



# AP<sup>®</sup> UNITED STATES HISTORY



## Course and Exam Description Including the Curriculum Framework

Effective Fall 2014



# AP UNITED STATES HISTORY

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## Course and Exam Description

Effective Fall 2014



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP® Equity and Access Policy

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.

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# Acknowledgments

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# About AP<sup>®</sup>

The College Board's Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>) 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](http://www.collegeboard.org/apcreditpolicy) to view AP credit and placement policies at more than 1,000 colleges and universities.

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.<sup>1</sup> Additional AP studies are available at [www.collegeboard.org/research](http://www.collegeboard.org/research).

<sup>1</sup> See 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 the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school 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](http://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 [press.collegeboard.org/ap/committees](http://press.collegeboard.org/ap/committees). AP Development Committees define the scope and expectations of the course, articulating through a curriculum 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 current scholarship and advances 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](http://apcentral.collegeboard.org) for more information about the AP Program.

# About the AP U.S. History Course

## About This Course

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

## College Course Equivalent

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course.

## Prerequisites

There are no prerequisites for the AP U.S. History course.



# 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 course requirements are met, is submitted by the AP teacher for review by college faculty.

The curricular and resource requirements, derived from the AP U.S. History curriculum framework, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at [http://www.collegeboard.com/html/apcourseaudit/courses/us\\_history.html](http://www.collegeboard.com/html/apcourseaudit/courses/us_history.html) to support syllabus development.

## Curricular Requirements

- The teacher has read the most recent *AP U.S. History Course and Exam Description*.
- The course includes a college-level U.S. history textbook, diverse primary sources, and secondary sources written by historians or scholars interpreting the past.
- Each of the course's historical periods receives explicit attention.
- The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.
- The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.
- The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation
- The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

- The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence
- The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation
- The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time
- The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization
- The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization
- The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past, and to apply insights about the past to other historical contexts or circumstances, including the present. — Synthesis

## Resource Requirements

- The school ensures that each student has a college-level U.S. history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.
- The school ensures that each student has access to support materials for the AP U.S. History course, including scholarly, college-level works that correspond with course topics; writings by major U.S. history authors; and standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.

# The AP U.S. History Curriculum Framework

## Introduction

The AP® U.S. History program outlined in this curriculum framework is the product of several years of research into current best practices in history education. The resulting program of study contains clear learning objectives for the AP U.S. History course and exam, emphasizing the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in U.S. history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in U.S. history.

The curriculum framework that follows is just that — a framework for presenting the essential skills and understandings that students should be able to demonstrate at the end of their AP U.S. History course. It is not a detailed manual for how to teach the course, but presents a clear set of skills and learning objectives that will be measured on the AP U.S. History Exam. By helping teachers to prioritize among the possible topics to cover across the scope of U.S. history, the framework seeks to allow teachers to explore certain topics in greater depth. This course framework thus relieves the pressure for teachers to cover all possible events and details of U.S. history at a superficial level while still preparing students well for the rigors of advanced college-level work in history.

## Overview of the Curriculum Framework

**Section I: Historical Thinking Skills.** The curriculum framework begins by describing the historical thinking skills that are central to the study and practice of history. These are organized into four types of skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Teachers should develop these historical thinking skills with students on a regular basis over the span of the course.

**Section II: Thematic Learning Objectives.** In this section, the framework presents a set of learning objectives, organized by seven major themes, that describe what students should know and be able to do by the end of the AP U.S. History course. These represent the major historical understandings that colleges and universities want AP students to have developed in order to merit placement out of the introductory college U.S. history survey course. Students should use a range of historical thinking skills to investigate the thematic learning objectives.



The AP Exam will measure student proficiency in the **historical thinking skills** as well as the **thematic learning objectives**. Beginning with the May 2015 AP U.S. History Exams, every AP Exam question will be rooted in these specified learning objectives, relieving teachers from the pressure to cover an unlimited amount of content in their AP U.S. History course.

**Section III: The Concept Outline.** The required course content for each historical period of U.S. history is presented in a **concept outline**.

**Required Content:** The course is organized into nine historical periods that run from the precolonial era to the present, and the key concepts, supporting concepts, and historical developments that are required knowledge for each period are presented in an outline. Beginning with the May 2015 AP U.S. History Exams, no AP U.S. History Exam questions will require students to know historical content that falls outside this concept outline.

