

The New Deal was Franklin Roosevelt's plan to restore economic prosperity to the United States during the 1930s. Though Roosevelt expanded the power of the federal government enormously from 1933 to 1939 and alleviated the suffering of millions of Americans, his economic programs failed to end the Depression. It would take the Second World War to accomplish that.

Roosevelt's program to alleviate the Depression had two distinct phases. A First New Deal from 1933 to 1935 concentrated on economic relief and recovery and attempted to establish a government partnership with American corporations and businesses. A Second New Deal from 1935-1939 focused on long-term reforms in the American economy and took a confrontational stance toward the business community and the wealthy by imposing higher taxes and new, stricter regulations.

The chart on the next page outlines the basic differences between the First and Second New Deals. As you study it, consider the factors that undermined cooperation between big business and the government. Further, in what ways did the First and Second New Deals attempt to alter the capitalist system?

Directions: Analyze the chart on the First and Second New Deals, and then answer the following questions.

- During the First New Deal, Franklin Roosevelt believed
 - the National Recovery Administration should nationalize the major industries
 - corporations that provided public services must accept government regulations and limitations on their profits
 - businessmen should be left alone to make as much money as possible
 - the government must cooperate with the business community to lift the country out of the Depression
- In the Second New Deal, the government's attitude toward wealthy Americans was that
 - the gap between the wealthy and other classes should be narrowed through taxing policy
 - rich people should be protected because their spending could stimulate prosperity
 - the incomes of all Americans should be roughly equal
 - inherited wealth hurt the country and prolonged the depression
- The primary goal of the New Deal was
 - to control economic growth
 - to provide economic relief
 - to break up large corporations since the Depression
 - to establish a new American capitalism

The **Introduction** establishes the historical context of the topic or theme of each lesson.

The **Charts** synthesize historical data on the topic or theme. While the charts supply factual connections on topics that will be presented in your AP class, they also help establish deeper understanding of historical material.

The **Multiple-Choice** questions test your comprehension of the data presented in the charts.

	First New Deal	Second New Deal
Dates	1933-1935	1935-1939
Goals	Direct relief to unemployed; recovery from the Depression Cooperated with business community to restore pre-1929 prosperity Helped organized labor to improve position in society Provided assistance to agriculture	Revised progressive tradition of trust regulation Strengthened organized labor Sought to meet needs of workers, elderly, disabled, farmers, unemployed Narrowed class differences by taxing the wealthy Supported industrial workers and small farmers
Position on Business	Partnership Cooperation Suspended Antitrust actions	Confrontational toward corporate interests Strong regulation of public utilities
Actions	National Industrial Recovery Act Agricultural Adjustment Act Federal Emergency Relief Act Emergency Banking Act Civilian Conservation Corp. Tennessee Valley Authority Act	Public Utility Holding Company Act Wealth Tax Act (Revenue Act) National Labor Relations Act (Wagner Act) Works Progress Administration Social Security Act Fair Labor Standards Act
Comments	Brief honeymoon between business community and the Roosevelt administration First New Deal told business what it must do Business found New Deal regulations increasingly confining and intrusive Supreme Court sided with business interests as it struck down several major New Deal acts	Stronger controls and higher taxes on the wealthy and large businesses Responded to attacks by Liberty League and Supreme Court's judicial review Second New Deal told business what it must not do

Source Activities

Accompanying each of the charts are **Primary Sources**, including document excerpts, cartoons, paintings, maps, and photographs, that correspond to the topic or theme of the lesson. These sources and the exercises connected to them will introduce and develop the historical thinking skills necessary for success in AP U.S. History.

Source Activities

Directions: Using the cartoon below and your knowledge of American history, answer the following questions.



The Washington Star, June 2, 1935

Multiple-Choice

1. The ideas expressed in the cartoon most directly reflect which of the following continuities in United States history?
 - (A) debates over the role of the federal government in economic matters
 - (B) debates over the transportation system that best suited the nation
 - (C) debates over presidential power to amend the Constitution
 - (D) debates over the role of the federal government in religious matters
2. The question highlighted in the cartoon was raised earlier in the twentieth century when the federal government began to
 - (A) desegregate the schools in the South
 - (B) provide health care for immigrant groups
 - (C) establish a uniform currency in the United States
 - (D) regulate corporation business practices

Short-Answer

Using the cartoon, answer a, b, and c.

