

AP[®] United States History

Effective
Fall 2017

INCLUDING:

- ✓ Course framework with contextual information
- ✓ Instructional section
- ✓ A practice exam



AP[®] United States History Course and Exam Description

Effective Fall 2017

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY.

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About the College Board

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Contents

| | |
|---|----|
| Changes in this Edition of the Course and Exam Description | v |
| Acknowledgments | vi |
| About AP | 1 |
| Offering AP Courses and Enrolling Students | 2 |
| How AP Courses and Exams Are Developed | 2 |
| How AP Exams Are Scored | 3 |
| Using and Interpreting AP Scores | 3 |
| Additional Resources | 3 |
| About the AP U.S. History Course | 4 |
| Participating in the AP Course Audit | 5 |
| AP U.S. History Course Framework | 7 |
| Overview | 7 |
| I. AP History Disciplinary Practices and Reasoning Skills | 8 |
| II. Thematic Learning Objectives | 10 |
| Theme 1: American and National Identity | 12 |
| Theme 2: Politics and Power | 13 |
| Theme 3: Work, Exchange, and Technology | 14 |
| Theme 4: Culture and Society | 15 |
| Theme 5: Migration and Settlement | 16 |
| Theme 6: Geography and the Environment | 17 |
| Theme 7: America in the World | 18 |
| III. Concept Outline | 19 |
| Historical Periods | 19 |
| A Note About Periodization | 20 |
| The Founding Documents | 20 |
| Using the Concept Outline to Plan Instruction | 20 |
| Period 1: 1491–1607 | 21 |
| Period 2: 1607–1754 | 27 |
| Period 3: 1754–1800 | 35 |
| Period 4: 1800–1848 | 47 |
| Period 5: 1844–1877 | 57 |
| Period 6: 1865–1898 | 65 |

| | |
|------------------------|----|
| Period 7: 1890–1945 | 73 |
| Period 8: 1945–1980 | 83 |
| Period 9: 1980–Present | 93 |

AP U.S. History Instructional Approaches 99

| | |
|---|-----|
| Organizational Approaches | 99 |
| Selecting and Using Course Materials | 100 |
| Developing the Disciplinary Practices and Reasoning Skills | 103 |
| Increasing Depth and Managing Breadth Through Instructional Choices | 117 |
| Strategies for Instruction | 119 |

AP U.S. History Exam 129

| | |
|---|-----|
| Exam Overview | 129 |
| How Student Learning Is Assessed on the AP Exam | 130 |
| Exam Components | 131 |
| Practice Exam | 133 |
| Answer Key and Question Alignment to Course Framework | 163 |

Contact Us 166

Changes in this Edition of the Course and Exam Description

This edition of the course and exam description updates the 2015 edition with the following changes, which respond to teachers' concerns and promote the goals of flexibility and in-depth instruction that are critical to college-level history courses.

- The practices and skills assessed on the exam have been reduced and streamlined, with the skills of periodization and synthesis removed.
- The exam design has been reconceived to allow more time for in-depth student responses on free-response questions and increase the amount of choice and flexibility on the exam to support local institutional curricular focus. The changes include:
 - ◆ The document-based question will be limited to topics from periods 3 to 8 in the course.
 - ◆ The long essay question choices will continue to focus on the same theme and skill, now allowing for students to select among three options, each focusing on a different time period in the course.
 - ◆ The number of required short-answer questions has been reduced to three. Students will be given a choice among two options for the final required short-answer question, each one focusing on a different time period.
 - ◆ 10 minutes have been added to Section II (the document-based question and the long essay question).
 - ◆ The rubrics for the document-based question and the long essay questions have been streamlined. Both are available on AP Central.

There have been no changes to the themes, learning objectives, or concept outline material for this course since the 2015 edition.

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About AP

The College Board's Advanced Placement Program® (AP) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.¹ Additional AP studies are available at www.collegeboard.org/research.

¹See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

Each AP course and exam description details objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit collegeboard.org/apcommittees. AP Development Committees define the scope and expectations of the course, articulating through a course framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects scholarship and developments in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

| AP Score | Qualification |
|----------|--------------------------|
| 5 | Extremely well qualified |
| 4 | Well qualified |
| 3 | Qualified |
| 2 | Possibly qualified |
| 1 | No recommendation |

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

About the AP U.S. History Course

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Prerequisites

There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit www.collegeboard.com/html/apcourseaudit/courses/us_history.html for the **Curricular and Resource Requirements** that identify the set of curricular and resource expectations that college faculty nationwide have established for a college-level course, as well as for more information to support syllabus development including:

- **Annotated Sample Syllabi** — Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
- **Example Textbook List** — Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
- **Syllabus Development Guide** — Includes the guidelines reviewers use to evaluate syllabi along with three samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization.

AP U.S. History Course Framework

The AP U.S. History course outlined in this framework reflects a commitment to what history teachers, professors, and researchers have agreed is the main goal of a college-level U.S. history survey course: learning to analyze and interpret historical facts and evidence to achieve understanding of major developments in U.S. history.

To accomplish this goal, the *AP U.S. History Course and Exam Description* defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. Students practice the reasoning skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical facts and perspectives, and expressing historical arguments in writing.

This document is not a complete curriculum. Teachers create their own curriculum by selecting, for each concept, content that enables students to explore the course learning objectives and that meets state or local requirements. The result is a course that prepares students for college credit and placement while relieving the pressure on AP teachers to superficially cover all possible details of U.S. history.

Overview

I. AP History Disciplinary Practices and Reasoning Skills

The AP history disciplinary practices and reasoning skills are central to the study and practice of history. Teachers should help students develop and apply the described practices and skills on a regular basis over the span of the course.

II. Thematic Learning Objectives

The thematic learning objectives, organized into seven major themes, describe what students must be able to do by the end of the AP U.S. History course. These learning objectives are the targets of AP Exam questions.

III. Concept Outline

The concept outline details key concepts that colleges and universities typically expect students to understand in order to qualify for college credit and/or placement.

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

| Skill 1: Contextualization | Skill 2: Comparison | Skill 3: Causation | Skill 4: Continuity and Change over Time |
|--|---|---|---|
| Describe an accurate historical context for a specific historical development or process. | Describe similarities and/or differences between different historical developments or processes. | Describe causes or effects of a specific historical development or process. | Describe patterns of continuity and/or change over time. |
| Explain how a relevant context influenced a specific historical development or process. | Explain relevant similarities and/or differences between specific historical developments and processes. | Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects. | Explain patterns of continuity and/or change over time. |
| Use context to explain the relative historical significance of a specific historical development or process. | Explain the relative historical significance of similarities and/or differences between different historical developments or processes. | Explain the relative historical significance of different causes and/or effects. | Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change. |

II. Thematic Learning Objectives

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP U.S. History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabi in historical content and skills. The learning objectives are grouped into seven themes typically included in college-level U.S. history courses:

- **American and National Identity (NAT)**
- **Politics and Power (POL)**
- **Work, Exchange, and Technology (WXT)**
- **Culture and Society (CUL)**
- **Migration and Settlement (MIG)**
- **Geography and the Environment (GEO)**
- **America in the World (WOR)**

These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States. Each theme is presented with its description and a table that outlines the learning objectives for that theme.

The tables of thematic learning objectives in this section serve as an index to the concept outline (contained in Section III) by indicating where content related to each learning objective can be found in the concept outline. These tables help to highlight the relationship between specific historical content and broader historical developments.

A guide to a sample page of learning objectives is provided on the following page.

Sample Table of Thematic Learning Objectives

The learning objectives in this column articulate expectations for student performance on the AP United States History Exam.

Each learning objective is supported by historical examples and processes that are explained in the concept outline in Section III. This part of the table describes the correlations between the learning objective and the concept outline.

| Learning Objectives <i>Students are able to ...</i> | Relevant Topics in the Concept Outline |
|--|--|
| <p>NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</p> | <p>2.1.II 2.2.I 3.1.II 3.2.I 4.1.III 5.2.I 5.3.I 6.2.II 7.3.II 8.2.I</p> |
| <p>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.</p> | <p>3.2.II 3.2.III 4.1.I 5.2.II 5.3.II 6.3.II 7.2.I 8.2.I 9.3.II</p> |

The learning objectives are coded to the corresponding theme (**NAT**) and numbered consecutively.

This particular example refers to the second supporting concept (Roman numeral) statement under Key Concept 9.3.

Learning Objectives by Theme

Theme 1: 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 related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

| Learning Objectives <i>Students are able to ...</i> | Relevant Topics in the Concept Outline |
|---|--|
| NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. | 2.1.II 2.2.I 3.1.II 3.2.I 4.1.III 5.2.I 5.3.I 6.2.II 7.3.II 8.2.I |
| 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. | 3.2.II 3.2.III 4.1.I 5.2.II 5.3.II 6.3.II 7.2.I 8.2.I 9.3.II |
| 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. | 3.3.II 5.1.I 7.3.I 7.3.II 7.3.III 8.1.II 9.3.II |
| 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. | 4.1.I 4.1.II 5.1.II 6.2.I 7.3.III 8.2.I 8.2.II 9.2.II |

Theme 2: 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.

| Learning Objectives | Relevant Topics in the Concept Outline |
|---|--|
| <i>Students are able to ...</i> | |
| POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed. | 2.2.I 3.2.II 3.2.III 3.3.II 4.1.I 5.2.II 6.3.II 7.1.III 8.2.III 9.1.I |
| POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions. | 3.1.II 4.1.III 4.3.II 5.2.I 6.1.III 6.3.II 7.1.II 8.2.I 8.2.II 8.2.III 8.3.II 9.1.I |
| 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. | 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 |

Theme 3: 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.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

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.

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.III
9.2.I

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

1.2.I
2.1.II
2.1.III
2.2.I
3.2.II
4.1.I
4.2.I
4.2.III
6.1.I
6.1.II
7.1.I
7.1.III
8.1.I
9.1.I
9.2.I

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

1.2.I
4.2.I
6.1.I
6.1.III
7.1.I
7.2.I
8.3.I
9.2.I

Theme 4: Culture and Society (CUL)

This theme focuses on the roles that ideas, beliefs, social mores, 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.

| Learning Objectives <i>Students are able to ...</i> | Relevant Topics in the Concept Outline |
|--|--|
| CUL-1.0 Explain how religious groups and ideas have affected American society and political life. | 1.2.III 2.2.I 3.2.I 4.1.II 6.3.I 7.2.I 8.3.II |
| CUL-2.0 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. | 2.2.I 3.2.III 4.1.II 5.2.I 6.3.I 7.2.I 8.3.II |
| CUL-3.0 Explain how ideas about women’s rights and gender roles have affected society and politics. | 1.2.III 2.2.II 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 |
| CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time. | 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.I 7.2.II 8.2.II |

Theme 5: Migration and Settlement (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.

| Learning Objectives <i>Students are able to ...</i> | Relevant Topics in the Concept Outline |
|--|---|
| 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. | 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 |
| 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 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.I 7.2.II 8.3.I 9.2.II |

Theme 6: Geography and the Environment (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.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

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.

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
8.2.II
9.3.II

Theme 7: 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.

| Learning Objectives <i>Students are able to ...</i> | Relevant Topics in the Concept Outline |
|--|--|
| 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. | 1.2.I 1.2.III 2.1.I 2.1.III 2.2.II 3.1.I 3.1.II 3.3.I 3.3.II 4.3.I 5.1.I 6.2.II |
| WOR-2.0 Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas. | 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 |

III. Concept Outline

The concept outline is structured around nine chronological periods, each composed of key concepts typically encountered in college-level United States history courses. In order for students to develop an understanding of these concepts, teachers will need to select specific historical figures, groups, and events—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curriculum for AP U.S. History.

The inclusion of names: As has been the case for all prior versions of the AP U.S. History course, the AP U.S. History concept outline includes a minimal number of individual names: the founders, several presidents and party leaders, and other individuals who are almost universally taught in college-level U.S. history courses. As history teachers know well, the concepts in this outline cannot be taught without careful attention to the individuals, events, and documents of American history; however, to ensure teachers have flexibility to teach specific content that is valued locally and individually, the course outline avoids prescribing details that would require all teachers to teach the same historical examples. Each teacher is responsible for selecting specific individuals, events, and documents for student investigation of the concepts in the outline.

Historical Periods

The historical periods, from pre-Columbian contacts in North America (represented symbolically by the date 1491) to the present, provide a temporal framework for the course.

The instructional importance and assessment weighting for each period varies:

| Period | Date Range | Approximate Percentage of ... | |
|--------|--------------|-------------------------------|---------|
| | | Instructional Time | AP Exam |
| 1 | 1491–1607 | 5% | 5% |
| 2 | 1607–1754 | 10% | |
| 3 | 1754–1800 | 12% | |
| 4 | 1800–1848 | 10% | 45% |
| 5 | 1844–1877 | 13% | |
| 6 | 1865–1898 | 13% | |
| 7 | 1890–1945 | 17% | 45% |
| 8 | 1945–1980 | 15% | |
| 9 | 1980–Present | 5% | 5% |

A Note About Periodization

Following the example of many subfields within U.S. history, as well as the approach adopted by most U.S. history textbooks, the concept outline reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras. Several of the periods show some degree of overlap, depending on the kinds of key concepts in that period. For example, Period 4, which begins in 1800, emphasizes antebellum reform and social change (with 1848 as an ending point because of the Seneca Falls Convention). Period 5 focuses on how expansion led to debates over slavery, thus beginning with Manifest Destiny and the election of James K. Polk in 1844; it spans the Civil War and Reconstruction and ends with the Compromise of 1877. The emphasis in Period 6 on economic development logically begins with the end of the Civil War in 1865 and ends on the eve of the Spanish–American War in 1898. Period 7 uses 1890 as the appropriate starting date for America’s rise to global power—a major conceptual focus of the period.

The Founding Documents

In the context of American history, the in-depth examination of the ideas and debates in the founding documents (e.g., the Declaration of Independence, the Constitution, the Bill of Rights, the Federalist Papers) helps students better understand pivotal moments in America’s history. Through close reading and careful analysis of these documents, students gain insights into the remarkable people, ideas, and events that shaped the nation. Ultimately, students with command of the founding documents and a capacity to trace their influence will find opportunities throughout the course to draw on and apply this knowledge.

Throughout the course, students closely read and analyze foundational documents and other primary and secondary sources in order to gain historical understanding. Teachers may use these documents to help students trace ideas and themes throughout American history. On the AP U.S. History Exam, students will be expected to read and analyze primary and secondary sources, draw upon evidence from them, and connect them to the students’ own historical knowledge and understanding. For these reasons, teachers may elect to teach the founding documents and the ideas they express in-depth during the course.

Using the Concept Outline to Plan Instruction

In the pages that follow, thematic learning objectives are provided to show teachers how the learning objectives can be applied to the various statements in the concept outline and to also help teachers make thematic connections across the outline’s chronology. Space is also provided for teachers to insert into the concept outline the relevant and specific content (individuals, groups, events, and primary and secondary sources and documents) they choose to focus on in their AP U.S. History course. Teachers may find it helpful to provide a completed copy of this outline to students to help them track and review the content they are studying for each concept. This may provide them with a valuable resource when preparing for the AP Exam at the end of the year.

PERIOD 1:

1491–1607

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

Key Concept 1.1 — As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

A. The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

C. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.

D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

Period 1: 1491–1607
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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.

Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

A. European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

Period 1: 1491–1607
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

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.

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.

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.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

B. In the *encomienda* system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

C. European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

D. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

Period 1: 1491–1607
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

A. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

B. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

C. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Period 1: 1491–1607

Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

PERIOD 2:

1607-1754

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

Period 2: 1607–1754
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

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

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.

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.

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.

Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

B. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

D. The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

Period 2: 1607–1754
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. (CONTINUED)

- E. Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

Period 2: 1607–1754
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR
STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

A. An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

B. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

C. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.

Period 2: 1607–1754
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas. (CONTINUED)

D. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

E. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.

F. American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

Period 2: 1607–1754
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

A. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

B. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.

C. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

D. Colonists’ resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

Period 2: 1607–1754
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

A. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

B. As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

C. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

Period 2: 1607–1754
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

PERIOD 3:

1754-1800

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.

A. Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French-Indian trade networks and American Indian autonomy.

B. Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.

C. After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

Period 3: 1754–1800
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

A. The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.

B. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.

C. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.

D. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.

Period 3: 1754–1800
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain. (CONTINUED)

- E. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

Period 3: 1754–1800
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL
INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR
STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

A. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.

B. The colonists’ belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine’s *Common Sense* and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans’ understanding of the ideals on which the nation was based.

C. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

Period 3: 1754–1800
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century. (CONTINUED)

D. In response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

E. The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.

Period 3: 1754–1800
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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.

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

Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

A. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

B. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.

C. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

D. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

Period 3: 1754–1800
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence. (CONTINUED)

- E. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government. ▲

Period 3: 1754–1800
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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.

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.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Key Concept 3.2 — The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

III. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

A. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.

B. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties—most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.

C. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.

D. Ideas about national identity increasingly found expression in works of art, literature, and architecture.

Period 3: 1754–1800

Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

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.

Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

A. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.

B. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.

C. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

D. An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.

Period 3: 1754–1800
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending. (CONTINUED)

E. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

Period 3: 1754–1800
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

A. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

B. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

C. George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

Period 3: 1754–1800
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

PERIOD 4:

1800–1848

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

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.

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.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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

I. The nation’s transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

A. In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.

B. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.

C. By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay—that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.

D. Regional interests often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.

Period 4: 1800–1848
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

A. The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.

B. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

C. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

D. Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

Period 4: 1800–1848
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.

III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

A. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

B. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.

C. A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Period 4: 1800–1848
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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

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

Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

I. New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

A. Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

B. Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

C. Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South.



Period 4: 1800–1848
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

II. The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

A. Increasing numbers of Americans, especially women and men working in factories, no longer relied on semisubsistence agriculture; instead they supported themselves producing goods for distant markets.

B. The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.

C. Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

Period 4: 1800–1848
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

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.

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

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.

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.

III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

A. Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

B. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

C. Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

D. Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

Period 4: 1800–1848
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 4.3 — The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.

I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

A. Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

B. Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

Period 4: 1800–1848
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

Key Concept 4.3 — The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.

II. The United States’s acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

A. As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

B. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.

C. Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

Period 4: 1800–1848
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

PERIOD 5:

1844–1877

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

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.

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 5.1 — The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.

A. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

B. Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.

C. The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

D. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.

E. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

Period 5: 1844–1877
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.1 — The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

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.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.

A. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.

B. A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.

C. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.



Period 5: 1844–1877
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South.

A. The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free-labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.

B. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.

C. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.

Period 5: 1844–1877
Key Concept 5.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.

A. The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.

B. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.

C. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.

D. Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

Period 5: 1844–1877
Key Concept 5.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

I. The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War.

A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

B. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

C. Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.

D. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

Period 5: 1844–1877
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

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.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

A. The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

B. The women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.

C. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve.

D. Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks’ and poor whites’ access to land in the South.

Period 5: 1844–1877
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. (CONTINUED)

- E. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.



Period 5: 1844–1877
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

PERIOD 6:

1865–1898

Related Thematic Learning Objectives

(Focus of Exam Questions)

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.

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

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

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

I. Large-scale industrial production—accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.

A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.

B. Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

C. As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.

D. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.

E. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.

Period 6: 1865–1898

Key Concept 6.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.

A. Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.

B. The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.

C. Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.

D. Despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.

Period 6: 1865–1898
Key Concept 6.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

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

Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.

A. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

B. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.

C. Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

Period 6: 1865–1898
Key Concept 6.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

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.

Key Concept 6.2 — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

I. International and internal migration increased urban populations and fostered the growth of a new urban culture.

A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.

B. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.

C. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

D. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

E. Corporations' need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

Period 6: 1865–1898
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

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.

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.

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.

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.

Key Concept 6.2 — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.

- A. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
- B. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.
- C. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
- D. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
- E. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

Period 6: 1865–1898
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Key Concept 6.3 — The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.

A. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

C. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.



Period 6: 1865–1898
Key Concept 6.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

Key Concept 6.3 — The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.

A. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.

B. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.

C. The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Period 6: 1865–1898
Key Concept 6.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

PERIOD 7:

1890–1945

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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.

Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

A. New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.

B. By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.

C. Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.



Period 7: 1890–1945
Key Concept 7.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

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.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

A. Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.

B. On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.

C. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.

D. The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

Period 7: 1890–1945
Key Concept 7.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

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.

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.

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

Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

III. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

A. Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

B. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.

C. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.



Period 7: 1890–1945

Key Concept 7.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Key Concept 7.2 — Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

I. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.

A. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.

B. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

C. Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.

D. In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

Period 7: 1890–1945

Key Concept 7.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

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.

Key Concept 7.2 — Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

A. Immigration from Europe reached its peak in the years before World War I. During and after World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.

B. The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.

C. In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.

D. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

Period 7: 1890–1945
Key Concept 7.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 7.3 — Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

I. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.

A. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.

B. Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas.

C. The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.

Period 7: 1890–1945
Key Concept 7.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 7.3 — Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

II. World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.

A. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.

B. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies.

C. Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.

D. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.

E. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.

Period 7: 1890–1945
Key Concept 7.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 7.3 — Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

A. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.

B. The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.

C. Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.

D. The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.



Period 7: 1890–1945
Key Concept 7.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 7.3— Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. (CONTINUED)

- E. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth.



Period 7: 1890–1945
Key Concept 7.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

PERIOD 8:

1945–1980

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 8.1 — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

I. United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.

A. As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.

B. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.

C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or *détente*).

D. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

E. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.

Period 8: 1945–1980

Key Concept 8.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 8.1 — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

A. Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

B. Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated and sometimes led to violence.

C. Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

D. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

Period 8: 1945–1980
Key Concept 8.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

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.

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.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

B. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality.

C. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

Period 8: 1945–1980
Key Concept 8.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

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.

Period 8: 1945–1980
Key Concept 8.2

Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

A. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.

B. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

C. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

D. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

A. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

B. Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.

C. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.

D. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

E. Public confidence and trust in government’s ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

Period 8: 1945–1980
Key Concept 8.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

- F. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

Period 8: 1945–1980
Key Concept 8.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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.

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.

Key Concept 8.3 — Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

A. A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

B. As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

C. Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

Period 8: 1945–1980
Key Concept 8.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-3.0: Explain how ideas about women’s rights and gender roles have affected society and politics.

Key Concept 8.3 — Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

B. Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

C. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

Period 8: 1945–1980
Key Concept 8.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

PERIOD 9:

1980–PRESENT

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 9.1 — A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

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.

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

I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.

A. Ronald Reagan’s victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.

B. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.

C. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.



Period 9: 1980–PRESENT
Key Concept 9.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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

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

Key Concept 9.2 — Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

A. Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

B. Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.

C. Employment increased in service sectors and decreased in manufacturing, and union membership declined.

D. Real wages stagnated for the working and middle class amid growing economic inequality.

Period 9: 1980–PRESENT

Key Concept 9.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

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.

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.

Key Concept 9.2 — Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.

A. After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.

B. International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.

C. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.



Period 9: 1980–PRESENT
Key Concept 9.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 9.3 — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

A. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.

B. Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.

C. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

Period 9: 1980–PRESENT
Key Concept 9.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

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.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Key Concept 9.3 — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.

A. In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

B. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.

C. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

D. Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.

Period 9: 1980–PRESENT
Key Concept 9.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

AP U.S. History Instructional Approaches

The AP U.S. History course is designed to help students develop an understanding of U.S. history from 1491 to the present, while enhancing students' ability to think historically by developing proficiency with the AP history disciplinary practices and reasoning skills. This section on instructional approaches provides teachers with recommendations and examples of how to implement the course in practical ways in the classroom, addressing the following topics:

- Organizational approaches
- Selecting and using course materials
- Developing the disciplinary practices and reasoning skills
- Increasing depth and managing breadth through instructional choices
- Strategies for instruction

Organizational Approaches

The course framework offers two different ways of approaching the study of U.S. history from 1491 to the present: chronological, through the concept outline, and thematic, through the seven themes and corresponding learning objectives. While teachers typically use chronology as the main organizational structure for the course, the course framework is designed to help teachers and students make thematic connections across the material. Many AP U.S. History classrooms approach the material chronologically, while fostering thematic connections throughout the course within **every** unit of instruction.

Using the Key Concepts

The key concepts act as important framing devices in teaching the course framework, giving shape and structure to content that students otherwise might feel is disconnected. In considering approaches, teachers should keep in mind that the key concepts need not be addressed in the order in which they appear in the framework. Additionally, it is common, and even expected, that instruction in a particular unit would include historical developments and processes outlined in multiple key concepts. Also, teachers may find it useful to teach key concepts from different time periods within the same lesson plan sequence or unit of instruction.

Using the Themes

Teachers and students often find it challenging to maintain focus on the broader processes and narratives of U.S. history that link together individual historical events. The course themes were designed to meet that challenge and should be an important part of every unit of instruction. A fitting test of overall student understanding would be to ask students to develop a brief analytical narrative for each theme at the end of the course. While it would be atypical to structure the entire course thematically, when developing chronological units of study, instructors should always keep an eye on the elaboration of a theme in previous units and anticipate further developments in future units related to the same theme. The themes facilitate identifying and making connections across the different periods, enabling students to grasp the big picture of U.S. history. The learning objectives for the course—which are based on the themes—provide opportunities and examples of how to connect the themes across different time periods.

Selecting and Using Course Materials

Teachers will need a wide array of historical source material to help students become proficient with the practices and skills and develop a conceptual understanding of U.S. history. In addition to using a textbook that will provide required course content, teachers should create regular opportunities for students to examine primary source material in different and varied forms, as well as other types of historical scholarship. Rich, diverse source material allows the teacher more flexibility in designing learning activities that develop the habits of historical thinking that are essential for student success in the course.

Textbooks

The textbook is an important tool that teachers can use to help students develop understanding of U.S. history. Most importantly, the textbook should be written at a college level and must include discussion of historical developments and processes from 1491 into the 21st century in a way that encourages conceptual understanding. While nearly all college-level U.S. history textbooks will address the various themes of U.S. history, one or more of these approaches may be dominant or, on the other hand, minimized. It will be important for teachers to identify and supplement the textbook accordingly with other types of secondary sources to ensure that all of these approaches are addressed, thereby ensuring that each of the course themes receives adequate attention. Ideally, the textbook selected will use these approaches as threads to make connections across different time periods.

While the College Board provides an example textbook list that teachers may consult to help determine whether a text is considered acceptable in meeting the AP U.S. History Course Audit curricular requirements, teachers select textbooks locally. Additionally, the AP U.S. History Teacher Community on AP Central provides reviews of recently published texts to help teachers determine their appropriateness for the AP course.

Primary Sources

Students will find it useful to analyze primary source material regularly to deepen their understanding of the key concepts and develop the required practices and skills. While increasing numbers of textbook publishers are including primary source material within the text, it is important that teachers introduce students to a wide variety of source material in order to provide opportunities to analyze evidence from the past from diverse sources. These sources must include written documents as well as images, such as photographs, cartoons, and works of art. Teachers may use the ancillary materials and website sources that accompany most of the recently published textbooks to find high quality primary source documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. Many teachers may prefer to augment a textbook that contains few or only short primary sources with document readers that provide lengthier selections or online compilations of primary sources related to particular topic areas.

Secondary Sources

Student success in the course also depends on exposure to and analysis of multiple secondary sources. These include noncontemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians, as well as data sets, charts, and maps. Secondary sources of all types can provide a broader and more substantive perspective on topics addressed by a textbook. Additionally, secondary sources can be helpful in supplementing textbooks with older publication dates. It is especially important that students receive instruction in the practice of analyzing and comparing historians' interpretations of events; teachers should offer students opportunities to compare a primary source with a secondary source or compare the views represented by two different secondary sources. This need can often be met by document readers that provide both primary and secondary source material or through ancillary resource material offered by textbook publishers.

Teachers should also consult school librarians to help identify databases that contain a variety of useful source material—both primary and secondary. Many schools already subscribe to databases, such as ABC-CLIO, JSTOR, or Gale, that may augment the materials found in texts or document readers. Librarians can assist in developing course-specific LibGuides that give students easy access to the source material identified by the teacher to be used at home or in the classroom.

Teaching with the Founding Documents

Students who engage in close reading and analysis of the ideas and debates of the founding documents gain historical understanding and capacity to trace the influence of these ideas throughout the course. For this reason, teachers may use these documents in an in-depth examination of the themes of the course and ideas of freedom and democracy. Teachers who are especially interested in using a cross-disciplinary approach, such as American studies, or teaching this course in conjunction with a course like AP U.S. Government and Politics may find these approaches especially helpful.

While it is left to AP teachers, in consultation with their state and local standards, to design their curriculum, the following provides possible approaches for emphasizing foundational documents and other primary and secondary sources:

- *An in-depth focus on the ideas of freedom and democracy as expressed in the founding documents*

In this option, teachers slow down for a dedicated month of instruction near the beginning of the course, in what is essentially a master class on the founding ideas and documents of American democracy. During this time, students would practice document-based analysis and examine how debates among the founders unfolded. This is an area rich with primary and secondary sources, and students could reflect on how various historians continue to debate these documents and their lasting meaning.

- *The founding documents and their resonance in the thoughts and actions of Abraham Lincoln and Martin Luther King, Jr.*

In this model, teachers spend two weeks on the founders and their ideas and writings. Another week is spent taking an in-depth look at how Lincoln draws widely on the texts and ideas of the founders in his own writings. Similarly, a week is spent later in the course on Dr. King's writing and speeches to see how his work draws on the founding documents.

- *Primary source focus units designed by teachers that respond to their state standards and instructional priorities*

In this model, teachers construct their own plan for an in-depth study of foundational documents that helps students analyze the documents in careful detail and connect the ideas and debates they contain to other primary and secondary sources throughout the course. Teachers devote significant time and sustained study to the sources in each historical period, linking back to the founding documents to help students understand how they resonate over time.

Ultimately, a command of the ideas and language of the founding documents and their influence will not just help students succeed on the AP Exam and in college, it will open up opportunities for students to participate more deeply in civic life in the United States and globally.

Developing the Disciplinary Practices and Reasoning Skills

History is a story of the past that serves to guide the present and the future. In a personal way, it enriches one's sense of belonging to a human community that transcends both time and space. As we study the past, we learn that during the American Enlightenment, for example, educated individuals strove to identify and enhance the qualities that made them unique, just as we do; we learn that during the Second Great Awakening, many struggled to articulate the elements of their faith, as many still do today; and we learn that in the aftermath of World War II, people were both in awe and fearful of technology, which has an even greater presence in our lives today. In terms of informing the future, history offers alternative ways of addressing unique or recurring challenges, which, amongst other things, can aid in the formulation of one's own goals and commitments. For example, the study of segregation serves as a constant reminder of the dangers of discrimination, and understanding how the government responded to the Great Depression of the 1930s helps us formulate responses to current economic crises.

The narrative that history relates, however, is only as faithful and complete a representation of what happened in the past as the human mind can recover. Because of this incompleteness, historical analysis is prone to error and rests upon interpretation, requiring critical evaluation at every step. The disciplinary practices and reasoning skills articulated in the course framework equip students to begin to understand and create historical knowledge in a process similar to that followed by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past.

