

**“The history of liberty is the history of resistance.”**  
 – Woodrow Wilson, 1912

**“The world must be made safe for democracy.”**  
 – Woodrow Wilson, 1917

*Calendar is subject to change.*  
 Richardson, 2016

## APUSH Unit 6, Period 7 Part 1

### Populists and Progressives; *Becoming a World Power and World War I, The Roaring Twenties* 1890-1929

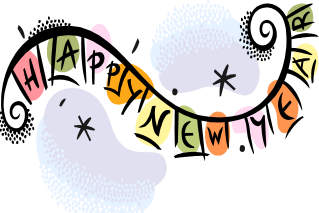
Pearson chapters 19-21, AMSCO chapters 20-23

Before you begin the unit, set an academic goal and state your time commitment. Then select the strategy(ies) you plan to employ for unit content acquisition. Did you reach your goal for unit 5? ***If not... change at least one strategy for unit 6!***

Goal for unit: \_\_\_\_\_ (A, B, C) Time commitment outside of class: \_\_\_\_\_ minutes/block (recommendation is 60 minutes minimum/ block)

Outside strategy(ies) for unit content acquisition and review: (choose at least two)

Reading textbook      Reading AMSCO      Completing Reading Guides      Study Group      Term Review  
 Regents Videos (hyperlinked in calendar)      [www.FFAPUSH.com](http://www.FFAPUSH.com) resources      Internet Searches      [Watching/Listening to podcast lectures](#)  
 Gilder-Lehrman Reviews      Quizlet (not recommended)      [Schmoop](#)      [Crash Course Videos](#)

MONDAY	TUESDAY & WEDNESDAY	THURSDAY & FRIDAY
January 4  <b>Teacher Workday</b>    <b>Buckle up for 3 more months of fast paced, content-heavy, fascinating United States history!</b>  <b>6 Periods Down... only 3 to go!</b>  <b>Only 37 blocks together until the AP exam! (122 calendar days)</b>  <b><i>It's closer than you think. Keep your eye on the prize and Fight Fiercely!</i></b>	5A & 6B  <div style="text-align: right;">Unit 6 Day 1</div> <h3 style="text-align: center;">Welcome Back! Let's Review!</h3> <p><b>Main Objectives:</b>            Analyze continuities and changes from Colonial times through Gilded Age.            Explain the economic and political impact of migration and industrialization in the Gilded Age.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>Re-read and/or skim Gilded Age chapters (16-19) of <i>Pearson</i> or AMSCO. Pay careful attention to the section of the book on the Populists! (pp 384-390 in AMSCO)</li> <li>Consider reading the Unit 5 brief summary posted under Student Resources on CANVAS, and consider reviewing the Gilded Age timeline within the unit 6 module on CANVAS.</li> <li><b>Consider watching one or more of the review videos on the Gilded Age and Populism hyperlinked below. <i>This is a strategy highlighted for this unit. Give it a try!</i></b></li> </ol> <p><a href="#">Brief review of Gilded Age corruption</a> (3 short videos on this page)</p> <p><a href="#">Brief review on Industrialization</a> (3 short videos on this page)</p> <p><a href="#">Brief review on Labor Unions</a> (3 short videos on this page)</p> <p><a href="#">Brief review of immigration</a> (3 short videos on this page)</p> <p><a href="#">Brief review on Life in the City</a> (3 short videos on this page)</p> <p><a href="#">Brief Review on Agrarian Revolt and the Populist Movement</a> (3 short videos on this page)</p> <ol style="list-style-type: none"> <li>Consider completing the <b>first 5 pages of the Populists Review and Progressive Era Reading Guide</b> worth 10% bonus on next quiz!</li> <li>Begin the <u>Additional Reading</u> for unit 6: <i>Assimilation and Pluralism and Waves of Reform</i>. <b>Everyone needs to make time to read these in the next week or so, however the activities associated with them are extra credit; due on the 19<sup>th</sup> for B DAY and the 20<sup>th</sup> for A DAY.</b></li> </ol>	7A & 8B  <div style="text-align: right;">Unit 6 Day 2</div> <h3 style="text-align: center;">Gilded Age/Populist Review Quiz BOP</h3> <p><b>First five pages of the Populists/Progressive Era Reading Guide due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b>            Explain how governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes.            Explain how the Populists inspired Progressives, and compare the impact of the two movements.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>Read <i>Pearson</i> chapter 19 or chapter <b>21 of AMSCO</b>.</li> <li>Consider completing <b>pages 6-15 of Populists Review and Progressive Era Reading Guide</b> for 10% bonus on next quiz.</li> <li><b>Also consider watching the videos on Progressivism hyperlinked below.</b></li> </ol> <p><a href="#">Brief review of the Progressive Movement</a> (3 short videos on this page)</p> <p><a href="#">Brief review on the 3 Progressive Presidents</a> (3 short videos on this page)</p>



If you do not have a [study group](#) yet, please consider setting one up now!  
It is one of the most effective and highly recommended strategies for preparing for the AP exam!