- a) Briefly explain how ONE of the following individuals would react to the ideas expressed in the cartoon:
 - Harry Hopkins
 - Norman Thomas
 - Herbert Hoover
- b) Briefly explain how ONE of the remaining individuals would challenge the response of the individual selected in part a.
- c) Briefly explain ONE example of how President Roosevelt sought to implement the point of view expressed in the cartoon from 1933–1941.

Multiple-Choice and Short-Answer questions are designed to foster historical thinking skills by challenging you to analyze and evaluate the sources.

Distribution Charts

Appendix

B

Distribution Charts

Time Periods	Chart & Chart Questions	Source Activities		LEQs & DBQs
		Multiple-Choice	Short-Answer	
1600–1754	2.3; 4.1, 2, 3; 5.2, 3	3.1	3.a, b, c	LEQ 1; DBQ 1
1755–1783	6.1, 2, 3; 16.2	6.1, 2	6.a, b, c	
1784–1815	2.2; 3.3; 7.1, 2; 8.1, 2; 10.1, 2; 12.1, 2; 13.1; 18.1	2.1, 2; 3.1, 2; 4.3; 7.2; 12.1, 2; 35.2	2.a, b; 4.a, b, c; 10.a; 12.a	LEQ 2, 3, 4, 8
1816–1837	2.1; 7.3; 13.2; 14.1, 2, 3; 15.1; 20.1, 2; 21.3, 22.1, 35.2	5.1; 10.1, 2; 14.1; 16.1; 25.2; 35.1	5.a, b, c; 7.a, b, c; 10.b; 14.a, b	LEQ 4
1838–1859	1.1; 10.3; 11.2, 3; 16.1, 3; 17.1; 20.3; 19.1, 2, 3; 21.1	5.2; 13.1, 2; 16.2; 18.2; 19.2; 20.1, 2; 21.2; 27.1	13.a, b, c; 16.a, b; 19.a, b, c; 20.a, b, c; 21.a, b	LEQ 4, 6, 8, 9, 16; DBQ 2
1860–1877	4.1, 2; 8.3; 13.3; 18.2; 23.1, 2, 3; 25.3	1.1, 2; 23.1, 2; 32.2	1.a, b, c; 23.a, b	
1878–1901	1.3; 11.1; 15.2, 3; 17.3; 21.2; 24.1, 2, 3; 25.1, 2; 26.1, 2, 3	7.1; 8.1, 2; 11.1, 2; 15.1; 24.1, 2; 25.1; 26.1	8.a, b; 11.a, b, c; 14.c; 23.c; 25.a, b	LEQ 8, 11, 17; DBQ 3
1902–1929	1.2; 12.3; 20.3; 27.3; 30.1, 2, 3; 28.1, 2, 3	15.2; 21.1; 22.1, 2; 28.1; 29.1; 31.2	8.c; 12.b; 15.a, b; 16.c; 21.c; 22.a, b; 26.a, b; 35.b	LEQ 11, 12, 17
1930–1953	8.1; 22.2; 29.2; 31.1, 2, 3; 33.1; 35.1	9.2; 17.1; 18.1; 26.2; 28.2; 30.1, 2; 31.1	15.c; 17.a, b, c; 22.c; 24.a, b, c; 29.a; 30.a, b, c; 31.a, b, c	LEQ 2, 5, 12, 13
1954–1972	8.2; 17.2; 18.3; 27.2; 29.1, 3; 32.1, 2, 3; 33.2, 3; 34.1, 2, 3	14.2; 17.2; 19.1; 27.2; 32.1; 33.1; 34.1, 2	9.b; 27.a, b, c; 29.b, c; 32.a, b, c; 33.a, b; 34.a, b, c	LEQ 14, 15
1973–1990	8.3; 35.3	9.1; 29.2; 33.2	9.a; 33.c	

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To assist you further in assessing your overall readiness for the AP U.S. History examination, Appendix B contains a series of charts that connect the multiple-choice and short-answer items in the 35 lessons to vital categories and standards.

- The first chart (shown on the left) breaks down the items in the book into the 11 key chronological periods.
- The second and third charts break down the items by the standards set forth in the College Board's framework for the AP U.S. History course, including the Learning Objectives and the Historical Thinking Skills.
- The fourth chart connects the content of *Threads* to the Common Core State Standards for History/Social Studies for Grades 11–12.