Analyzing Historical Evidence

Students best develop the ability to reason historically by exploring and interpreting a wide variety of primary sources and secondary texts. Primary sources provide evidence of the past that may point to some larger aspect of a historical development or process. Secondary sources provide students with practice in analyzing how historical arguments are developed using diverse historical evidence. Additionally, exposure to a variety of diverse historical interpretations builds students' ability to evaluate the effectiveness of different types of historical arguments.

In order to do their work, historians must be active readers—able to comprehend what they have read and use the information in meaningful ways to build an understanding of the past. Similarly, students must develop the skills necessary to be active readers who can extract useful information from texts, make supportable inferences, and draw appropriate conclusions from the sources.

The following table provides examples of the types of strategies students can use to become active readers of historical texts.

| | |
|----------------|---|
| Before Reading | <ul style="list-style-type: none"> ♦ Focus on an essential question that the text helps answer ♦ Preview the text to determine the topic and the text's structure and purpose (e.g., argument, narrative, explanation) ♦ Use the title and preview of the text to activate prior knowledge ♦ Develop questions about the text and/or its topic that might be answered when reading |
| During Reading | <ul style="list-style-type: none"> ♦ Monitor reading to ensure comprehension ♦ Answer questions developed before reading ♦ Annotate the text for main ideas, answers to questions, interesting or surprising aspects of the text, and parts of it that are difficult to understand ♦ Periodically stop and reflect on what's being read and how it fits with prior knowledge and the other parts of the text |
| After Reading | <ul style="list-style-type: none"> ♦ Respond to questions developed before and during reading ♦ Reflect on the text, what it means, and whether it supports or refutes prior ideas and understandings ♦ Draw conclusions and devise generalizations ♦ Make connections to other texts, key concepts, and overarching ideas ♦ Discuss the text with peers to ensure understanding and have remaining questions answered |

Analyzing Primary Sources

Analysis of primary sources differs from description of sources in that when one describes a source, one provides only a summary of its content; when one analyzes a source, one thinks critically about not only the content of a source but also who the author and presumed audience of the source were, why a source was produced, and what factors influenced the production of that source. All of these factors contribute to the usefulness of the source for a historian in answering particular historical questions. In analyzing primary sources, therefore, several different features need to be considered, including its content, authorship, author's point of view, author's purpose, audience, format, and historical context. Analyzing these features helps establish the reliability of the source and its possible limitations for historians. A rigorous analysis of sources focuses on the interplay between all of these features of a source, enabling one to effectively evaluate its usefulness in answering a particular historical question.

The chart below identifies underlying questions that help students make productive inquiries as they analyze primary sources. The questions guide students so that they can extract useful information, make supportable inferences, and draw appropriate conclusions from the sources—all of which are necessary when students use primary sources to create and support an historical argument. The chart below also explains the significance of these inquiries and provides suggested strategies to further proficiency.

| Source features | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|-----------------|---|---|---|
| Content | What point(s) is the document trying to make? | Documents of every type are incomplete. They may consist merely of the best information available at a given time and place. They may be limited by the time or resources available to the creator. Valid interpretation can only be based on an awareness of precisely what a document says and what it does not say. | Ask students to paraphrase the main points the document asserts. |
| | What does the document not say (i.e., does it selectively include and/or exclude information)? | | Ask students to tell you what a document does not say on the topic it purports to address. |
| | What of its content is usable by a historian? | | Ask students what content a historian would need to double-check before using it to make an argument. |
| Format/medium | What is the format of the source: text, image, art, newspaper article, letter, cartoon, lyrics, op-ed, etc? | When an author wishes to communicate something, he or she must decide what format to use. A novel, a newspaper article, and a cartoon might all be used to make the same point, but the way in which they make it is very different. Readers have certain assumptions about certain media; for example, that newspaper articles are always accurate or that letters to the editor are always biased. We may share these assumptions, and so we need to be aware of them when reading a given document. Furthermore, the format of a document contributes to its overall meaning. A fictional account of the wealth created by the slave trade and a table documenting that wealth numerically could be created by the same author with the same purpose of ending slavery, but the first might seek to do so by having a rapacious plantation owner communicate the information, while the second might be juxtaposed with a table documenting the number of Africans who died on the Middle Passage. | Give students three types of documents concerning the same event, such as a newspaper article, a political cartoon, and a personal letter. Ask students to compare the way in which information about the event is communicated in each source. |
| | What is the intent of the medium? | | Ask students what assumptions a reader could make about each document based on its format or the genre to which it belongs. |
| | Does the source's format or genre (novel, romantic poetry, Impressionist painting, cartoon) add meaning to what the source explicitly states? | | Provide students with a visual source and engage in a discussion about how the image, including any symbols, conveys meaning. |

| Source features | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|------------------------|---|---|---|
| Authorship | Who wrote the document, and what is his or her relationship to the historical event being addressed? | The author of every document is a unique individual with a unique point of view. The author's relationship to an event (such as distance in time or experience from that event) affects his or her understanding of the event. Even an author who seeks to write an objective and truthful account of an event will be limited by his or her ability to understand what happened, to accurately remember the event, and to determine what was significant about the event and what can be left out of the account. To make generalizations about the past, we must first understand who the author of any given document was. If we do not know who the author was, we must make an educated guess. | If the author is known, ask students to research the author. If the author is unknown, ask students what the content and/or format, along with the date the document was produced, suggest about authorship. In either case, discuss how knowing who the author is (or might be) affects how we understand the content. |
| | What was the author's position in society? | | Ask students how an author of a different social status or with a different political point of view might respond to the document. |
| | Do I know anything about this person beyond what is provided in the source that would affect the reliability of the document? | | Give students some information about the author, and ask which piece of information might render the document less reliable as an objective account. |
| Author's point of view | What was the author's point of view? | As discussed below, all sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her point of view shapes a document. Factors that may shape point of view include aspects of the creator's identity (e.g., gender, religion, ethnicity, political affiliation), his or her relation to the event (e.g., actor, bystander, critic), and the distance in time between the event and the document's creation. | Compare two accounts of the same event by authors about whom a good deal of information is known. Ask students to identify differences in the accounts, and discuss how what we know about the authors can explain these differences. |
| | Does the author's point of view undermine the explicit purpose of the source? | | After identifying possible biases in a source, ask students how a reader who shared these biases and one who did not (or who had different biases) might respond to the source. |
| | How can you tell, if you can tell, what other beliefs the author might hold? | | Compare different types of sources—text, map, photograph, painting, cartoon, chart—to ask what we can tell about an author's beliefs from the source itself. |

| Source features | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|----------------------|---|---|--|
| Author's purpose | Why did the author create the source? | When an author creates a source—whether it is a diary entry, a political treaty, or a painting—he or she has a purpose in mind: to record the events of the day, to end a war, to paint an image that a patron would want to purchase, etc. This purpose might involve convincing another person, controlling the actions of many people, or serving as a reminder to oneself. As time goes by, the purpose of the document may affect whether or not it is preserved. Documents deemed unimportant or controversial often do not survive. | After students have identified the author and discussed his or her point of view, ask them what they think the author hoped to accomplish by writing the document. |
| | Why was the document created at this time? | Understanding purpose helps historians understand historical processes, as each document not only tells us about the past but is also the result of an action taken by one or more people in the past. | Have students research what was happening during the year and in the state/region in which the document was created. Based on this research, ask them to come up with two arguments about why the time and place are crucial in understanding the purpose of the document. |
| | Why has it survived to the present? | | Ask students why they think the document was deemed important enough to keep. Reminding them of the time and place it was written, ask what other types of documents that might help us understand the same event may have been written but not preserved. |
| | How does its purpose affect its reliability or usefulness? | | Have students identify three ways in which the purpose of the document makes it less reliable for historians. |
| Historical situation | When and where was the source produced? | As stated earlier in the discussion on purpose, each document was created at a specific moment in time and in a specific place. Identifying this time and place helps us understand purpose, but in order to understand the situation or context of a document, we need to go beyond simple identification. When a historian talks about situation or context, he or she is referring to specific historical processes and events that can explain both the author's reasons for writing the document and the ways in which contemporaries understood the document. | Give students three documents demanding greater educational opportunities for women: one from the 1850s, one from the 1890s, and one from the 1960s—all without a date or authorship information. Ask them to form hypotheses about where and when each document was produced. Discuss what elements of the document serve as reliable clues to situation. |
| | What contemporaneous events might have affected the author's viewpoint and/or message? | | Have students read a document and then discuss its situation, focusing on three historical processes or events that were contemporaneous with the document. Ask students how these processes/events might have influenced the author and audience. |
| | How does the historical situation that the source was produced in affect the reliability of a source? | | Give students two accounts of the Cold War: one written in the 1950s and one written today. Ask how the situation shaped each account and which they think is more reliable. |

| Source features | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|-----------------|---|---|---|
| Audience | Who was the source created for? | Every document is created with an audience in mind, even if that audience is oneself. When creating a document, authors make decisions based on what they think the audience already knows and what they want the audience to know and believe. In doing so, the author might leave certain information out, emphasize some points rather than others, or adopt a specific tone or point of view. Understanding who the audience was presumed to be and what impact the author wished to have on them helps us better understand the content and purpose of a document. | After discussing authorship and purpose, ask students to identify a possible audience for the document. Discuss why some audiences are more plausible than others. |
| | How might the audience have affected the content of the source? | | Ask students to imagine how the author might have recast the content for a different audience. |
| | How might the audience have affected the reliability of the source? | | Give students two documents written by the same author but for different audiences, such as an editorial and a personal letter by Franklin Roosevelt. Ask them which source is more reliable for making an argument about how Roosevelt's politics affected his private life. Ask them what argument the other source would better serve. |
| Limitations | What does the document not tell me? | Every reader's tendency when reading a new document is to mentally add information that helps them make sense of it. Historians are conscious of this, and seek out other documents or information that could explain the source's meaning. In addition, a historian must be aware that the meaning of a document often lies in what it does not say, as much as what it says. For example, gaps often give us clues to the author's point of view. | Have students identify three things they do not know after reading a text. |
| | What might have limited the knowledge of the author (e.g., social status or position, education)? | | Ask students to engage in a document-based question exercise and explain two to three ways in which the sources provide a limited perspective on the event described. |
| | What other kinds of sources might fill in the content gaps? | | Have students choose among a number of preselected sources and decide which sources best fill in the gaps of the original source. |
| | What other documents might offer alternatives to the author's point of view? | | Give students two documents (in addition to the original source) and ask them which a historian would prefer to use as an example of a reliable, alternative point of view. |
| | What other documents might help to better understand the author's own point of view? | | Have students brainstorm what the "perfect source" would be to help them better understand the author's point of view. Discuss whether or not such a source was likely to have been produced at the time. |

Analyzing Secondary Sources

Analyzing secondary sources involves evaluating the different ways historians interpret the past, including differences in interpretation of the same historical event or process. It also involves finding patterns and trends in quantitative data sources, such as tables, charts, and maps, and considering the historical implications of those patterns and trends.

In order to interpret secondary sources, students need to understand how a historian uses evidence to support her or his argument. Historians, like AP history students, rely on incomplete primary sources—partial remnants of the information that was available at the time being studied. The historian must make inferences from explicit or implicit information in primary source material and posit relationships between sources that were produced independently of one another. For this reason, understanding a historical narrative requires identifying and evaluating how the historian has interpreted and combined sources to make them tell a coherent story. Students should understand that such interpreting and combining serves as the connective tissue in every historical narrative.

In order to foster this kind of analysis, teachers might ask students to break down a given historical account into two components: what a source used by the historian actually contains, and what the historian says it means or the implications he or she draws from it. In addition, teachers can present students with a historiographical debate, such as: *Was the Cold War inevitable?* To motivate this debate, teachers can provide students with two or more perspectives on the issue.

The following chart identifies underlying questions and strategies to help students become proficient in analyzing secondary sources.

| Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|---|--|--|
| What is the main idea, or argument, of the excerpt written by each historian? | Historians make different interpretations of the past; history, by its nature as a discipline, is inherently interpretive. When they examine the past, historians make use of different reasoning skills to analyze primary and secondary sources and then organize the information from these sources into a coherent narrative based on an argument, or thesis, about the past. This argument is an interpretation of the past that reflects the historian's best understanding. However, written history, like the events that constitute history, is always changing, as new information and new ways of looking at the past become available. It is therefore important to understand that all accounts of historical events are interpretations of those events. | Give students two paragraphs concerning a specific event, each written by a different historian. Ask students to identify the main argument of each. |
| What is one piece of information from this time period that supports the argument of the historian? What is a piece of evidence that undermines the argument? | | Provide students with a paragraph written by a historian explaining an event in history. In small groups, ask students to find two pieces of information that support the argument being made and two that challenge it. |
| Why might a different historian make a different argument concerning the same event or development? | | After studying various causes for an event, give students two excerpts, each from a different historian, that provide different interpretations of the event. Ask students to write a short essay in support of one of the interpretations using primary sources and what they know about that period in history as evidence for their argument. After the essays have been returned to students, pair those who supported different historians and have them come up with an explanation for the difference in interpretations. |

Using Historical Reasoning to Develop Effective Historical Arguments

When they study the past, historians inquire into the reasons why historical events, processes, and actions unfolded the way they did. As they begin to articulate possible explanations of these events, historians use reasoning processes that rely on their awareness of different types of causal relationships, connections, and patterns. They then formulate a claim, or thesis, about why the event or process occurred the way it did, and then develop an argument that explains how the claim is supported by the available historical evidence. A strong historical argument also accounts for how some evidence might seem to modify or refute the claim, addressing alternate explanations of the event or process. In order for students to learn how to create persuasive and meaningful historical arguments, AP history teachers should help students improve their proficiency with each of these practices in turn.

Historical Reasoning About the Past

Students can develop their ability to reason meaningfully about the past by using the same skills and practices they encounter in historical writings. The most common ways in which historians reason about the past involve:

- seeing the connections between the particular and the general (**contextualization**)
- analyzing similarities and differences (**comparison**)
- analyzing cause and effect (**causation**)
- identifying long-term patterns of **continuity or change over time**

Historians employ these types of reasoning to construct explanations about the causes and significance of past events, using evidence to support their claims. Historians also must take disparate and sometimes contradictory evidence into account in making their arguments, considering possible alternative explanations and the underlying complexity of the processes they examine.