ALSO...Remember... **NOT** to sign up for the April ACT or May SAT! Wait until June!

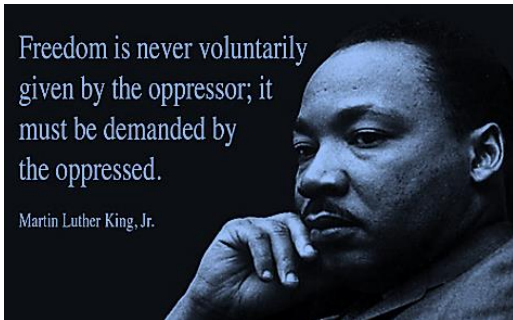
MONDAY & TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
<p>11A &amp; 12B</p> <p style="text-align: right;">Unit 6 Day 3</p> <p style="text-align: center;"><b>Progressive Era Reading Quiz BOP</b></p> <p><b>Populists/Progressive Era Reading Guide due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b> Explain how governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes. Evaluate the impact of progressivism.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>1. Read chapter <b>20</b> Pearson or AMSCO.</li> <li>2. Consider completing <b>America's Rise to Power Reading Guide</b> for 10% bonus on next reading quiz.</li> <li>3. <b>Consider watching the foreign policy review videos hyperlinked below.</b></li> </ol> <p><a href="#">Brief reviews on McKinley and Roosevelt</a> (4 short videos on this page)</p> <p><a href="#">Brief reviews on Taft and Wilson's Policies</a> (3 short videos on this page)</p>	<p>13A &amp; 14B</p> <p style="text-align: right;">Unit 6 Day 4</p> <p style="text-align: center;"><b>America's Rise to Power Reading Quiz BOP</b></p> <p><b>America's Rise to Power reading guide due (optional bonus)</b></p> <p><b>Main Objectives:</b> Explain how global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position. Compare and contrast the viewpoints of imperialists and anti-imperialists.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>1. Read chapter <b>22</b> of AMSCO or portions of chapters 20 &amp; 21 of Pearson on WWI.</li> <li>2. Consider completing <b>World War I Reading Guide</b> for 10% bonus on next reading quiz.</li> <li>3. <b>Consider watching the videos on WWI hyperlinked below.</b></li> </ol> <p><a href="#">Brief review of American entry into WWI</a> (3 short videos on this page)</p> <p><a href="#">Brief review of Woodrow Wilson's 14 Points and the Treaty of Versailles</a> (3 short videos on this page)</p> <p><a href="#">Brief review of the Red Scare</a> (just the first video on this page)</p>	<p>15A</p> <p style="text-align: right;">Unit 6 Day 5</p> <p style="text-align: center;"><b>WWI Reading Quiz BOP</b></p> <p><b>WWI Reading Guide due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b> Evaluate causes and effects of WWI. Explain how World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>1. Read chapter <b>23</b> AMSCO or chapter 21 of Pearson.</li> <li>2. Consider completing the reading guide over <b>The Roaring Twenties</b> for 10% bonus on next reading quiz.</li> <li>3. <b>Consider watching the videos on the 20s hyperlinked below.</b></li> </ol> <p><a href="#">The Roaring Economy of the 1920s</a> (5 short videos on this page)</p> <p><a href="#">The Culture Conflicts of the 1920s</a> (5 videos on this page, the first is on Red Scare which you may have already watched)</p>

**BE SURE TO READ WAVES OF REFORM AND ASSIMILATION AND PLURALISM BY MLK WEEKEND!**  
(ADDITIONAL READINGS are posted on CANVAS)

[Extra Credit Opportunity World War I and the Middle East at the Allen Public Library!](#) (Sunday 2-4pm)

Attend the discussion, take notes, *ask questions*, capture the moment (photo of you with the professor or of you at the event with flyer/program). Then create a brief review of what you learned. Use PPT, Prezi, or other creative tools to **summarize and outline** the author's presentation (**author's main thesis/argument and supporting evidence discussed**). Include a conclusion that explains the **comparative context and synthesis** of WWI and the impact on the Middle East to Modern Times and the conflict with ISIS and Al-Qaida. This activity will be worth **up to 2 quiz points** on the WWI reading quiz **or up to 5 test points** on the unit 6 test. You may work with a partner (no groups ... just pairs).

Due no later than January 25<sup>th</sup>/26<sup>th</sup>.