You and your teacher can use the various charts to determine which of the Review Activity charts you understood and which topics need further study. Examine the patterns of missed questions carefully in making final preparations for the test.

- For example, if you had many errors in the content years 1607–1754, you should revisit lessons 2, 4, and 5, and review your textbook chapters and class notes that deal with the materials on the settlement of North America, colonial development, and the British and French conflicts to the eve of the French and Indian war in 1754.
- Or, if you find that you are struggling with questions relating to *Patterns of Continuity and Change over Time*, you could use the matrix to identify additional lessons that test that specific historical skill.

By completing these tasks, you will develop both the factual foundation and the reasoning skills necessary to become more proficient at thinking historically.

Worksheets for Primary Sources

To help you with the difficult task of document analysis, a set of **worksheets** has been provided in Appendix C. You can use these as a starting point for your analysis of primary sources.

All sources are not created equal, so use the worksheet that is appropriate for each source, e.g., document excerpts, visual sources, and maps. While the worksheets might seem simplistic, they will help you to organize your ideas so that you can more easily make complex connections.



Appendix

C

Worksheets for Primary Sources

Before you try to answer the questions that accompany the written and visual primary source documents, you should first determine what ideas and/or points of view they contain. Below are three simple worksheets for you to use with the primary sources. You can recreate these in your notebook or your teacher may want to reproduce these for you so you have one for each lesson.

Worksheet for Document Source Analysis

Title: _____ What is the title of the document?

1. Date: _____ When was the document written?

2. Context: _____ What other events were happening at the time?

3. Author: _____ Who wrote the document?

What was his/her background or position at the time?

4. Message:
a. _____ What is it saying? (no more than three or four ideas)
b. _____
c. _____
d. _____

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Some of the lessons contain icons to remind you to utilize the primary source worksheets.

The Mini-Reader

Appendix D

The Mini-Reader

Threads of History provides not only thematic content review, but also serves as a small book of readings and visual sources to accompany your textbook and class notes. It's like two for the price of one! The following is a chronological list of the primary source documents available in this edition of *Threads*:

Year	Page	Type	Topic	Year	Page	Type	Topic
1649	12	☐	Puritan Church Platform to the General Court of Massachusetts	1841	82	☐	Constitution of Brook Farm
1776	26	☐	Loyalist view of the American Revolution	1845	69	☐	John O'Sullivan and Manifest Destiny
1786	8	☐	George Washington on Shays' Rebellion	1850	56	☐	John C. Calhoun and the Compromise of 1850
1801	18	☐	Thomas Jefferson's First Inaugural Address	1851	22	✍	The Second Great Awakening
1811	52	☐	Felix Grundy and the causes of the War of 1812	1853	68	🌐	Expansion of the United States, 1783–1853
1823	60	☐	Reaction of <i>McCulloch v. Maryland</i>	1867	98	☐	Thaddeus Stevens and Reconstruction
1823	146	☐	Monroe Doctrine	1868	78	☐	The Fourteenth Amendment
1825	43	☐	John Quincy Adams and the role of government	1873	48	✍	The Granger Movement
1832	30	☐	Andrew Jackson's veto of the National Bank	1876	4	🌐	The Election of 1876
1833	86	☐	William Lloyd Garrison and Abolition	1883	102	☐	U.S. Civil Rights Cases
				1883	110	☐	William Graham Sumner on Social Darwinism

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Practice with primary sources is invaluable in your preparations for the exam. As such, a list of the historical sources included throughout this edition of *Threads* has been included in Appendix D. Here you can easily find and integrate specific primary sources into your study plans. Working with primary sources not only prepares you for the exam, but for college, career, and even independent research!

A couple of last thoughts as you meet the challenge of AP United States history and begin using *Threads of History* in your AP class. The materials in the book are based on a fundamental principle: *there is no magic bullet or quick, easy road to success on the AP United States History examination*. Nothing can replace competent classroom instruction and dedicated study. It is only through a daily effort in building your knowledge and improving your thinking and writing skills that you are likely to qualify for college credit and/or placement on the AP test. You must pay close attention to all classroom activities, complete all assignments, and **read your textbook carefully!** All this said, I hope that *Threads of History* is a valuable tool in helping you master the AP curriculum this year, and that you have a successful and rich experience in your class culminating with a 5 on the exam in May.