The chart on the following pages provides some suggestions for approaching these different aspects of historical reasoning in the AP U.S. History course.

| Skills | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|-------------------|--|--|---|
| Contextualization | <p>What was happening at the time the event occurred or the document was written/created that might have had an influence?</p> <hr/> <p>What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?</p> | <p>Historians examine the historical context of events to understand why things happened the way they did. Context is different from causation in that instead of focusing on specific events or actions that may have caused another event to occur, historians refer to context as the larger constellation of developments and processes that may not have served as a specific cause but may still have influenced an event. In other words, the context of an event often influences its course, even if it did not cause the event. Context can operate on many different levels, from the local to the global. Understanding the historical situation that a source was created within is crucial in making sense of primary sources.</p> | <p>When discussing a specific event, such as the Civil War, have students make a list of 10 things that were happening in the decade before its outbreak. Discuss whether each was a direct cause or part of the larger context. For those that are identified as context, discuss how they influenced the course of the Civil War.</p> <hr/> <p>Have students research what was happening locally, regionally, and internationally at the time an important work was published. Ask them to explain how a passage from this work reflects one or more of these contexts.</p> |

| Skills | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|-------------------------------|---|---|--|
| Contextualization (CONTINUED) | <p>How does a specific event relate to larger processes? How do larger processes shape a specific event?</p> <hr/> <p>How does the context in which a source is read or viewed inform how it is understood?</p> | Contextualization (CONTINUED) | <p>Have students read a section from the textbook concerning an example of early industrial development such as the Lowell mills and a secondary source that describes the market revolution in the early 19th century in general terms. In class, discuss how the example reflects the more general description of the market revolution. As part of the class discussion, identify other major developments of the period, such as the cult of domesticity or the Second Great Awakening. Ask students how these developments may have influenced the workers in the Lowell mills.</p> <hr/> <p>After discussing a propaganda poster from World War I, ask how the poster might be received in a different context, such as during World War II.</p> |

| Skills | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|------------|--|---|--|
| Comparison | How is one development like/unlike another development from the same time/a different time? | In order to make sense of specific events or developments, historians often put them in a comparative context in order to see a larger picture. Comparison also helps in understanding the complexity of historical change, since different groups in society often have different experiences of the same event or same development. Comparison is a skill used on a daily basis by historians, who must always take into account differences among sources, both primary and secondary. | After discussing industrialization during the Gilded Age, ask students to write a paragraph identifying the similarities and differences in industrialization in the West, the Northeast, and the Southeast. Discuss these similarities and differences in class. In small groups, have students discuss what the comparisons can tell us about the process of industrialization in general. |
| | Why did an event or development affect different groups in different ways? | | While teaching about the economic prosperity of the 1920s, present students with primary source evidence regarding the experience of farmers and the urban middle class. As a class, identify a list of reasons that explains the different experiences of different groups. |
| | How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development? | | Give students two short explanations of the American Revolution: one that focuses on political aspects and another that focuses on social aspects. Ask students to compare the two and identify what is similar and different in each explanation. Then give them a primary source and ask them which historian's argument the source would best support. |

| Skills | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|-----------|---|---|--|
| Causation | What were the reasons for this event? What factors contributed to a specific pattern or trend? What prompted this person/group to act/react this way? | Every event, pattern or trend, or action has a cause—a reason or set of reasons why it happened. Historians do not simply arrange events in chronological order; instead, they seek to understand why things happened as well as what effects an event, pattern or trend, or action had. | Begin a classroom discussion of a specific event by reviewing long- and short-term causes. Ask students to identify the most significant causes and explain why they made the choices they did. |
| | What resulted from this event, pattern, or action? What were the short-term effects? What were the long-term effects? | Most events, actions, or trends have many causes; historians seek to identify the most significant short- and long-term causes and effects. Significance can be understood in different ways. Sometimes the most significant causes and effects are those that are the most direct. Sometimes they are defined as those that contributed the most. | After discussing an event or action in class, ask students to identify a short-term and long-term political, cultural, and economic effect of that event. |
| | What cause seemed to be the most significant? What effect seemed to be the most significant and why? | Other times, historians look for specific types of causes and effects, such as political causes or economic effects. Additionally, historians understand that events are not the result of predetermined outcomes or inevitable progress. They recognize that all events are contingent on many factors, from individual choices to unforeseeable events— | Have students work in groups to construct a timeline that charts causes and effects of a specific event or trend. In a follow-up discussion with the entire class, identify the most significant causes and effects. |
| | How do the assessments of historians concerning causation differ from those who experienced the event, pattern, or action? | change one of these factors and history could have been very different. Focusing on contingency, historians explore concepts of agency and individual action when discussing the significance of a particular cause or effect. | Ask students to compare selected pages in the textbook on a specific event with a primary source concerning the event. Discuss the differences in explanations of causes and effects, and ask students why someone contemporary to the event might identify different causes and effects than a historian would. |
| | How might the chain of cause and effect have changed and at what point? What causes were contingent on previous effects? What individual choice(s) made a significant difference in the lead up to a particular event or trend? Was there a moment of chance that influenced the chain of events? | | After constructing a timeline that depicts causes and effects to a particular event or trend, have students choose to change one cause and explain how this change would have made the most significant difference in the outcome and why. In a follow-up discussion, students debate their changes, using the evidence from their cause and effect timelines. |

| Skills | Underlying questions | Why are the questions significant for analysis? | Suggested instructional strategies to develop proficiency |
|---------------------------------|---|---|--|
| Continuity and change over time | What has changed within a specific time period? | Discussions of cause and effect focus on change, but both change and continuity are important to historians. Even in moments of tremendous change, such as the American Civil War, for most people who lived through it, attitudes concerning the family and gender roles remained the same. Some of the most interesting questions that historians investigate ask why, at the same moment in history, some things change while others do not. | Give students a range of years, such as 1850–1914, and ask them to identify three aspects of American life and society that changed in those years and three aspects that did not. |
| | What has remained the same within a specific time period? | | Pick a specific date or event that is usually associated with great change, such as 1945. Have students discuss what did not change from before 1945 to after 1945. |
| | What can explain why some things have changed and others have not? | | After a class discussion focusing on change and continuity during a certain period or around a specific event, ask students to write a short paragraph explaining why some aspects of society changed while others didn't. |
| | How are continuity and change represented in different types of sources; for example, in graphs, charts, political cartoons, and texts? What might be the reasons behind different depictions of continuity and change? | | Compare a variety of primary and secondary sources concerning the Industrial Revolution. Discuss with students how each source depicts and explains change during the Industrial Revolution. Then ask students what the sources don't include, focusing on both change and continuity. |

Formulating a Claim and Reasoning

In order to develop a historical argument, historians formulate a claim, or thesis, that is based on logical historical reasoning. A meaningful claim must be based in evidence, historically defensible, and evaluative. The claim must take a stance on an issue that could plausibly be argued differently, and go beyond simply listing causes or factors, qualifying its assertions by looking at an issue from multiple perspectives or lenses. The reasoning used in the thesis often sets up the structure of the argument in the essay that follows. These might include:

- Weighing the relative significance of regional, national, or global contexts for understanding a historical event (*Contextualization*)
- Identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference (*Comparison*)
- Considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each (*Causation*)
- Identifying ways that a historical development might be part of a long-term pattern (continuity) or mark a moment of departure from such patterns (change) (*Continuity and Change over Time*)

Using Evidence to Support an Argument

Historians use historical reasoning in tandem with their analysis of historical evidence in order to develop and support a historical argument. As historians analyze primary or secondary sources, they also consider how they might be used to support, qualify, or modify an argument about the past. They then organize the evidence from historical sources in meaningful and persuasive ways to support a thesis. However, historians must also acknowledge that not all sources necessarily support the argument, and that there may be other plausible ways to understand a historical development. Historians therefore account for disparate, diverse, or contradictory evidence from a variety of sources when making their arguments and explain why the argument is the most persuasive way to understand the totality of the evidence. This ability to consider how historical evidence affects an argument is one of the most challenging aspects of the historian's craft being developed in the AP history classroom.

To develop student proficiency in formulating and sustaining an argument in writing assignments, the teacher should encourage students to develop arguments throughout an essay, and not just in the thesis or introduction. The chart below lists some of the possible ways students might develop their ability to use diverse historical evidence in their writing to support, qualify, or modify an argument about the past.

Students should be encouraged to ...

Think about differences in opinions as they read and analyze sources.

Clearly state how one perspective or argument might undermine another or lead to different conclusions.

Look for relationships between sources and be attentive to the ways in which different sources might approach the same topic from very different perspectives.

Illustrate how one source functions as an explicit or implicit critique of another.

Increasing Depth and Managing Breadth Through Instructional Choices

The AP U.S. History course is designed with the assumption that teachers will include the historical developments and processes discussed in the concept outline, making choices to go into depth about specific historical individuals, events, treaties, etc., that illustrate or exemplify the required historical developments and processes. This allows teachers greater flexibility and ensures that students leave the course with the ability to use specific historical evidence to support their understanding and analysis of broader developments and processes.

Increasing Depth

There are two different but complementary ways of achieving depth in the AP U.S. History course.

- 1. Developing a detailed understanding of a specific historical event.** Learning to progress from a general understanding of historical processes or developments to a more detailed understanding of the complexities, contradictions, and paradoxes of a particular event in history provides an opportunity for students to develop practices and skills and understand how different aspects of history—such as political, social, and cultural history—are interrelated. Teachers have flexibility to examine in depth historical examples connected to key concepts so that students acquire greater knowledge of specific historical events and understand how these events exemplify the broader processes indicated by the concept outline and the learning objectives.
- 2. Reflecting on history on a broader, conceptual level.** This definition of depth refers to the ability to elaborate on concepts that have shaped the narrative of U.S. history, such as American national identity, or to elaborate on concepts that shape historical thinking, such as causation. Conceptual understanding allows students to apply the knowledge of historical processes acquired through a focus on specific examples chosen by the teacher to other examples of the same or similar processes that may be on the exam.

Managing Breadth

The course framework provides learning objectives to help teachers manage the breadth of the course through effective instructional choices. The learning objectives demonstrate how historical developments and processes connect over time and across regions. The learning objectives, therefore, chart the contours of the conceptual understanding required of students, while also pointing to specific sections of the concept outline where such understanding applies. The learning objectives help teachers and students see how examples from one time or place can be used to understand those in other times and places, since they are organized around historical processes and concepts that are applicable over time and in different historical contexts. This approach should reassure teachers that they do not need to cover each part of the curriculum in equal detail. Instead, their focus should be on **transfer of understanding**: how spending more time on specific examples will allow students to apply conceptual understanding across time periods or from one event to another. For example, spending time on an in-depth discussion of the emergence of debates over the Constitution and national identity in Period 3 (NAT-2.0) during the 1790s means that when students encounter similar debates later in the course, they will already have an understanding of this issue that they can apply to other contexts.

The learning objectives for each theme provide a guide for managing breadth while increasing depth. For example, learning objective CUL-4.0 addresses the reasons that different group identities have emerged and changed over time. A teacher who had already discussed the way conflicts with American Indians over territorial settlement changed colonial-era identities might spend less time on it during the American Revolution, while a different teacher might go into depth on how similar conflicts over settlement affected identity in the 1780s and 1790s.

Strategies for Instruction

Discussion-Based Instructional Strategies

In order for students to develop the full range of practices, skills, and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities. Effective discussion and collaboration go beyond summary and comprehension by requiring students to grapple with others' ideas as they formulate their own perspectives on an issue.

Table 1 defines and describes in general terms the purpose of several effective instructional strategies. Table 2 is customized to AP U.S. History and explains: (1) how the strategy can be applied specifically in the AP U.S. History classroom, and (2) how teachers can check for student understanding and make connections across different topics throughout the course.

Table 1: Strategies at a glance

| Strategy | Definition | Purpose |
|------------------|---|---|
| Socratic Seminar | A focused discussion in which students engage with open-ended questions tied to a specific topic or text. For discussions focused on a text, students should use a variety of pre-, during-, and after-reading strategies in order to actively read the text and prepare for the discussion. The discussion continues with student responses and, when needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking. | To help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe perspectives and point of view; probe facts, reasons, and evidence; or examine implications and outcomes. |
| Debate | The presentation by two or more groups of an informal or formal argument that defends a claim with evidence. The goal is to debate ideas without attacking the people who defend those ideas. | To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue. |
| Fishbowl | Some students form an inner circle and model appropriate discussion techniques, while an outer circle of students listens, responds, and evaluates. | To provide students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence. |
| Shared Inquiry | Students actively read a provocative text, asking interpretative questions (questions for which there are no predetermined right answers) before and during reading. After reading the text, students engage with their peers to make meaning from the text, offer different answers to the questions, and debate one another, supporting their positions with specific evidence from the text. | To allow a teacher to lead a deep discussion of a text and encourage a diversity of ideas to emerge as students think deeply and share interpretations. |

| Strategy | Definition | Purpose |
|--------------------|--|--|
| Discussion Group | Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper), to consider a topic, text, question, etc. | To allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives. |
| Debriefing | A facilitated discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways. | To solidify and deepen student understanding. |
| Jigsaw | Each student in a group actively reads a different text or different passage from a single text, taking on the role of “expert” on what was read. Students should use both pre- and during-reading strategies to develop their expertise on the text. After reading, students share the information from that reading with students from other groups who have read the same text, then return to their original groups to share their new knowledge. Each group then formulates an answer to a common question. | To have students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts. |
| Questioning a Text | Developing literal, interpretive, and universal questions about a text before and during reading it. Students should then respond to the questions during and after reading, working with peers to answer any remaining questions. | To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text. |

Table 2: Applying strategies to AP United States History

| Example AP United States History Application | Checking for Student Understanding and Making Connections |
|---|--|
| <p>Socratic Seminar</p> <p>This strategy can be used on a regular basis or before summative assessments as a tool to review previous instruction. For example, after reading about the experiences of immigrants and the responses to immigration during the late 19th century (Key Concept 6.2), the teacher can lead a Socratic seminar in which students discuss how and why immigrants came to the United States during this period, their experiences once they arrived, and how Americans reacted to their arrival. The goal of the discussion would be to respond to the question of how immigrants assimilated to American society but also changed what it meant to be an American, reflecting learning objectives NAT-4.0 and MIG-1.0.</p> | <p>The teacher listens to the discussions to assess how well students understand the key concept and learning objectives and then brings the class back together as a whole for a guided discussion about the readings. To begin the discussion, the teacher can ask each group what questions they found the most difficult to answer, thus identifying areas that need further attention. At the end of the discussion, the teacher can ask students how this discussion helps them develop a deeper understanding of the themes of American and national identity, and migration and settlement by posing a second question such as, “To what extent was immigration during the late 19th century similar to and different from earlier periods of immigration?” The teacher can use this second question to see how well students are able to link specific content to other periods and larger processes.</p> |

Example AP United States History Application**Checking for Student Understanding and Making Connections**

Debate

The teacher can use the learning objectives to formulate a debate. For example, learning objectives 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.”) and WOR-2.0 (“Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.”) can be used to introduce students to the debates surrounding U.S. acquisitions in the Western Hemisphere and Pacific during the late 19th century and early 20th century (found in Key Concept 7.3). Students could work in pairs or small groups to investigate the position of different individuals involved in the debate at the time (e.g., President McKinley, members of the American Anti-Imperialist League, William Hearst). After investigating their positions, the students could first debate the merits of U.S. expansion and America’s role in the world from the perspective of their assigned individual and then from their own perspective.

A variation on this approach involves using the four corners of the room. In initial discussion, the entire class could develop four possible responses to the question posed; this activity works especially well in identifying the causes and effects of significant events, such as the acquisition of territories after the Spanish–American War. Each corner is labeled with one of the responses, and students are tasked to go to the corner that best supports their argument. Students are given 5 minutes to organize an argument in defense of their responses. A student representative from each corner presents his or her argument and then students are allowed to move to a different corner if their opinions have changed. In the next round, a student representative will address why his or her group’s response is the most significant. A closure activity could be the formulation of a thesis statement by each student to express their argument.

At the conclusion of the debate, students (and the teacher) can reflect on the merits of the arguments presented and identify areas that needed more evidence or were particularly persuasive. As students suggest how arguments could have been strengthened, the teacher can assess where student knowledge of the key concept is weak and ask how each side might have used information from this key concept that students did not include. The teacher can then ask students to identify earlier instances from the course that addressed these thematic learning objectives, such as Westward expansion and the idea of Manifest Destiny (found in Key Concepts 4.3.I and 5.1.I), asking students to compare this earlier instance to that discussed in the debate. This activity can be used to assess how well students are able to understand how discrete events can be considered evidence of a larger process.

Example AP United States History Application**Checking for Student Understanding and Making Connections**

Fishbowl

Students read texts related to the ratification of the Constitution (e.g., excerpts from the Federalist Papers, “Brutus”) then discuss the Federalist and Anti-Federalist positions using evidence from the texts. Those in the outer circle evaluate the evidence used to support various positions in the discussion.