[Celebrate Martin Luther King, Jr.'s Birthday by Attending the Harlem Renaissance ArtSparks event at the Allen Public Library!](#) (Monday 1-2:30pm)  
Attend the activity, create your work of art, ask questions and learn about the Harlem Renaissance, capture the moment (photo of you making your piece of art). Then bring your artwork to school and share your experience with your teacher and class. This activity will be worth up to **2 quiz points** that may be used on the Roaring Twenties reading quiz or **5 test points** on the unit 6 test.

Due no later than January 25<sup>th</sup>/26<sup>th</sup>.

MONDAY	TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
<p>18</p> <p><b>Dr. Martin Luther King, Jr. Day</b></p> <p>Teacher Workday</p> <p><i>I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word.</i></p>	<p>19B</p> <p style="text-align: right;">Unit 6 Day 5</p> <p><i>Waves of Reform and Assimilation and Pluralism</i> additional reading completed by today... [Optional bonus activities associated with these readings are also due BOP].</p> <p style="text-align: center;"><b>WWI Reading Quiz BOP</b></p> <p><b>WWI Reading Guide due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b> Evaluate causes and effects of WWI. Explain how World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>Read chapter <b>23</b> AMSCO or chapter 21 of Pearson.</li> <li>Consider completing the reading guide over <b>The Roaring Twenties</b> for 10% bonus on next reading quiz.</li> <li><b>Consider watching the videos on the 20s hyperlinked below.</b></li> </ol> <p><a href="#">The Roaring Economy of the 1920s (5 short videos on this page)</a></p> <p><a href="#">The Culture Conflicts of the 1920s (5 videos on this page, the first is on Red Scare which you may have already watched)</a></p>	<p>20A &amp; 21B</p> <p style="text-align: right;">Unit 6 Day 6</p> <p><i>Waves of Reform and Assimilation and Pluralism</i> additional reading completed by today... [Optional bonus activities associated with these readings are also due BOP].</p> <p style="text-align: center;"><b>Roaring Twenties Reading Quiz BOP</b></p> <p><b>Roaring Twenties reading guide due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b> Explain the impact of the revolution in communications and transportation technology on mass culture. To what extent did migration, world war, and economic distress impact the nation? Is this decade aptly named? To what extent was the decade of the 1920s a major turning point in American history?</p> <p><b>Homework:</b> Read and analyze remaining unit 6 additional readings and finish completing unit 6 writing activities</p> <p>... and study for Unit 6 Test.</p> <p>If you are completing the Term Review... get started!</p>	<p>22A</p> <p style="text-align: right;">Unit 6 Day 7</p> <p><i>Pulling it all together... Period 7 Part 1 Review and collaborative analysis.</i></p> <p><b>Main Objectives:</b> Evaluate the extent to which each of the following maintained continuity and fostered change: Spanish American War, World War I, Federal Progressive reforms. Compare and contrast the political leadership and issues of the Gilded Age to the Progressive Era. Evaluate the extent to which Progressives were successful in reforming government, the economy, and society from 1901-1920.</p> <p><b>Homework:</b> <b>study for Unit 6 Test.... THE CURVE ON ALL MULTIPLE CHOICE TESTS DURING THE 3<sup>RD</sup> 9-WEEKS WILL BE APPLIED ONLY TO GRADES OF 60% OR HIGHER!</b></p> <p><b>Finish Term Review (OPTIONAL BONUS)...BUT, do your own work! Don't divide and conquer! If you collaborate... collaborate effectively and honestly by discussing and reviewing with your partner or group.</b></p>

**Extra Credit – History of the Choctaw at the Allen Public Library!** (Thursday, 7:30-9pm)

Attend the discussion, take notes, ask questions, capture the moment (photo with author or signed flyer/program). Then create a brief review of what you learned. Use PPT, Prezi, or other tools to summarize the author’s presentation (argument and evidence). Include a conclusion that connects to the significance of this learning experience in regards to your study of U.S. history and your preparation for the AP exam. Make sure your product includes relevant pictures from the discussion (artifacts) or images reflecting topics of discussion such as the Trail of Tears. This activity will be worth **up to 5 test points**, and you may work with a partner (no groups ... just pairs). Due no later than February 4th/5th.