Michael Henry

Famous Rebellions

Several armed rebellions helped shape American development before the Civil War. Three early uprisings (Bacon's, Shays', and Whiskey Rebellions) were sparked by economic and political grievances against authority that was perceived as arbitrary and distant. Each of the clashes played a transformational role in its era: Bacon's Rebellion helped weaken the indentured servant system; Shays' Rebellion undermined the already dwindling support for the Articles of Confederation; and the Whiskey Rebellion established the authority of the new national government and moved George Washington firmly into the Federalist Party camp. The chart on the next page will help you analyze these rebellions.

As you consider the chart, you may wish to evaluate whether these early dissenters were driven by their inherently rebellious nature, the rugged frontier environment, unfair government actions, or a combination of all these factors.

Nat Turner's revolt differed significantly from the previous rebellions. It epitomized the great nightmare of the antebellum slavocracy—a large-scale slave revolt. The uprising stands alone as the most dramatic and violent slave revolt in U.S. history. The Turner Rebellion also reinforced the South's commitment to slavery and made peaceful manumission almost impossible. Historians have speculated about why there were no other major slave uprisings. How would you explain this lack of large-scale slave resistance?

Directions: Analyze the chart on famous rebellions, and then answer the following questions.

1. The most significant result of Nat Turner's rebellion was
 - (A) the South's intensified commitment to slavery
 - (B) Abraham Lincoln's decision to emancipate the slaves
 - (C) the formation of the American Colonization Society
 - (D) the emancipation of most of the slaves in Virginia
2. Which of the following individuals would favor the actions taken by the national government during the Whiskey Rebellion?
 - (A) a backcountry farmer who supported the Articles of Confederation
 - (B) a states' rights supporter who feared a strong central government
 - (C) a Quaker who opposed the use of force
 - (D) a supporter of law and order
3. The common element of Bacon's, Shays', and the Whiskey Rebellion was that
 - (A) all resulted in changes in the economic conditions that caused them
 - (B) all occurred before the American Revolution
 - (C) all were challenges to perceived unfairness by a distant government
 - (D) all resulted in widespread changes in American society

Three Major Rebellions in Early U.S. History

	Date	Cause	Events	Significance
Nathaniel Bacon's Rebellion	1676	Virginia frontiersmen seeking land clashed with Indians Frontiersmen demanded help from government Jamestown refused aid, fearing Indian War	Bacon and his men lived on frontier Bacon and his men stormed Jamestown Burned Jamestown Bacon died of fever Rebellion collapsed	Colonial rebellion against government authority Clash between east/west, rich/poor Tidewater's discrimination against frontiersmen Revision of indentured servant system, greater reliance on slave labor
Daniel Shays' Rebellion	1786–1787	Unfair taxes in Massachusetts Farms foreclosed Farmers imprisoned as debtors	Shays/1,200 men attacked courts in western Massachusetts State militia put down rebellion	Uprising was a general threat to property Threat that rebellion could spread to other states Articles of Confederation viewed as too weak to maintain law and order Bolstered call for revisions of Articles (Constitutional Convention, 1787)
Whiskey Rebellion	1794–1795	Farmers in western Pennsylvania refused to pay federal excise tax on whiskey Attacked tax collectors Farmers compared tax to Stamp Act of 1765	Washington called for 13,000 troops to suppress the rebels Rebels dispersed, ceased rebellion	Put the force of the government behind the Constitution Government could enforce the law Constitution protected law/order Hamilton's idea of an energetic national government prevailed
Nat Turner's (slave) Rebellion	1831	Slaves wanted freedom Nat Turner saw "vision" and attacked whites in Southampton County, Virginia	Turner, 70 slaves, and 55 whites killed Turner caught; he was executed, and hundreds of slaves were punished	Frightened South Tightened slave codes Restricted freedom for all blacks in South South began to aggressively defend slavery as a "positive good"

Source Activities

Directions: Using the excerpt below and your knowledge of American history, answer the following questions.