The discussion of these texts focuses on Key Concept 3.2.II (“After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.”), which is linked to Learning Objective 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.”). The exercise will allow the teacher to assess students’ understanding of the debate on the Constitution as they listen to students in both the outer and inner ring. The teacher can then place the discussion within the context of Key Concept 3.2.I (“The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.”), asking students to compare the Constitution with the Enlightenment ideas that influenced the American Revolution and the Declaration of Independence. As students make comparisons, the teacher can review areas where student understanding is weak.

Shared Inquiry

The teacher provides a selection of primary sources, including texts from individuals involved in the Latino, American Indian, and Asian American movements, and asks students to use the content in Key Concept 8.2.II (“Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.”) to choose a specific number of these documents that they think best address Learning Objective CUL-4.0 (“Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.”). Before completing the task, either as homework or in small groups, students explain what they think the learning objective means and the teacher clarifies any confusion.

When students have chosen their documents, they form small groups based on the documents chosen. Students formulate a response to the learning objective based on their choice of documents and present their ideas.

After student presentations, the teacher addresses issues that remain to be discussed; for example, by reviewing a document that few or no students chose to analyze. The teacher then asks students how the case study of these movements compares to the African American movement for civil rights (e.g., how were the movements similar/different, what tactics were used in each movement and how were they similar or different, what were the results, what did success mean for the various movements). Student responses allow the teacher to assess how well students understand the various movements and how identities have changed over time.

Example AP United States History Application**Checking for Student Understanding and Making Connections**

Discussion Group

The teacher organizes a discussion that addresses Learning Objective 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.”) in the context of the Columbian Exchange and the demographic, economic, and social changes that occurred as a result. In their discussions, students should identify the Columbian Exchange and the goods and diseases it introduced in the Americas, and explain how it helped build the Spanish Empire (Key Concept 1.2.II). Students also discuss the positive and negative consequences of the exchange for various groups.

After each group shares the results of its discussion, the teacher fills in any missing aspects of the Columbian Exchange and its impacts. The teacher can extend the conversation by having students investigate the different worldviews regarding religion, gender roles, family, land use, and power held by the Spanish and the Native Americans they encountered (Key Concept 1.2.III). Students then explain how the interaction between Europeans and Native Americans, including through the Columbian Exchange, brought about cultural exchange, interaction, and change (Learning Objective WOR-1.0).

Debriefing

After completing lessons on the end of the Cold War, the teacher asks students what policy or policies most contributed to the fall of the Soviet Union (Key Concept 9.3.I).

The teacher uses the discussion to enhance understanding of the key conclusions from the lessons, reinforcing important information and reminding students of information they might not have considered. At the end of the discussion, the teacher explains how the collapse of the Soviet Union forced the U.S. to redefine its foreign policy and role in the world, while also facing new challenges (Key Concept 9.3). Students can then discuss how this shift in the balance of power was similar to or different from that following World War II. The teacher can highlight important similarities and differences in shifts of the balance of power over time and finish by asking students to write a paragraph explaining how the lesson helped them better understand Learning Objective WOR-2.0 (“Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.”). The teacher can read and comment on the paragraphs to assess student understanding and provide feedback to students.

Example AP United States History Application**Checking for Student Understanding and Making Connections**

Jigsaw

This exercise works well for complex issues or issues with which students may not engage well. For example, to address Learning Objective 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.”) the teacher selects and disseminates readings related to Key Concept 7.1.II.B, C, and D, dealing with beliefs about the federal government’s role in social and economic life. Readings should represent a range of issues (e.g. both the beliefs of Progressives and of those who supported more limited government intervention). Students are tasked with explaining how the evidence and information from their readings helps to effectively address the learning objective.

After students share their responses to the learning objective, noting the positions of different groups and the policies that resulted, the teacher adds any missing information. Then, the teacher asks the class to compare the ideas about the government’s role during Period 7 with previous periods in U.S. history, noting how the ideas about the government’s role in social and economic life have changed and remained the same over time (e.g., Key Concepts 3.2, 4.2, 5.3, 6.1, and 6.2).

Questioning a Text

The teacher assigns a text to be read by all students, instructing them to write down any questions that come to mind while reading the text (e.g., questions that demand further evidence, questions concerning information that needs clarification, or questions that would advance understanding through discussion).

For example, to address Learning Objective WXT-2.0 (“Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.”), the teacher assigns a primary source text addressing factory conditions in the early 19th century and one addressing the economic growth resulting from increased industrialization at the time (Key Concept 6.1). Students are asked to come up with three questions about each text. The teacher forms groups based on similar questions and asks students to research the answers in the textbook or in another source.

Each group presents its findings, after which the teacher leads a discussion with the goal of identifying the most important factors behind the development of industrialization. Teachers can use the student presentations as an opportunity to assess student misunderstandings and use the discussion to help students self-correct. At the end of the discussion, the teacher can remind students that some areas of the U.S. remained focused on agriculture and ask students why this was so. The discussion, which will focus on what elements that made rapid industrialization possible were lacking in areas of the country such as the South, allows the teacher to assess student understanding of the learning objectives and identify areas where review is needed.

Formative Assessment

Formative assessment strategies are important in teaching the AP U.S. History course because they give teachers and students information about learning in order to enhance it. This information is vital for monitoring progress, deepening understanding, honing skills, and improving achievement. It helps teachers adapt and tailor pedagogy to meet the needs of each student and produce self-directed students. Formative assessment strategies help students become aware of their strengths and challenges in learning and allow students to plan and implement solutions to overcome difficulties.

Formative assessments are often initiated and modeled by teachers, with the goal of having students learn to self-evaluate and address their own learning needs. Steps of formative assessment include:

- identifying a learning goal
- monitoring progress toward the goal through observation, questioning, dialogue, record keeping, and reflection
- providing feedback in response to the learning data collected
- adjusting teaching and learning strategies to support achievement

Formative assessment, explained and guided by the instructor, develops students' metacognitive abilities; students become aware of their own learning processes as they develop historical knowledge and skills, enabling them to troubleshoot and address problems. They become more independent and successful learners.

The provided discussion-based instructional strategies chart embeds examples of formative assessment that allow a teacher to check for student understanding of specific issues. Teachers might follow these activities with another formative assessment, such as an exit slip, quiz, homework assignment, reflection piece, or other type of written task. The goal of the formative assessment is to provide specific, detailed information about what students know and understand to inform the learning process. Unlike summative assessments, formative assessments may not result in a score or grade. Formative assessments are part of the practice of learning, not an evaluation of the end result.

Student-Centered Learning

Feeling pressured to cover all the content, some teachers overemphasize direct instruction at the expense of student-centered learning. Delivering content by way of lectures or textbook readings typically renders students passive receptors of knowledge. Educational research demonstrates that both the breadth and depth of student understanding is enhanced significantly by engaging students in authentic discipline-based tasks where students both actuate and create knowledge, as opposed to passively receiving knowledge created by others.

This student-centered approach to learning is associated with a focus upon inquiry and an instructional design that aligns the lesson and student investigation to a central historical question—a question for the lesson that is nested within larger questions at the level of the unit and the course. These questions are typically grounded in the practices and skills, allowing for rich and varied practice of the reasoning used in the students' investigations. In response to a central historical question, students grapple with primary and secondary sources to construct plausible arguments that evaluate the relative reliability and veracity of their sources. In this inquiry-centered classroom, teachers might provide historical content or context through direct forms of instruction, but the bulk of instructional time is allocated to student investigation.

Project-based learning extends the notion of inquiry-based instruction by engaging students in an investigation of a unit-level question that has them working independently or in groups and the pacing of activities is differentiated. Project-based learning in AP U.S. History is often associated with a focus upon problem solving that links past and present. Project-based learning also provides opportunity for using simulations or posing counter-factual questions in the AP U.S. History classroom.

Strategies for Teaching Students New to AP

For some students, teachers may need to provide additional support at the beginning of the year to foster development of the practices and skills required in an AP class. To support and encourage these students, teachers should consider a variety of strategies to scaffold and sequence assignments and activities that will result in a gradual release from supported to independent work over the course of the academic year. Such strategies may include:

- modeling successful work
- moving from simple to more complex tasks
- note-taking skills
- building effective reading skills
- targeted practice and feedback
- encouraging a mindset for success

Modeling Successful Work

In new assignments or in complex and rigorous tasks, teachers should model the process for students and consider providing exemplar student work. A teacher who actively participates in the assignment, activity, or thinking process along with the students can be a guide to success and also articulate the meta-cognitive reflection necessary to be successful. This type of modeling and support before student work begins can be complemented after the task is completed by sharing student work with the class. Typing up student responses or projecting an image of student work to share with the entire class can provide valuable opportunities for reflection for students not only in response to the shared example but also to evaluate their own work.

Moving from Simple to More Complex Tasks

Because many performance tasks in an AP course are complex and require several steps of analysis and evaluation, teachers should consider isolating particular skills and narrowing the scope of particular tasks to allow students to master smaller skills first. The aim is not to sacrifice rigor but to build capacity and allow time for students to learn the skills and content necessary to be successful. Teachers might provide scaffolding questions for documents that point to a particular skill of analysis in the beginning of the year that would not be included in later document analysis. Furthermore, starting with shorter passages and/or using guiding questions can help direct analysis and comprehension. Providing a suggested order or sequence of practices and skills to use for complex performance tasks might also help students early in the year. Rather than assigning full-length homework or in-class assignments at the start of an academic year, teachers might narrow the scope of the work. Over time, as students grow, teachers can gradually release full responsibility to them.

Note-Taking Skills

Especially in the beginning, teachers should pay particular attention to student comprehension, whether students are working with primary sources, secondary sources, the textbook, or other historical evidence. Annotating the reading or source, using either the Cornell note-taking system or some other method, will help students keep focused and also raise their own awareness of when they are not understanding an idea or passage. Directing students to include related visual images or write follow-up questions can also help some learners focus and retain information. Learning successful note-taking skills will not only aid comprehension but also build understanding.

Building Effective Reading Skills

When working with any reading or source, teachers might consider providing shorter passages at the beginning of the year. Taking more time to understand and analyze a shorter passage can not only build confidence but also build the skills needed for longer passages. Teachers might also consider providing scaffold questions for challenging readings. These questions can help guide students and also help them utilize and reflect on the type of thinking necessary to analyze sources and establish patterns they can internalize and apply independently. Over time, teachers can use less of these types of supports, but they can be critical to building confidence and skill capacity early in the course, especially with textbook and secondary source readings.

When working with any reading, teachers might consider assigning questions with larger themes and issues in mind to move students toward an awareness of how the source information is relevant to understanding a larger historical question, process, or issue. For visual evidence like a photograph or work of art, students can use techniques of observation and analysis, such as dividing the picture into four quadrants and making observations, or looking at details in the foreground and background. The goal is to ensure students notice important details of a primary source in preparation for making larger interpretive claims.

Encouraging a Mindset for Success

Teachers should also consider the noncognitive dimension to teaching and learning when working with younger AP students. What a teacher or student believes about how success is achieved absolutely affects the learning process. Carol Dweck's research on mindsets (*Mindset: The New Psychology of Success*) lays an important foundation for teachers and students to consider as students encounter new academic challenges. A teacher or student with a growth mindset—a mindset for success—embraces challenges as new opportunities to learn, makes concerted efforts to improve, and believes that a person's ability and potential is not fixed or static but can grow over time. In a growth mindset, success is measured by improvement rather than simply by achievement, and effort is the linchpin of success. This way of thinking counters the self-defeating notions that ability is static and permanent, and extra effort is useless because success is determined by innate ability or talent.

The messages that teachers send to students, along with all classroom practices, should encourage students to take risks, make mistakes, learn, and grow. This culture of a growth mindset is absolutely essential to success in an AP class where frustration and discouragement can short-circuit the learning process. Teachers who can coach students new to AP through such moments, and train them to see academic setbacks and “failure” as stepping stones rather than stumbling blocks, can set students up for success.

AP U.S. History Exam

Exam Overview

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

| Section | Question Type | Number of Questions | Timing | Percentage of Total Exam Score |
|---------|-----------------------------------|--|---|--------------------------------|
| I | Part A: Multiple-choice questions | 55 questions | 55 minutes | 40% |
| | Part B: Short-answer questions | 3 questions ♦ Required Question 1: periods 3–8 ♦ Required Question 2: periods 3–8 ♦ Choose between ♦ Question 3: periods 1–5 OR ♦ Question 4: periods 6–9 | 40 minutes | 20% |
| II | Part A: Document-based question | 1 question: periods 3–8 | 60 minutes (includes a 15-minute reading period) | 25% |
| | Part B: Long essay question | 1 question, chosen from three options on the same theme: ♦ periods 1–3 ♦ periods 4–6 ♦ periods 7–9 | 40 minutes | 15% |

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Students will not be able to move on to Part B of Section I until the 55 minutes of Part A are completed and their responses to the multiple-choice questions are collected. Time management is especially critical with regard to Section II, which consists of two essay questions. There is a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning Is Assessed on the AP Exam

Each AP Exam question measures students' ability to apply historical practices and reasoning to one or more of the thematic learning objectives. Student understanding of course content is assessed on the AP Exam in one of two ways. First, multiple-choice questions expect that students are familiar enough with the concept statements in each period of U.S. history to be able to answer questions about related primary and secondary source material. Second, all free-response questions reward students for accurately explaining the historical content their local curriculum prioritized for each concept statement.

The wording of each concept statement gives teachers the flexibility to select specific historical content for use in helping students develop mastery. AP Exam questions do not require that all students know the same example for a given concept statement, so teachers can focus on teaching one example of that concept well, rather than many examples superficially.

It is the nature of history as a discipline that individual statements are open to differences of interpretation. Like all historical claims, the statements in the concept outline should be examined in light of primary sources and evidence as well as historical research. Teachers can help students examine these concepts as claims, based on current scholarship about United States history, similar to those typically analyzed in a college-level survey course. Teachers may wish to use differences of interpretation as opportunities for student analysis of multiple perspectives.

In addition, the following list describes the relationship between the components of the course framework and the AP Exam questions:

- The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see the table on page 19).
- Document-based and long essay questions may span more than one period, requiring students to address events or documents from multiple periods of the course.
- Students' understanding of all themes and periods of U.S. history will be assessed on the exam. The periods and skills that can be addressed in different sections of the exam are discussed in the descriptions of each question type that follow.

Exam Components

Multiple-Choice Questions

Section I, Part A of the AP U.S. History Exam consists of 55 multiple-choice questions that are organized into sets of between two to five questions each. The questions in each set ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps, reflecting the types of material that historians use in studying the past. Multiple-choice questions assess students' ability to reason about this source material in tandem with their knowledge of content required by the course. The possible answers for a multiple-choice question reflect the level of detail present in the required historical developments found in the concept outline for the course. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Short-Answer Questions

Section I, Part B of the AP U.S. History Exam consists of four short-answer questions. Students are required to answer the first and second questions and then answer either the third or the fourth question.

- The first question primarily assesses the practice of **analyzing secondary sources**, asking students to respond in writing to a historian's argument. This question addresses content from periods 3–8 of the course.
- The second question primarily assesses either the skill of **causation** or **comparison**, and ask students to respond in writing to a primary source (written text) or to visual sources such as images, charts, or maps. This question also addresses content from periods 3–8 of the course.
- Students choose to answer either the third **or** the fourth short-answer questions, which deal with periods 1–5 **or** 6–9, respectively. These questions ask students to respond in writing to general propositions about U.S. history, and they primarily assess the same skill, either **causation** or **comparison**: neither of them will assess the same skill as the second short-answer question.