MONDAY	TUESDAY & WEDNESDAY	THURSDAY & FRIDAY
<p style="text-align: right;">25B Unit 6 Day 7</p> <p><i>Pulling it all together... Period 7 Part 1 Review and collaborative analysis.</i></p> <p><b>Main Objectives:</b> Evaluate the extent to which each of the following maintained continuity and fostered change: Spanish American War, World War I, Federal Progressive reforms. Compare and contrast the political leadership and issues of the Gilded Age to the Progressive Era. Evaluate the extent to which Progressives were successful in reforming government, the economy, and society from 1901-1920.</p> <p><b>Homework:</b> <b>study for Unit 6 Test...</b> <b>THE CURVE ON ALL MULTIPLE CHOICE TESTS DURING THE 3<sup>RD</sup> 9-WEEKS WILL BE APPLIED ONLY TO GRADES OF 60% OR HIGHER!</b></p> <p><b>Finish Term Review (OPTIONAL BONUS)...BUT, do your own work! Don't divide and conquer!</b> <b>If you collaborate... collaborate effectively and <u>honestly</u> by discussing and reviewing with your partner or group.</b></p>	<p style="text-align: right;">26A &amp; 27B Unit 6 Day 8</p> <h2 style="text-align: center;">Unit 6 Test</h2> <p>Full DBQ ; 55 minutes 25 multiple choice; 25 minutes</p> <p><b>Period 7 Part 1 Term Review due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b> Analyze major political, cultural, economic, environmental, foreign policy, and migration events from 1890-1929. Evaluate continuities and changes during the Progressive Era. Evaluate the impact and effectiveness of Progressive Reform. Explain the causes and effects of the Spanish American War and WWI on American politics, identity, and policy.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>1. Read Pearson chapter 22 or chapter 24 of AMSCO.</li> <li>2. Begin the <b>Boom and Bust</b> additional reading (Crossroads).</li> <li>3. Consider completing the <b>Great Depression and New Deal reading guide</b> worth 10% bonus on next quiz.</li> <li>4. Consider viewing the review videos hyperlinked below.</li> </ol> <p style="text-align: center;"><b>Brief Review of the New Deal (3 short videos)</b></p> <p style="text-align: center;"><b>Mini-bio FDR</b> (5 minute review with longer video following which explains significance of FDR)</p>	<p style="text-align: right;">28A &amp; 29B Unit 7 Day 1</p> <p><b>Senior class scheduling! *</b> <b>GO DIRECTLY TO LIBRARY at beginning of class period – CYBER CAVE 2</b></p> <p style="text-align: center;"><b>Great Depression &amp; New Deal Reading Quiz BOP</b></p> <p><b>Great Depression and New Deal reading guide due BOP (optional bonus)</b></p> <p><b>Main Objectives:</b> Analyze the causes and effects of the Great Depression. Explain how and why FDR implemented relief, recovery, and reform programs. Evaluate the effectiveness of the New Deal. Explain why there were so many varied reactions to the New Deal.</p> <p><b>Homework and Options:</b></p> <ol style="list-style-type: none"> <li>1. Read Pearson chapter 23 or chapter 25 AMSCO.</li> <li>2. Consider completing the <b>WWII reading guide</b> worth 10% bonus on quiz.</li> <li>3. Begin the <b>FDR</b> additional reading (Crossroads).</li> <li>4. Consider watching one or more of the videos hyperlinked below.</li> </ol> <p style="text-align: center;"><b>The Failure of Diplomacy (4 short videos)</b></p> <p style="text-align: center;"><b>World War II (4 short videos)</b></p> <p style="text-align: center;"><b>The Homefront (4 short videos)</b></p>

**\*During the week of January 25<sup>th</sup>, Juniors will be making their course selections for their senior year in their history class.**

**A Note About Extra Credit Notebooks:**

If you are building your digital notebook for extra credit, your challenge this 9-weeks is to **improve** the resource by:

1. Creating subfolders within each unit folder:
  - a. **Writing Practice** (all writing activities *completed* WITH document/file names that specifically identify the topic and skill of the activity)
  - b. **Notes and Additional Reading** (reading guides, term reviews, Crossroads essays, additional reading and enrichment activities, brief summaries and timeline reviews, other notes collected from the web), and
  - c. **Links** (start building a list of links to resources you will access in review such as Crash Course videos, Gilder-Lehrman videos, Quizlet sets, and other resources you find on the net.
2. If you did not create folders for the 1<sup>st</sup> and 2<sup>nd</sup> 9-weeks, build units 1-5 with at least the Notes and Links folders. Most resources no longer available on Canvas are posted on FFAPUSH.com. If you have hand-written activities from units 1-5 you can scan them and then upload them. Remember there are free apps you can use on your device to scan. Many copy machines also have a scanning feature.

**This extra credit grade takes time to organize.**

**Units 1-5 must be included for those beginning their notebook 2<sup>nd</sup> semester!**

**Do it along the way... don't wait until the last minute at the end of the 9-weeks!**

**Only students showing *skill* in MANAGING and ORGANIZING will earn the bonus grade!**