“Without an alteration in our political creed, the superstructure we have been seven years in raising at the expense of so much treasure and blood, must fall. We are fast verging to anarchy and confusion...What stronger evidence can be given of the want of energy in our government, than these disorders?...Thirteen sovereignties pulling against each other, and all tugging at the federal head, will soon bring ruin on the whole...”

—Letter from George Washington to James Madison,
November 5, 1786

Multiple-Choice

1. Which of the following alterations in America’s political creed would George Washington most likely support?
 - (A) revising the governing principles of the American Revolution
 - (B) promoting debt relief and currency reform
 - (C) encouraging greater regional cooperation and trade
 - (D) aligning America’s creed more closely to that of Great Britain
2. The sentiments expressed in the letter led most directly to late eighteenth-century political controversies over the issue of the
 - (A) creation of the National Bank
 - (B) ratification of the Jay Treaty
 - (C) establishment of a presidential Cabinet
 - (D) collection of excise taxes on whiskey

Short-Answer

Using the excerpt, answer parts a and b.

- a) Shays' Rebellion affected Washington's political thinking. Briefly explain how the disorder changed Washington's position on TWO of the following:
- Suppression of dissent in the mid-1780s
 - The effectiveness of the Articles of Confederation
 - Attendance at the Philadelphia meeting to amend the Articles of Confederation
- b) Briefly explain how ONE of Washington's positions expressed in part a could be challenged in the mid- and late 1780s.

SAMPLE
Please don't copy!



Cornerstones of United States Foreign Policy

Throughout its existence, the United States has established consistent principles of behavior toward various parts of the world. This consistency has been shaped by geography, domestic politics, and the unique features of each overseas region. During its first 150 years, America built three distinct foreign policies in Europe, Asia, and South America.

The chart on the following page provides an overview of the cornerstones of U. S. foreign policy: isolationism in Europe, the Monroe Doctrine in South America, and the Open Door in Asia. Each of these policies changed in some ways during the second half of the twentieth century as America emerged from World War II as a superpower with a dedication to containing Soviet Communism. This chart should be used in conjunction with the charts on containment of Communism in Lesson 33, America's role in Vietnam in Lesson 34, and the chart of famous doctrines in Lesson 35. Together, these charts review both the continuity and change in America's basic foreign-policy principles.

As you study this chart, consider several questions. How did the United States define its national interest in each of the three areas of the world? What specific regional and cultural conditions shaped America's foreign-policy response in each area? Are there consistent threads of interest that run through all aspects of U.S. foreign policy?

Directions: Analyze the chart on cornerstones of American foreign policy, and then answer the following questions.

1. One consequence of the Monroe Doctrine was that
 - (A) Russia decided to ally with the United States to keep other European nations out of South America
 - (B) England and America clashed repeatedly over their foreign interests during the nineteenth century
 - (C) the doctrine forced America into unwanted European alliances
 - (D) America became increasingly aggressive in enforcing the doctrine in the Western Hemisphere
2. The United States believed its Open Door Policy was threatened when countries tried to
 - (A) achieve exclusive trading rights in various regions of China
 - (B) spread foreign ideologies among the Chinese people
 - (C) establish multilateral trade arrangements in China
 - (D) spread Christianity among the Chinese people
3. A common characteristic of the three American foreign policy cornerstones was that all of them
 - (A) promoted friendships with European powers
 - (B) resulted in large territorial acquisitions for the United States
 - (C) were issued to protect American interests
 - (D) were directed toward American interests in Asia