Each short-answer question asks students to describe examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

| Short-Answer Questions | Primary Practice or Skill Assessed | Source Type | Periods Assessed |
|---|--|--------------------------------------|------------------|
| Students are required to answer short-answer question 1 AND short-answer question 2 | | | |
| 1 | Analyzing Secondary Sources | Secondary source | Periods 3–8 |
| 2 | Comparison or Causation | Primary source text or visual source | Periods 3–8 |
| Students select short-answer question 3 OR short-answer question 4 | | | |
| 3 | Comparison or Causation | No stimulus | Period 1–5 |
| 4 | (Different skill from short-answer question 2) | | Periods 6–9 |

Document-Based Question

Section II, Part A of the AP Exam consists of the document-based question—an essay question that measures students’ ability to develop and support an argument using historical source material as evidence. The question focuses on topics from periods 3–8 of the course. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The document-based question also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students’ essays to earn the highest scores.

Long Essay Question

Section II, Part B of the AP Exam consists of a choice among three long essay questions about major topics from different time spans of the course.

- Students choose one of the three long essay questions, which deal with periods 1–3, periods 4–6, and periods 7–9 of the course, respectively.
- The three question options all address the same theme and assess the same reasoning skill (contextualization, causation, comparison, continuity and change over time).

In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing. Long essay questions ask about large-scale topics specifically mentioned in the concept outline, but they are framed to allow students to provide in-depth discussion of specific examples drawn from the concept outline or from classroom instruction.

Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following section, question sets will be organized around two to five questions that focus on a primary or secondary source.

Questions 1–3 refer to the excerpt below.

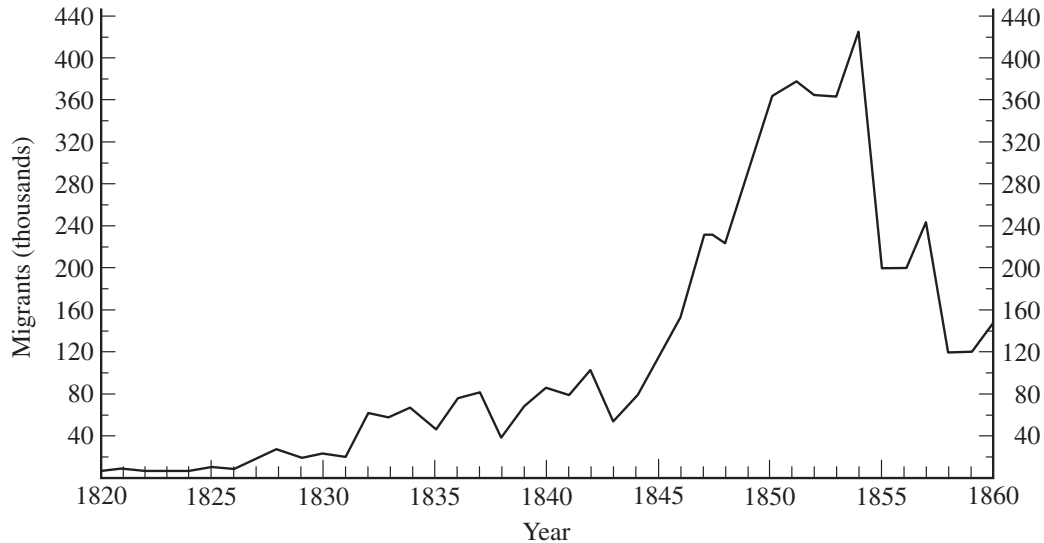
“In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach in the fields. The multitudes of all sects and denominations that attended his sermons were enormous. . . . It was wonderful to see the change soon made in the manners of our inhabitants. From being thoughtless or indifferent about religion, it seemed as if all the world were growing religious, so that one could not walk thro’ the town in an evening without hearing psalms sung in different families of every street.”

Benjamin Franklin, *The Autobiography of Benjamin Franklin*

1. Whitefield’s impact suggests that religious culture among British North American colonists in the 1700s was most directly shaped by
 - (A) Roman Catholic influences
 - (B) interest in commerce and business
 - (C) trans-Atlantic exchanges
 - (D) reliance on agriculture
 2. Whitefield’s open-air preaching contributed most directly to which of the following trends?
 - (A) The growth of the ideology of republican motherhood
 - (B) Greater independence and diversity of thought
 - (C) Movement of settlers to the backcountry
 - (D) The pursuit of social reform
 3. The preaching described in the excerpt is an example of which of the following developments in the 1700s?
 - (A) The emergence of an idea of republican self-government
 - (B) The beginning of calls for the abolition of slavery
 - (C) The increased influence of the Enlightenment
 - (D) The expansion of Protestant evangelism
-

Questions 4–6 refer to the graph below.

MIGRATION TO THE UNITED STATES, 1820–1860



United States Census Bureau

4. Which of the following was a significant cause of the trend from 1843 to 1854 shown in the graph?
 - (A) Active encouragement of migration by the United States government
 - (B) Economic and political difficulties in Germany and Ireland
 - (C) Incentives offered by United States companies looking to hire skilled migrants
 - (D) Adoption of free trade policies by European governments

5. Which of the following was a direct effect of the trend in immigration after 1845 shown on the graph?
 - (A) An increase in sectional tensions
 - (B) A major economic downturn
 - (C) An upsurge in nativist sentiment
 - (D) The collapse of the second party system

6. The main trend shown in the graph was most directly associated with which of the following processes occurring in the United States at the time?
 - (A) The convergence of European and American cultures
 - (B) The emergence of an industrialized economy
 - (C) The displacement of American Indians from the Southeast
 - (D) The resurgence of evangelical Protestantism

Questions 7–9 refer to the excerpt below.

“The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

“He has never permitted her to exercise her inalienable right to the elective franchise.

“He has compelled her to submit to laws, in the formation of which she had no voice. . . .

“Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. . . .

“He has taken from her all right in property, even to the wages she earns.”

Seneca Falls Convention, Declaration of Sentiments and Resolutions, 1848

7. The ideas expressed in the excerpt most directly challenged the prevailing ideal in the early nineteenth century that
- (A) women should enjoy full and equal rights with men
 - (B) women should focus on the home and the domestic sphere
 - (C) the ability of women to earn wages was a positive development
 - (D) women should educate their children about the rights and responsibilities of citizenship
8. Which of the following developments in the second half of the nineteenth century best represented the continuation of the ideas expressed in the declaration?
- (A) The formation of voluntary organizations and reform efforts
 - (B) Women’s support for the Social Gospel
 - (C) Support for outlawing the production and sale of alcohol
 - (D) A movement focused on religious revivals and personal conversion
9. Many supporters of the declaration in 1848 broke ranks with which of the following groups by the 1870s?
- (A) Social Darwinists
 - (B) Supporters of Southern secession and states’ rights
 - (C) Supporters of the Fifteenth Amendment
 - (D) Isolationists

Questions 10 and 11 refer to the excerpt below.

“Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

Thomas Jefferson, Declaration of Independence, 1776

10. The excerpt was written in response to the
- (A) British government’s attempt to assert greater control over the North American colonies
 - (B) British government’s failure to protect colonists from attacks by American Indians
 - (C) colonial governments’ failures to implement mercantilist policies
 - (D) colonial governments’ attempts to extend political rights to new groups
11. The ideas about government expressed in the excerpt are most consistent with which of the following?
- (A) The concept of hereditary rights and privileges
 - (B) The belief in Manifest Destiny
 - (C) The principle of religious freedom
 - (D) The ideas of the Enlightenment

Questions 12–14 refer to the excerpt below.

“We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

Chief Justice Earl Warren, writing the unanimous opinion of the United States Supreme Court in *Brown v. Board of Education of Topeka*, 1954

12. Which of the following was the most immediate result of the decision excerpted?
- (A) Radicals critiqued government actions as doing too little to transform the racial status quo.
 - (B) Education advocates raised awareness of the effect of poverty on students’ opportunities.
 - (C) Civil rights activists became increasingly divided over tactical and philosophical issues.
 - (D) Segregationists in southern states temporarily closed many public schools in an effort to resist the decision.
13. The decision excerpted most directly reflected a growing belief after the Second World War that the power of the federal government should be used to
- (A) promote greater racial justice
 - (B) revitalize cities
 - (C) foster economic opportunity
 - (D) defend traditional visions of morality
14. The *Brown* decision reversed which of the following earlier decisions?
- (A) *Marbury v. Madison*, which established the principle of judicial review
 - (B) *Worcester v. Georgia*, which established that the federal government rather than individual states had authority in American Indian affairs
 - (C) *Dred Scott v. Sandford*, which proclaimed that slaves could not be citizens
 - (D) *Plessy v. Ferguson*, which endorsed racial segregation laws

Questions 15 and 16 refer to the excerpt below.

“The system of quotas . . . was the first major pillar of the Immigration Act of 1924. The second provided for the exclusion of persons ineligible to citizenship. . . . Ineligibility to citizenship and exclusion applied to the peoples of all the nations of East and South Asia. Nearly all Asians had already been excluded from immigration. . . . The exclusion of persons ineligible to citizenship in 1924 . . . completed Asiatic exclusion. . . . Moreover, it codified the principle of racial exclusion into the main body of American immigration and naturalization law.”

Mae M. Ngai, historian, *Impossible Subjects: Illegal Aliens and the Making of Modern America*, 2004

15. The Immigration Act of 1924 most directly reflected
- (A) cultural tensions between scientific modernism and religious fundamentalism in the 1920s
 - (B) conflicts arising from the migration of African Americans to urban centers in the North
 - (C) the emergence of an increasingly national culture in the 1920s shaped by art, cinema, and mass media
 - (D) social tensions emerging from the First World War
16. Which of the following evidence would best support Ngai’s argument in the excerpt?
- (A) Census data showing the changing percentages of the foreign-born population from 1920 to 1930
 - (B) Narratives describing the challenges of immigrant family life in the 1920s
 - (C) Diplomatic correspondence reflecting the increasing isolationism of United States foreign policy in the 1920s and 1930s
 - (D) Census data revealing the Great Migration of African Americans to cities in the North and West in the 1920s

Questions 17 and 18 refer to the excerpt below.

“I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.”

President Harry Truman, address before a joint session of Congress articulating what would become known as the Truman Doctrine, 1947

17. In his statement Truman had the goal of
- (A) restraining communist military power and ideological influence
 - (B) creating alliances with recently decolonized nations
 - (C) reestablishing the principle of isolationism
 - (D) avoiding a military confrontation with the Soviet Union
18. Truman issued the doctrine primarily in order to
- (A) support decolonization in Asia and Africa
 - (B) support United States allies in Latin America
 - (C) protect United States interests in the Middle East
 - (D) bolster noncommunist nations, particularly in Europe

Questions 19–21 refer to the late-nineteenth-century photograph below by journalist Jacob Riis.



© Bettmann/CORBIS

19. Conditions like those shown in the image contributed most directly to which of the following?
- (A) The passage of laws restricting immigration to the United States
 - (B) An increase in Progressive reform activity
 - (C) A decline in efforts to Americanize immigrants
 - (D) The weakening of labor unions such as the American Federation of Labor
20. The conditions shown in the image depict which of the following trends in the late nineteenth century?
- (A) The growing gap between wealthy people and people living in poverty
 - (B) The rise of the settlement house and Populist movements
 - (C) The increased corruption in urban politics
 - (D) The migration of African Americans to the North

21. Advocates for individuals such as those shown in the image would have most likely agreed with which of the following perspectives?
- (A) The Supreme Court’s decision in *Plessy v. Ferguson* was justified.
 - (B) Capitalism, free of government regulation, would improve social conditions.
 - (C) Both wealth and poverty are the products of natural selection.
 - (D) Government should act to eliminate the worst abuses of industrial society.

Questions 22 and 23 refer to the excerpt below.

“Excepting only Yosemite, Hetch Hetchy is the most attractive and wonderful valley within the bounds of the great Yosemite National Park and the best of all the camp grounds. People are now flocking to it in ever-increasing numbers for health and recreation of body and mind. Though the walls are less sublime in height than those of Yosemite, its groves, gardens, and broad, spacious meadows are more beautiful and picturesque. . . . Last year in October I visited the valley with Mr. William Keith, the artist. He wandered about from view to view, enchanted, made thirty-eight sketches, and enthusiastically declared that in varied picturesque beauty Hetch Hetchy greatly surpassed Yosemite. It is one of God’s best gifts, and ought to be faithfully guarded.”

John Muir, *Century Magazine*, 1909

22. Which of the following aspects of Muir’s description expresses a major change in Americans’ views of the natural environment?
- (A) The idea that wilderness areas are worthy subjects for artistic works
 - (B) The idea that wilderness areas serve as evidence of divine creation
 - (C) The idea that government should preserve wilderness areas in a natural state
 - (D) The idea that mountainous scenery is more picturesque and beautiful than flat terrain
23. Muir’s ideas are most directly a reaction to the
- (A) increasing usage and exploitation of western landscapes
 - (B) increase in urban populations, including immigrant workers attracted by a growing industrial economy
 - (C) westward migration of groups seeking religious refuge
 - (D) opening of a new frontier in recently annexed territory

Questions 24–27 refer to the excerpt below.

“[H]istory and experience prove that foreign influence is one of the most baneful foes of republican government. . . . Excessive partiality for one foreign nation and excessive dislike of another cause those whom they actuate to see danger only on one side and serve to veil and even second the arts of influence on the other. . . . The great rule of conduct for us, in regard to foreign nations, is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns.”

George Washington, Farewell Address, 1796

24. The concerns expressed by Washington were a response to the
- (A) debate over the proper treatment of American Indian tribes in the trans-Appalachian West
 - (B) dispute over the possibility of annexing Canada from Great Britain
 - (C) controversy regarding support for the revolutionary government of France
 - (D) conflict with Great Britain over the treatment of American Loyalists
25. The ideas expressed in Washington’s address most strongly influenced which United States foreign policy decision in the twentieth century?
- (A) The establishment of the United Nations in 1945
 - (B) The formation of the NATO alliance between the United States and Western Europe in 1949
 - (C) The refusal to join the League of Nations in 1919
 - (D) The oil embargo against Japan in 1941
26. Which of the following groups most strongly opposed Washington’s point of view in the address?
- (A) Democratic-Republicans
 - (B) New England merchants
 - (C) Southern plantation owners
 - (D) Federalists

-
27. Most historians would argue that the recommendations of Washington's address ceased to have a significant influence on United States foreign policy as a result of
- (A) westward expansion in the nineteenth century
 - (B) support for Cuban revolutionaries in the Spanish-American War
 - (C) Woodrow Wilson's support for international democratic principles during the First World War
 - (D) involvement in the Second World War

Questions 28–30 refer to the excerpt below.