Cornerstones of U.S. Foreign Policy

	Isolationism	Monroe Doctrine	Open Door
Area of World	Europe	Western Hemisphere	Asia
Year Established	1793, 1796	1823	1899–1900
Author(s)	George Washington	James Monroe John Quincy Adams	John Hay
Background	<p>Proposed when England and France went to war 1793</p> <p>Both countries expected our help</p> <p>U.S. had an alliance with France from Revolution</p>	<p>U.S. feared Spanish recolonization in South America</p> <p>U.S. feared Russian colonies on west coast of U.S.</p> <p>England wanted to be a partner in issuance; U.S. said no to dual authorship</p>	<p>After Spanish War (1898) U.S. became interested in China</p> <p>Europeans were already in China and had created trading spheres of influence that could exclude U.S.</p>
Elements	<p>Neutrality in European affairs</p> <p>No entangling military or political alliances for U.S.</p> <p>Europe/U.S. have separate spheres of interest</p> <p>Commercial relations maintained</p>	<p>No new colonies in Western Hemisphere.</p> <p>Existing colonies left alone by U.S.</p> <p>Isolationism from Europe reinforced from earlier foreign policy pronouncements</p> <p>Discouraged extension of monarchies into Americas</p>	<p>All nations share equal trading rights in China</p> <p>All countries must guarantee China's territorial integrity</p>
Comments	<p>Washington's Farewell Address in 1796 reinforced ideas</p> <p>Resulted in war in 1812, 1917</p> <p>Established a policy that lasted until 1949 when U.S. joined NATO</p> <p>Cited as reason to oppose League of Nations in 1919</p>	<p>England enforced doctrine for 70 years</p> <p>Roosevelt Corollary (1904) strengthened it</p> <p>U.S. became policeman of Caribbean</p> <p>"Big Stick" to keep down "chronic wrongdoing"</p> <p>Later became "Dollar Diplomacy" to control of the Caribbean region</p> <p>U.S. aggressiveness alienated many South American countries</p>	<p>U.S. became protector of China, but mainly sought trade access</p> <p>Boxer Rebellion (1900) frightened U.S. because China's territory might be divided by European powers</p> <p>Japan became greatest threat to Open Door</p> <p>When U.S. challenged Japan's violation of Open Door, Japan attacked Pearl Harbor</p>

Source Activities

Directions: Using the cartoon below and your knowledge of American history, answer the following questions.



Puck Magazine, 1906

Multiple-Choice

1. The attitude expressed in the cartoon was most directly caused by the
 - (A) closing of the frontier in the late nineteenth century
 - (B) imperialist spirit in the late nineteenth century
 - (C) economic turmoil in the late nineteenth century
 - (D) debate over free silver in the late nineteenth century
2. The sentiment expressed in the cartoon most directly contributed to which of the following?
 - (A) United States activism in the South American/Caribbean regions
 - (B) United States acceptance of international cooperation in the South American/Caribbean region
 - (C) United States involvement in European affairs rather than the South American/Caribbean region
 - (D) United States withdrawal of aid to the South American/Caribbean region

Short-Answer

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

- a) Explain how ONE of the following individuals or groups in the early twentieth century would respond to the sentiment expressed in the cartoon:
 - An American President from 1898–1920
 - A European Head of State from 1898–1920
 - The Native populations of South and Central America from 1898–1920
- b) Briefly explain how ONE of the remaining individuals or groups not selected would counter the sentiment you selected in part a.
- c) Briefly explain how ONE development in the years 1930–1965 challenged the point of view expressed in the cartoon.

Distribution of Items by Chronological Period

Time Periods	Chart & Chart Questions	Source Activities		LEQs & DBQs
		Multiple-Choice	Short-Answer	
1600–1754	2.3; 4.1, 2, 3; 5.2, 3	3.1	3.a, b, c	LEQ 1; DBQ 1
1755–1783	6.1, 2, 3; 16.2	6.1, 2	6.a, b, c	
1784–1815	2.2; 3.3; 7.1, 2; 8.1, 2; 10.1, 2; 12.1, 2; 13.1; 18.1	2.1, 2; 3.1, 2; 4.3; 7.2; 12.1, 2; 35.2	2.a, b; 4.a, b, c; 10.a; 12.a	LEQ 2, 3, 4, 8
1816–1837	2.1; 7.3; 13.2; 14.1, 2, 3; 15.1; 20.1, 2; 21.3, 22.1, 35.2	5.1; 10.1, 2; 14.1; 16.1; 25.2; 35.1	5.a, b, c; 7.a, b, c; 10.b; 14.a, b	LEQ 4
1838–1859	1.1; 10.3; 11.2, 3; 16.1, 3; 17.1; 20.3; 19.1, 2, 3; 21.1	5.2; 13.1, 2; 16.2; 18.2; 19.2; 20.1, 2; 21.2; 27.1	13.a, b, c; 16.a, b; 19.a, b, c; 20.a, b, c; 21.a, b	LEQ 4, 6, 8, 9, 16; DBQ 2
1860–1877	4.1, 2; 8.3; 13.3; 18.2; 23.1, 2, 3; 25.3	1.1, 2; 23.1, 2; 32.2	1.a, b, c; 23.a, b	
1878–1901	1.3; 11.1; 15.2, 3; 17.3; 21.2; 24.1, 2, 3; 25.1, 2; 26.1, 2, 3	7.1; 8.1, 2; 11.1, 2; 15.1; 24.1, 2; 25.1; 26.1	8.a, b; 11.a, b, c; 14.c; 23.c; 25.a, b	LEQ 8, 11, 17; DBQ 3
1902–1929	1.2; 12.3; 20.3; 27.3; 30.1, 2, 3; 28.1, 2, 3	15.2; 21.1; 22.1, 2; 28.1; 29.1; 31.2	8.c; 12.b; 15.a, b; 16.c; 21.c; 22.a, b; 26.a, b; 35.b	LEQ 11, 12, 17
1930–1953	8.1; 22.2; 29.2; 31.1, 2, 3; 33.1; 35.1	9.2; 17.1; 18.1; 26.2; 28.2; 30.1, 2; 31.1	15.c; 17.a, b, c; 22.c, 24.a, b, c; 29.a; 30.a, b, c; 31.a, b, c	LEQ 2, 5, 12, 13
1954–1972	8.2; 17.2; 18.3; 27.2; 29.1, 3; 32.1, 2, 3; 33.2, 3; 34.1, 2, 3	14.2; 17.2; 19.1; 27.2; 32.1; 33.1; 34.1, 2	9.b; 27.a, b, c; 29.b, c; 32.a, b, c; 33.a, b; 34.a, b, c	LEQ 14, 15
1973–1990	8.3; 35.3	9.1; 29.2; 33.2	9.a; 33.c	

Distribution of Items by Learning Objective

Learning Objective	Source Activities		LEQs & DBQs
	Multiple-Choice	Short-Answer	
POL-1	2.1;		LEQ 1
POL-2	1.1, 2; 2.2; 4.1, 2; 7.1, 2; 10.1, 2; 14.1; 25.2;	2.a, b; 4.a, b, c; 7.a, b, c; 10.a, b;	LEQ 2, 3, 4, 6, 7
POL-3	5.2; 9.2; 19.2; 20.1, 2; 21.2; 27.1; 32.2;	1.a; 20.a, c; 21.a; 23.a, c; 28.a;	LEQ 8, 10, 14; DBQ 2
POL-4	9.1; 29.2;	9.a, b; 29.a, c; 32.b;	LEQ 2, 5, 14
POL-5	13.2; 18.1, 2; 23.1; 24.1, 2; 28.1; 34.1;	13.c; 14.a, b, c; 24.a, c; 28.b;	LEQ 4, 7, 11
POL-6	34.2;	13.a; 34.a, c;	
POL-7	14.2; 27.2; 32.1;	24.c; 27.a, b; 32.a, c;	LEQ 13, 16
ID-1	6.1, 2; 23.2; 35.2;	3.c; 5.a, b, c; 6.a, c; 12.a;	LEQ 1, 8; DBQ 1
ID-2	16.1;	16.b;	LEQ 9
ID-3	31.1;		
ID-7	19.1; 21.1; 28.1;	28.b; 29.b;	
ID-8	14.2; 18.1; 27.2; 32.1;	21.c; 27.c; 32.b;	
CUL-2		19.a, b;	
CUL-4	3.1, 2;		
CUL-5	5.1;		
WOR-3	30.1;	12.b;	LEQ 15
WOR-5	16.2; 35.1;	16.a; 30.b; 35.a, b, c;	
WOR-6	12.1;		
WOR-7	15.1, 2; 17.1, 2; 30.2; 33.1, 2;	15.c; 16.c; 17.a, b, c; 22.a, c; 30.a, c; 33.a, b, c;	LEQ 9, 15, 17
WXT-2	12.2;	19.c;	
WXT-4	13.1;		LEQ 11
WXT-6	25.1; 26.1; 29.1; 31.2;	11.a, c; 25.a; 31.c;	LEQ 12; DBQ 3
WXT-7	11.1, 2;	8.a;	
WXT-8	8.1, 2; 26.2; 28.2; 31.1;	26.a, c; 31.a;	LEQ 12

Explanation of Numbering System:

“19.1” refers to Lesson 19, multiple-choice question 1.