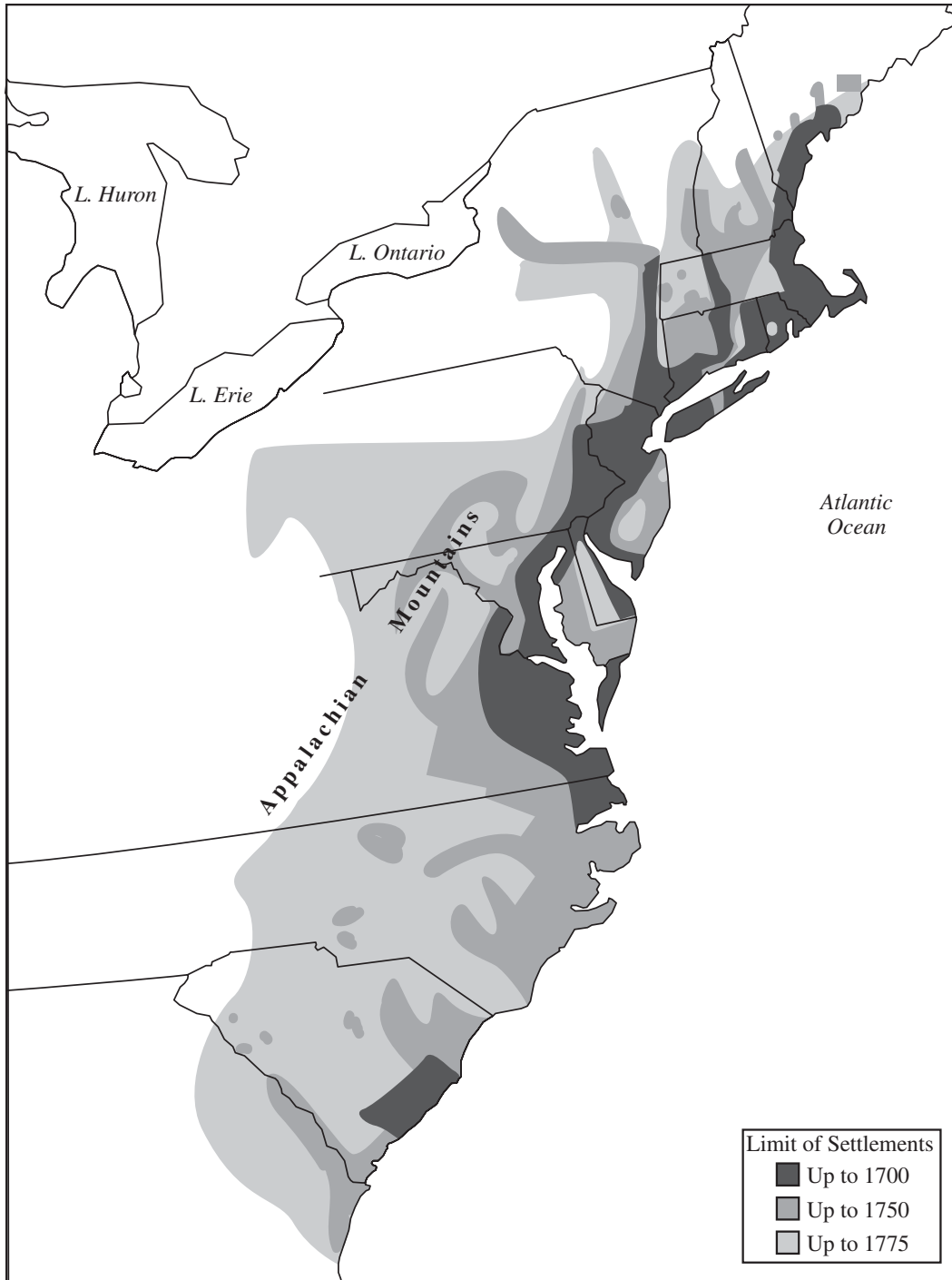
“The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, barley, rye, oats, grasses, and grapevines. But the colonists also inadvertently carried pathogens, weeds, and rats. . . . In sum, the remaking of the Americas was a team effort by a set of interdependent species led and partially managed (but never fully controlled) by European people.”

Alan Taylor, historian, *American Colonies*, 2001

28. The export of New World crops to the Old World transformed European society mostly by
- (A) improving diets and thereby stimulating population growth
 - (B) encouraging enclosure of open lands and pushing workers off of farms
 - (C) promoting greater exploration of the interior of the American continents
 - (D) fostering conflicts among major powers over access to new food supplies
29. The patterns described in the excerpt most directly foreshadowed which of the following developments?
- (A) The spread of maize cultivation northward from present-day Mexico into the American Southwest
 - (B) The population decline in Native American societies
 - (C) The gradual shift of European economies from feudalism to capitalism
 - (D) The emergence of racially mixed populations in the Americas
30. The trends described by Taylor most directly illustrate which of the following major historical developments in the Atlantic world?
- (A) The growth of mercantile empires that stretched across the Atlantic
 - (B) The increasing Anglicization of the English colonies
 - (C) The phenomenon known as the Columbian Exchange
 - (D) The rise of the trans-Atlantic slave trade

Questions 31–34 refer to the map below.

BRITISH SETTLEMENT OF THE THIRTEEN COLONIES 1700–1775



31. The map most directly depicts the
- (A) inland expansion of the colonial population
 - (B) effects of industrialization
 - (C) pattern of American Indian resistance
 - (D) decline of tobacco production
32. The pattern of colonial settlement up to 1700 resulted most directly from which of the following factors?
- (A) The large size of British colonial populations relative to American Indian populations
 - (B) British recognition of Native American sovereignty
 - (C) The orientation of the British colonies toward producing commodities for export to Europe
 - (D) British government attempts to impose greater control over the colonies in the late 1600s
33. The change in settlement patterns from 1700 to 1775 had which of the following effects?
- (A) A decrease in the coastal population
 - (B) An increase in conflicts between British settlers and American Indians
 - (C) A decrease in the economic importance of slavery and other forms of coerced labor
 - (D) An increase in trade with French Canada
34. The change in settlement patterns from 1700 to 1775 best explains the
- (A) development of economic differences between the northern and southern colonies
 - (B) colonists' difficulties in effectively resisting the British military during the American Revolution
 - (C) significant proportion of colonists who remained loyal to Great Britain during the American Revolution
 - (D) growth of social tensions between backcountry settlers and coastal elites

Questions 35–37 refer to the excerpt below.

“[T]he condition of the African race throughout all the States where the ancient relation between the two [races] has been retained enjoys a degree of health and comfort which may well compare with that of the laboring population of any country in Christendom; and, it may be added that in no other condition, or in any other age or country, has the Negro race ever attained so high an elevation in morals, intelligence, or civilization.”

John C. Calhoun, political leader, 1844

35. Which of the following groups would have been most likely to support Calhoun’s views expressed in the excerpt?
- (A) Members of nativist political parties
 - (B) Members of the Whig Party
 - (C) Southern landowners
 - (D) Northern industrialists
36. Which of the following most directly undermines Calhoun’s assertions?
- (A) Many slaves adopted elements of Christianity.
 - (B) Many slaves engaged in forms of resistance to slavery.
 - (C) Abolitionist societies encountered difficulty organizing in Southern states.
 - (D) A majority of White Southerners were not slaveholders.
37. In the 1840s and 1850s, the views expressed by Calhoun most directly contributed to
- (A) the United States acquisition of new territory in the West
 - (B) increased sectional divisions between the North and the South
 - (C) the development of sharecropping and tenant farming in the South
 - (D) the rise of voluntary organizations to promote religious reform

Questions 38–40 refer to the excerpt below.

“My purpose is not to persuade children from their parents; men from their wives; nor servants from their masters: only, such as with free consent may be spared: But that each [English] parish, or village, in city or country, that will but apparel their fatherless children, of thirteen or fourteen years of age, or young married people, that have small wealth to live on; here by their labor may live exceeding well: provided always that first there be sufficient power to command them, . . . and sufficient masters (as carpenters, masons, fishers, fowlers, gardeners, husbandmen, sawyers, smiths, spinsters, tailors, weavers, and such like) to take ten, twelve, or twenty, or as is their occasion, for apprentices. The masters by this may quickly grow rich; these [apprentices] may learn their trades themselves, to do the like; to a general and an incredible benefit for king, and country, master, and servant.”

John Smith, English adventurer, *A Description of New England*, 1616

38. The excerpt suggests that promoters such as Smith most typically presented migration as a means for
- (A) workers to achieve social mobility and economic opportunity
 - (B) people to earn wages to send home to their families
 - (C) countries to acquire new sources of mineral wealth
 - (D) joint-stock companies to generate profits
39. The excerpt would be most useful to historians as a source of information about which of the following?
- (A) The interaction of English colonial settlers with native populations in the early seventeenth century
 - (B) The harsh realities of life in the early seventeenth-century American colonies, including illness, high mortality rates, and starvation
 - (C) The role that appeals and advertising played in encouraging men and women to participate in colonization efforts
 - (D) The nature of master and apprentice relationships in England in the early seventeenth century
40. Which of the following was a major contrast between the New England colonies and the colonies of France?
- (A) The New England colonies were based on more diverse agriculture and commerce.
 - (B) The French settled more often in cities and towns.
 - (C) The French had more conflicts with American Indians.
 - (D) New England developed a less rigid racial hierarchy.

Questions 41–43 refer to the excerpt below.

“There is, at present, no danger of another insurrection against the authority of the United States on a large scale, and the people are willing to reconstruct their State governments, and to send their senators and representatives to Congress. But as to the moral value of these results, we must not indulge in any delusions. . . . [T]here is, as yet, among the southern people an *utter absence of national feeling*. . . .

“Aside from the assumption that the Negro will not work without physical compulsion, there appears to be another popular notion . . . that the Negro exists for the special object of raising cotton, rice and sugar for the whites, and that it is illegitimate for him to indulge, like other people, in the pursuit of his own happiness in his own way.”

Carl Schurz, *Report on the Condition of the South*, 1865

41. Schurz’s analysis most directly illustrated the debates about which of the following issues in the South?
- (A) The industrialization of the South
 - (B) The issuing of the Emancipation Proclamation
 - (C) The process of readmitting Confederate states
 - (D) The extent of federal legislative power
42. The attitudes of White Southerners described by Schurz contributed to which of the following developments in the last quarter of the nineteenth century?
- (A) The sale of most plantations to African Americans to keep them in the South
 - (B) The establishment of sharecropping throughout the South
 - (C) The Nullification Crisis caused by Southern resistance to federal policy
 - (D) The rise of the Whig Party in the South
43. Efforts by Republicans such as Schurz to establish a base for their party in the South after the Civil War ultimately failed because
- (A) Republicans feared the South would secede again if the party became too successful
 - (B) Republican opposition to African American rights alienated many White Southerners
 - (C) Republicans grew weary of pressing their Reconstruction agenda in a hostile environment
 - (D) Republicans believed it better to withdraw from the South than to become corrupted by Southern politics

Questions 44–46 refer to the excerpt below.

“The peace-loving nations must make a concerted effort in opposition to those violations of treaties and those ignorings of humane instincts which today are creating a state of international anarchy and instability from which there is no escape through mere isolation or neutrality.

“Those who cherish their freedom and recognize and respect the equal right of their neighbors to be free and live in peace, must work together for the triumph of law and moral principles in order that peace, justice and confidence may prevail in the world. There must be a return to a belief in the pledged word, in the value of a signed treaty. There must be recognition of the fact that national morality is as vital as private morality.”

President Franklin Roosevelt, Quarantine Speech, 1937

44. The ideas expressed in the excerpt differed from the prevailing United States approach to foreign policy issues primarily in that Roosevelt was
- (A) arguing to expand the role of the United States in the world
 - (B) encouraging the United States to avoid political entanglements in Europe
 - (C) seeking to promote United States influence throughout Latin America
 - (D) encouraging new laws that would give the United States international police power
45. The excerpt best reflects an effort by Roosevelt to
- (A) encourage the ratification of the Treaty of Versailles
 - (B) promote the acquisition of new territories abroad
 - (C) contain the spread of Soviet-dominated communism
 - (D) overcome opposition to participation in the impending Second World War
46. Which of the following best represents continuity in the years after 1945 with the ideas that Roosevelt expressed in the excerpt?
- (A) The conviction and execution of suspected Soviet spies in the United States
 - (B) United States membership in an international collective security organization
 - (C) United States military commitment to countries battling communist insurgencies
 - (D) The rise of peace organizations opposed to the buildup and use of nuclear weapons

Questions 47–49 refer to the poster below.



Courtesy of Library of Congress, LC-USZ62-117090

47. The poster most directly reflects the
- (A) wartime mobilization of United States society
 - (B) emergence of the United States as a leading world power
 - (C) expanded access to consumer goods during wartime
 - (D) wartime repression of civil liberties

-
48. The poster was intended to
- (A) persuade women to enlist in the military
 - (B) promote the ideals of republican motherhood
 - (C) advocate for the elimination of sex discrimination in employment
 - (D) convince women that they had an essential role in the war effort
49. Which of the following represents a later example of the change highlighted in the poster?
- (A) Feminist calls for equal economic opportunities in the 1970s
 - (B) The growing feminist protests against United States military engagements abroad in the 1970s
 - (C) The increasing inability of the manufacturing sector to create jobs for women in the 1970s and 1980s
 - (D) The growing popular consensus about appropriate women's roles in the 1980s and 1990s

Questions 50 and 51 refer to the excerpt below.

“The era of big government is over but we can’t go back to a time when our citizens were just left to fend for themselves. We will meet them by going forward as one America, by working together in our communities, our schools, our churches and synagogues, our workplaces across the entire spectrum of our civic life.”

President Bill Clinton, radio address to the nation, 1996

50. Which of the following actions by the Clinton administration best reflects the ideas about the scope of government expressed in the excerpt?
- (A) The decision to pursue military peacekeeping interventions in the Balkans and Somalia
 - (B) The enactment of welfare reform to restrict benefits and encourage self-reliance
 - (C) The negotiation of new free trade agreements among North American countries
 - (D) The effort to enact universal health care legislation
51. The ideas expressed by Clinton in the excerpt were most similar to those of which twentieth-century president?
- (A) Lyndon Johnson
 - (B) Ronald Reagan
 - (C) Franklin Roosevelt
 - (D) Woodrow Wilson

Questions 52–55 refer to the excerpt below.

“Shortly after this, my mother’s widowed sister, . . . who kept a factory boarding house in Lowell [Massachusetts], advised her to come to that city. . . .

“My mother, feeling obliged to have help in her work besides what I could give, and also needing the money which I could earn, allowed me . . . to go to work in the mill. . . .

“The working hours of all the girls extended from five o’clock in the morning until seven in the evening, with one half hour for breakfast and dinner. . . .

“I cannot tell you how it happened that some of us knew about the English factory children, who as it was said, were treated so badly. . . .

“In contrast to this sad picture, we thought of ourselves as well off . . . enjoying ourselves in our own good way, with our good mothers and our warm suppers awaiting us.”

Harriet Hanson Robinson, *Loom and Spindle, or Life Among Early Mill Girls*,
describing events in the 1830s, published in 1898

52. Which of the following most directly contributed to the developments described in the excerpt?
- (A) The concept of republican motherhood after the American Revolution
 - (B) Large-scale immigration from southern and eastern Europe
 - (C) The expansion and increased organization of industrial production
 - (D) The wartime need for women to fill jobs previously held by men
53. The developments described in the excerpt most directly reflect which of the following changes in the first half of the 1800s?
- (A) The sharp increase in the number of workers making goods for distant markets
 - (B) Women’s acquisition of new legal rights independent of their fathers and husbands
 - (C) The emergence of a larger and more distinct middle class
 - (D) Many women’s embrace of the idea of separate spheres

54. Which of the following was a major difference in economic development between the Northeast and the South in the first half of the 1800s?
- (A) Southern exports had a far lower value than exports from the Northeast.
 - (B) Banking and shipping grew more rapidly in the South than in other regions.
 - (C) The South relied much less on wage labor than the Northeast.
 - (D) The South had few commercial connections with other regions of the United States.
55. Robinson's assertion that she and the other workers were "well off" would be challenged during the second half of the nineteenth century by which of the following?
- (A) The growing corporate need for clerical workers that brought many women into office jobs
 - (B) Declining household incomes of working families as a result of businesses' unwillingness to employ children
 - (C) The expanded access to company-sponsored pensions and healthcare for most employees
 - (D) Confrontations between unions and factory management over wages and working conditions

Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer Question 1 and Question 2. They then choose to answer either Question 3 or Question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

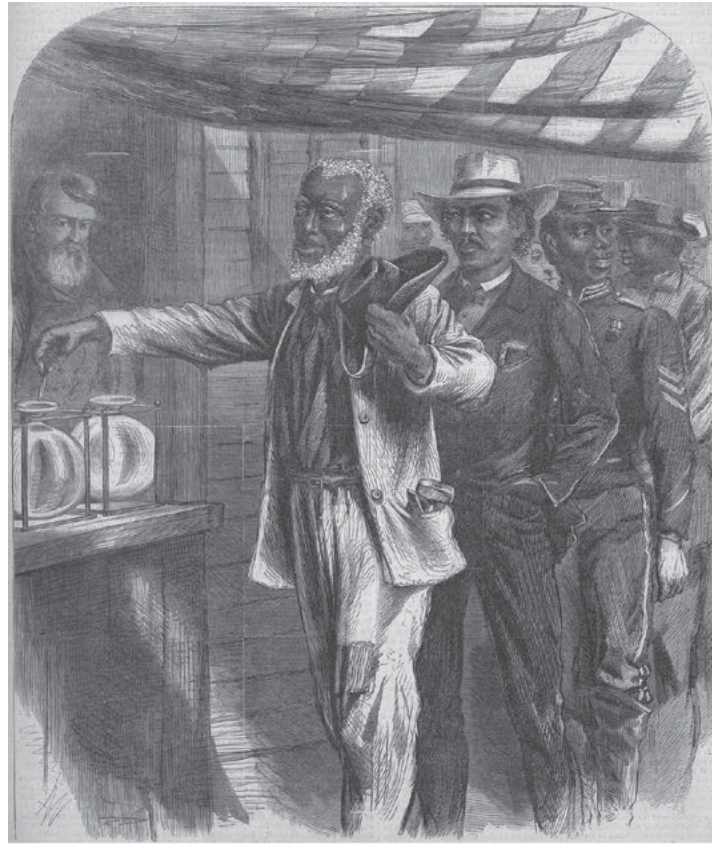
“[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization.”

Frederick Jackson Turner, historian, “The Significance of the Frontier in American History,” 1893

“[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property.”

Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

1. Using the excerpts above, answer (a), (b), and (c).
 - (A) Briefly describe ONE major difference between Turner’s and Limerick’s historical interpretations of the West.
 - (B) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Turner’s interpretation.
 - (C) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Limerick’s interpretation.



“The First Vote” — Drawn by A. R. Waud

Courtesy of the Library of Congress

2. Using the post-Civil War image above, answer (a), (b), and (c).
 - (A) Briefly describe ONE perspective about citizenship expressed in the image.
 - (B) Briefly explain ONE specific historical development that led to the change depicted in the image.
 - (C) Briefly explain ONE way in which the historical change depicted in the image was challenged in the period 1866 to 1896.

Choose EITHER Question 3 OR Question 4.

3. Answer (a), (b), and (c).
- (A) Briefly describe ONE specific historical difference between the antislavery movement in the period 1780–1810 and in the period 1830–1859.
 - (B) Briefly describe ONE specific historical similarity between the antislavery movement in the period 1780–1810 and in the period 1830–1859.
 - (C) Briefly explain ONE specific historical effect of the antislavery movement in either the period 1780–1810 or the period 1830–1859.
4. Answer (a), (b), and (c).
- (A) Briefly describe ONE specific historical similarity between mass media in the 1920s and in the 1950s.
 - (B) Briefly describe ONE specific historical difference between mass media in the 1920s and in the 1950s.
 - (C) Briefly explain ONE specific historical effect of mass media in either the 1920s or the 1950s.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

Section II

Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is **comparison**, though the document-based question on the exam may focus on other skills.

Question 1. Evaluate the extent to which differing ideas of national identity shaped views of United States overseas expansion in the late nineteenth and early twentieth centuries.

Document 1

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

Document 2

Source: William Graham Sumner, sociology professor at Yale University, “The Conquest of the United States by Spain,” speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to uncivilized and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their “trade” for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

Document 3

Source: Statement attributed to President William McKinley, describing to a church delegation the decision to acquire the Philippines, 1899.

When next I realized that the Philippines had dropped into our laps, I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. . . . I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed to Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

1. That we could not give them back to Spain—that would be cowardly and dishonorable;
2. That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable;
3. That we could not leave them to themselves—they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was; and
4. That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them and by God's grace do the very best we could by them. . . .

And then I went to bed and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States [pointing to a large map on the wall of his office], and there they are and there they will stay while I am president!

Document 4

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

Document 5

Source: Theodore Roosevelt, “The Strenuous Life,” speech given to business owners and local leaders, Chicago, 1899.

The Philippines offer a [grave] problem. . . . Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scanted patience with those who make a pretense of humanitarianism to hide and cover their timidity, and who cant about “liberty” and the “consent of the governed,” in order to excuse themselves for their unwillingness to play the part of men. . . . Their doctrines condemn your forefathers and mine for ever having settled in these United States.

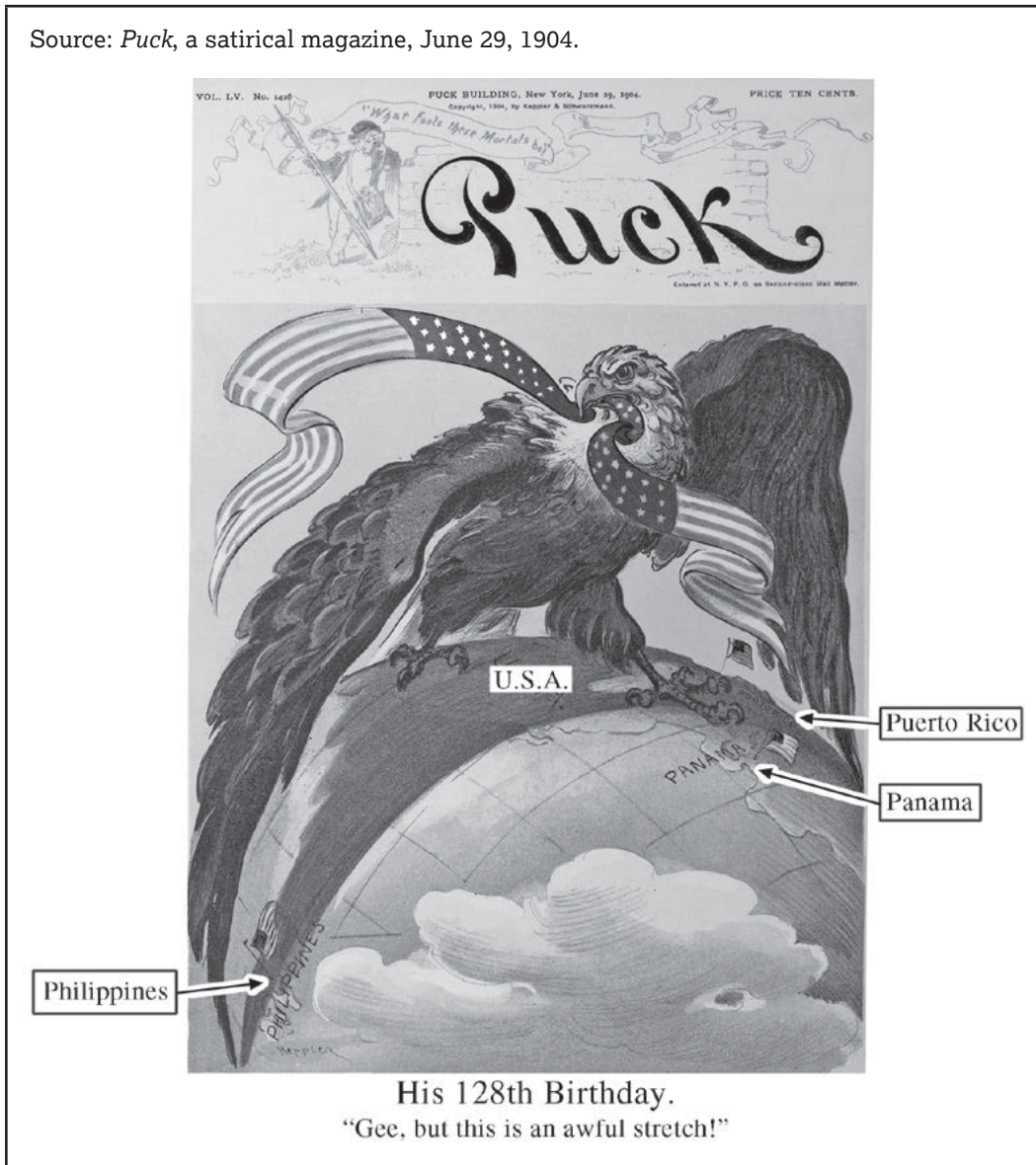
Document 6

Source: William Jennings Bryan, speech, campaign for the presidency, 1900.

Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the governed and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by so doing. . . . Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

Document 7

Source: *Puck*, a satirical magazine, June 29, 1904.



Scoring the Response

For the document-based question, a good response should:

- contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the document's point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

Part B: Long Essay Questions

Students will choose one of three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the following questions, students will analyze an issue using the reasoning skill of **continuity and change over time**.

The three questions focus on the same reasoning skills but apply them to different time periods. This allows students to choose which time period and historical perspective they are best prepared to write about.

Question 2. Evaluate the extent to which trans-Atlantic interactions fostered change in labor systems in the British North American colonies from 1600 to 1763.

Question 3. Evaluate the extent to which new technology fostered change in United States industry from 1865 to 1900.

Question 4. Evaluate the extent to which globalization fostered change in the United States economy from 1945 to 2000.

Scoring the Response

For the long essay question, a good response should:

- contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis should make a claim that addresses the skill indicated in the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.

Complete scoring guidelines for the short-answer, document-based, and long essay questions can be found on AP Central.

Answer Key and Question Alignment to Course Framework

| Multiple-Choice Question | Answer | Main Practice/Skill Assessed | Learning Objective | Key Concepts |
|--------------------------|--------|---------------------------------|--------------------|------------------|
| 1 | C | Causation | CUL-1.0 | 2.2.I.B |
| 2 | B | Causation | CUL-1.0 | 2.2.I.A |
| 3 | D | Contextualization | CUL-1.0 | 2.2.I.B |
| 4 | B | Causation | MIG-1.0 | 5.1.II.A |
| 5 | C | Causation | CUL-4.0 | 5.1.II.A |
| 6 | B | Contextualization | MIG-1.0 | 4.2.III.A |
| 7 | B | Contextualization | CUL-3.0 | 4.2.II.C |
| 8 | A | Continuity and Change over Time | POL-2.0 | 6.3.II.B |
| 9 | C | Contextualization | CUL-3.0 | 5.3.II.B |
| 10 | A | Analyzing Historical Evidence | WOR-1.0 | 3.1.I.B |
| 11 | D | Contextualization | NAT-1.0 | 3.2.I.B |
| 12 | D | Causation | NAT-4.0 | 8.2.I.C |
| 13 | A | Contextualization | POL-2.0 | 8.2.I.B |
| 14 | D | Continuity and Change over Time | NAT-2.0 | 6.3.II.C |
| 15 | D | Contextualization | MIG-1.0 | 7.2.II.A |
| 16 | A | Analyzing Historical Evidence | MIG-1.0 | 7.2.II.A |
| 17 | A | Analyzing Historical Evidence | WOR-2.0 | 8.1.I.B, 9.3.I.A |
| 18 | D | Analyzing Historical Evidence | WOR-2.0 | 8.1.I.A |
| 19 | B | Causation | POL-2.0 | 7.1.II.A |
| 20 | A | Contextualization | WXT-2.0 | 6.1.I.C |
| 21 | D | Contextualization | POL-3.0 | 7.1.II.B |
| 22 | C | Continuity and Change over Time | GEO-1.0 | 7.1.II.C |
| 23 | A | Contextualization | GEO-1.0 | 6.2.II.A |
| 24 | C | Contextualization | WOR-1.0 | 3.3.II.B |
| 25 | C | Continuity and Change over Time | WOR-2.0 | 7.3.II.C |
| 26 | A | Contextualization | POL-1.0 | 3.2.II.B |
| 27 | D | Continuity and Change over Time | WOR-2.0 | 7.3.III |
| 28 | A | Causation | WOR-1.0 | 1.2.I.B |
| 29 | B | Continuity and Change over Time | GEO-1.0 | 1.2.II.A |

| Multiple-Choice Question | Answer | Main Practice/Skill Assessed | Learning Objective | Key Concepts |
|--------------------------|--------|---------------------------------|--------------------|--------------|
| 30 | C | Contextualization | GEO-1.0 | 1.2.II |
| 31 | A | Analyzing Historical Evidence | MIG-2.0 | 3.3.I.B |
| 32 | C | Causation | WXT-2.0 | 2.2.I.B |
| 33 | B | Causation | WOR-1.0 | 2.1.III.E |
| 34 | D | Causation | MIG-2.0 | 3.3.I.B |
| 35 | C | Contextualization | WXT-1.0 | 5.2.I.A |
| 36 | B | Analyzing Historical Evidence | WXT-1.0 | 5.2.I.B |
| 37 | B | Causation | NAT-1.0 | 5.2.I |
| 38 | A | Analyzing Historical Evidence | MIG-1.0 | 2.1.I.C |
| 39 | C | Analyzing Historical Evidence | MIG-1.0 | 2.1.I.C |
| 40 | A | Comparison | MIG-1.0 | 2.1.I.C |
| 41 | C | Contextualization | POL-3.0 | 5.3.II.C |
| 42 | B | Causation | WXT-1.0 | 5.3.II.D |
| 43 | C | Continuity and Change over Time | POL-3.0 | 5.3.II.C |
| 44 | A | Comparison | WOR-2.0 | 7.3.II.E |
| 45 | D | Analyzing Historical Evidence | WOR-2.0 | 7.3.II.E |
| 46 | B | Continuity and Change over Time | WOR-2.0 | 8.1.I.A |
| 47 | A | Contextualization | NAT-3.0 | 7.3.III.B |
| 48 | D | Analyzing Historical Evidence | CUL-3.0 | 7.3.III.C |
| 49 | A | Continuity and Change over Time | CUL-3.0 | 8.2.II.A |
| 50 | B | Contextualization | POL-3.0 | 9.1.I.C |
| 51 | B | Comparison | POL-3.0 | 9.1.I.B |
| 52 | C | Causation | WXT-2.0 | 4.2.I.A |
| 53 | A | Contextualization | WXT-1.0 | 4.2.II.A |
| 54 | C | Comparison | WXT-2.0 | 4.2.III.C |
| 55 | D | Analyzing Historical Evidence | WXT-1.0 | 6.1.II.C |

| Short-Answer Question | Main Practice/Skill Assessed | Learning Objectives | Key Concepts |
|-----------------------|------------------------------|---------------------|---------------------------------|
| 1 | Analyzing Secondary Sources | GEO-1.0, MIG-2.0 | 6.2.II |
| 2 | Causation | NAT-2.0 | 5.3.II.A, 5.3.II.C, 5.3.II.E |
| 3 | Comparison | NAT-1.0 | 3.2.I.C, 5.2.I.B |
| 4 | Comparison | CUL-2.0 | 7.2.I.A, 8.3.II.A |

| Document-Based Question | Main Practice/Skill Assessed | Learning Objectives | Key Concepts |
|-------------------------|------------------------------|---------------------|------------------------------|
| 1 | Comparison | WOR-2.0, NAT-3.0 | 7.3.I.A, 7.3.I.B, 7.3.I.C |

| Long Essay Question | Main Practice/Skill Assessed | Learning Objectives | Key Concepts |
|---------------------|---------------------------------|---------------------|--|
| 2 | Continuity and Change over Time | WXT-2.0 | 2.2.I.A, 2.2.I.B, 2.2.I.C, 2.2.I.D, 3.1.I.A, 3.1.I.B |
| 3 | Continuity and Change over Time | WXT-3.0 | 6.1.I.B, 6.1.I.C, 6.1.I.D, 6.1.III.A, 7.1.I.A |
| 4 | Continuity and Change over Time | WXT-2.0, WXT-3.0 | 8.3.I.A, 8.3.I.C, 9.3.I.A, 9.3.I.B, 9.3.I.C |

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