“24.a, c” refers to Lesson 24, short-answer question parts a and c.

Distribution of Items by Historical Thinking Skill

Skill Type	Historical Thinking Skills	Source Activities		LEQs & DBQs
		Multiple-Choice	Short-Answer	
Chronological Reasoning	Historical Causation	2.2; 3.2; 5.2; 8.2; 9.1; 11.1; 12.1; 14.1; 15.1, 2; 16.2; 17.2; 18.2; 19.2; 20.2; 22.2; 23.1, 2; 24.1; 25.1; 26.1, 2; 27.2; 29.2; 30.2; 31.1; 32.1; 33.1, 2; 34.2; 35.1, 2	2.b; 3.c; 4.a; 5.a, b, c; 8.c; 10.a; 16.b; 19.c; 23.c; 27.c; 30.a, c; 32.a; 33.a; 35.b	LEQ 1, 5, 6, 7, 11, 14, 16; DBQ 1, 2, 3
	Patterns of Continuity and Change over Time	5.1; 7.1, 2; 9.2; 10.1; 11.2; 13.1; 14.2; 16.1; 18.1; 19.1; 21.2; 23.2; 25.2; 26.2; 28.2; 29.1, 2; 30.1; 31.1, 2; 34.1; 35.1	2.a; 7.c; 9.a; 14.c; 16.c; 21.c; 22.c; 35.c	LEQ 1, 4, 5, 6, 7, 8, 12, 14, 15; DBQ 1, 2, 3
	Periodization	1.2;	32.b, c; 33.b	LEQ 9
Comparison and Contextualization	Comparison	4.2; 32.2	12.b; 20.c; 29.b	LEQ 2, 3, 10, 13, 17
	Contextualization	6.2; 10.2; 14.1; 24.2; 30.1; 31.2; 32.2; 33.1	21.c; 22.c; 23.a; 30.c; 33.c	
Crafting Historical Arguments from Historical Evidence	Historical Argumentation		22.a	
	Appropriate Use of Relevant Historical Evidence	1.1; 2.1; 4.1; 3.1; 6.1; 8.1; 12.2; 13.2; 17.1; 20.1; 21.1; 22.1; 24.2; 25.1; 27.1; 28.1	1.a; 4.b, c; 6.a, c; 7.a, b; 9.b; 10.b; 11.a, c; 12.a; 13.a, c; 14.a, b; 15.c; 16.a; 17.a, b, c; 19.a, b, c; 20.a, c; 21.a; 24.a, c; 25.a; 26.a, c; 27.a, b; 28.a, b; 29.a, c; 30.b; 31.a, c; 32.c; 33.c; 34.a, c; 35.a	DBQ 1, 2, 3

Applying the Common Core State Standards®

The Common Core State Standards for 11th and 12th grade History and Social Studies revolve entirely around the use of primary and secondary sources, making *Threads* a useful tool for integrating the standards into your existing curriculum. The chart below identifies where each standard is directly addressed in one or more of the practice items; **boldface** indicates that the lesson as a whole addresses the standard in a larger way.

English Language Arts Standards — History and Social Studies, Grades 11–12			
Key Ideas and Details:	Lessons	Integration of Knowledge and Ideas:	Lessons
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	1, 4, 6, 7, 12, 13, 14, 17, 19, 21, 24-34	CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	16; DBQs 1-3
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	4, 7, 14, 16, 20, 22, 23, 27, 30, 35	CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	4, 24, 28, 34
CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	2, 3, 5, 8, 16, 19, 23, 27, 30, 32, 33, 35	CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	16, 19, 28; DBQs 1-3
Craft and Structure:	Lessons	Range of Reading and Level of Text Complexity:	Lessons
CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	8, 9, 18, 28	CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	1-35
CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	3, 4, 14, 16, 18, 27, 35		
CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	5, 10, 11, 15-17, 21, 22, 27, 31, 33, 34		



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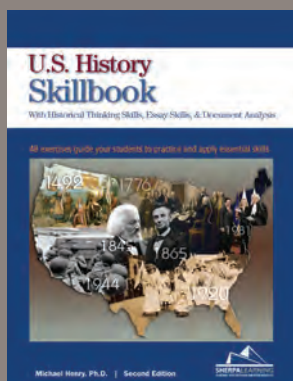
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