**Optional Content:** Since many of the historical developments in the **concept outline** are broad and can be illustrated or explored in many ways in the classroom, the outline often provides teachers with some “illustrative examples” of specific historical events or figures that teachers might choose to focus on. While taking the AP Exam, students will need to be able to cite historical content as evidence for the arguments they are making, but the exam questions will never focus on any illustrative example from this framework. Written exam questions will instead provide students with the flexibility to write about whichever illustrative example the teacher has chosen to focus on — whether that is one of the illustrative examples listed in this framework or one of the teacher’s own selection. Similarly, there will never be a multiple-choice question about the illustrative examples. Instead, multiple-choice questions will be written about the learning objectives and the required historical concepts. Similarly, students will never be asked to write an AP Exam essay about one specific illustrative example; instead, the essay questions will be written about the learning objectives for the course, so that students then have the flexibility to draw upon whichever examples of that learning objective the teacher chose to focus on. This approach enables teachers to spend less time rushing through historical details and instead provides them and their students with flexibility to study specific historical events or individuals in greater depth.

**Section IV: The AP U.S. History Exam.** This section describes how different parts of the AP Exam will assess students’ achievement of the thematic learning objectives and their use of the historical thinking skills.

# I. Historical Thinking Skills

This section presents the historical thinking skills that are meant to be explored by students throughout the AP U.S. History course. Every AP Exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives (see Section II). See Section IV for more details about how the mastery of both skills and content will be assessed on the AP Exam.

The AP U.S. History course, along with the AP World History and AP European History courses, seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. In the section that follows, four types of historical thinking skills are defined for teachers, accompanied by definitions of the specific historical thinking skills that are part of that type.

- The sections on **chronological reasoning** and **comparison and contextualization** focus on “thinking historically,” or the habits of mind that historians use when they approach the past in a critical way.
- The sections on **crafting historical arguments from historical evidence** and **historical interpretation and synthesis** focus on describing the skills used by historians when they construct and test historical arguments about the past.

Each of the skills below is defined and then followed by a statement of the proficiency that students are expected to show in this skill on the AP Exam. This is accompanied by discussion of how this skill can be developed in tandem with an exploration of the content of the AP U.S. History course.

Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly 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. The skills can also be developed by teachers through explicit attention to historical thinking in individual or group activities, open-ended research and writing assignments, and skills-based formative assessment strategies. Students should engage in these activities to investigate and formulate historical arguments about the major developments in U.S. history.

| Skill Type  | Historical Thinking Skill                          |
|---|--|
| I. Chronological Reasoning                                  | 1. Historical Causation                            |
|   | 2. Patterns of Continuity and Change over Time     |
|   | 3. Periodization                                   |
| II. Comparison and Contextualization                        | 4. Comparison                                      |
|   | 5. Contextualization                               |
| III. Crafting Historical Arguments from Historical Evidence | 6. Historical Argumentation                        |
|   | 7. Appropriate Use of Relevant Historical Evidence |
| IV. Historical Interpretation and Synthesis                 | 8. Interpretation                                  |
|   | 9. Synthesis                                       |

## Skill Type I: Chronological Reasoning

### Skill 1: Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

#### Proficient students should be able to ...

- Compare causes and/or effects, including between short- and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

#### *How could this skill be approached in the AP U.S. History course?*

This skill asks students to identify and compare basic causes and/or effects and to distinguish between both short- and long-term causes and effects. Over the span of the course, students should move from describing causes to analyzing and evaluating the interaction of multiple causes and/or effects.

In U.S. history, arguments about causation are similar to those in other histories or subdisciplines. For example, an effective analysis of the significance of the Civil War might consider both long-term and proximate causes as well as short- and long-term effects. So, discussing the long-term impact of growing economic divergence between the North and South could be weighed against the relatively short-term Congressional gridlock leading up to the outbreak of hostilities. Citing multiple contributing causes may also provide students with more compelling evidence to support larger investigations than focusing on a single cause. For example, teachers can explore the roots of the modern environmental movement in the Progressive

Era and the New Deal, as well as debate underlying and proximate causes of environmental catastrophes arising from pesticide use and offshore oil drilling.

## Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

### Proficient students should be able to ...

- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

### *How could this skill be approached in the AP U.S. History course?*

This skill asks students to recognize, describe, and analyze instances of historical patterns of continuity and change over time. Although world historians frequently have to look for very large patterns of continuity and change across centuries, U.S. history researchers can focus on individuals and a somewhat narrower scope of time. Although this difference in scale can sometimes lead to an overemphasis on details rather than a description of larger patterns, it underscores the importance of integrating content with course themes. For example, the course theme and concept of identity can be discussed as both the denial and extension of political and economic rights to specific groups over different periods of time while simultaneously highlighting the heroic accomplishments of individuals during their struggle for recognition. A teacher might choose to examine the restrictions of rights during America's wars in contrast to the opportunities for minorities to show their patriotism by serving in the armed forces, such as the internment of Japanese Americans and the heroism of Daniel Inouye in World War II.

## Skill 3: Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups. How a historian defines historical periods depends on what the historian considers most significant — political, economic, social, cultural, or environmental factors. Changing periodization can change a historical narrative. Moreover, historical thinking involves being aware of how the circumstances and contexts of a historian's work might shape his or her choices about periodization.

**Proficient students should be able to ...**

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of U.S. history.

***How could this skill be approached in the AP U.S. History course?***

Students should be familiar with different ways that historians divide time into historical periods and identify turning points in the past. Students might begin to develop this skill by examining and evaluating the model of periodization provided in this framework. Students might then compare this periodization against competing models, such as the one used in their textbook.

Periodization has become increasingly relevant to U.S. history because recent historical researchers have challenged traditional ways of categorizing the past, particularly in relation to such underrepresented groups as American Indians. The result is that different texts and syllabi may use different periodizations for unit titles. This is an opportunity for teachers to challenge students to reflect on how the choice of different beginning and ending dates and the labels for specific “time periods” (such as the Progressive Era) can alter the historical narrative and give a higher value to one group over another.

For example, the dates one sets for the beginning of the “new conservative” movement in the United States can emphasize one political and social narrative over another, impacting one’s interpretation of the extent of social and political “reforms.” Teachers can pose questions such as: What is the best way of dividing the history of the United States into meaningful periods? What are the consequences of choosing one set of dates for a particular movement instead of another time frame? Application of this skill can promote healthy discussions and deeper analyses of historical evidence.

**Skill Type II: Comparison and Contextualization****Skill 4: Comparison**

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

**Proficient students should be able to ...**

- Compare related historical developments and processes across place, time, and/or different societies or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

***How could this skill be approached in the AP U.S. History course?***

This skill asks students to compare related historical developments and processes across place, time, or different societies (or within one society). More sophisticated students might be able to compare related historical developments and processes across more than one variable, such as geography, chronology, and different societies (or within one society), recognizing multiple and differing perspectives on a given historical phenomenon.

In contrast to the research conducted in other histories, U.S. history researchers can focus on specific phenomena among fewer cultures over just a few centuries. One of the central questions of world history might be: How similar and how different were historical changes in different parts of the world? A similar comparison question in U.S. history might be: How similar and how different were the periods of U.S. expansion, or how does “conservatism” compare in the 1920s, 1950s, and 1980s? Another means of teaching this skill is to ask students to compare thematic developments in different time periods, such as how environmental attitudes and policies in the first decade of the 20th century compare with those in the last decade of that century, or the comparative impact of migrations to the United States in the 1890s and the 1980s.

**Skill 5: Contextualization**

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

**Proficient students should be able to ...**

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

***How could this skill be approached in the AP U.S. History course?***

This skill asks students to recognize and explain ways in which historical phenomena or processes connect to broader regional, national, or global processes. The “context” for world history is the world as a whole; for European history, it is Europe as a whole; and for U.S. history, it is primarily the United States itself. The skill of contextualization therefore takes on different forms depending on the scope of time and geography. One of the central questions of world history is: How does the history of this specific region or era fit into the larger story of world history as a whole? For U.S. history, that same contextualization question might be: How does the history of a particular group, region, or era fit into the larger story of the development of the United States? However, there are a growing number of topics in which teachers



should consider challenging students with the broader context, especially when considering the theme of America in the world. For example, U.S. territorial expansion, emancipation, the Great Depression, and, of course, foreign policy initiatives are increasingly bringing into play the perspectives of other nations and world regions. One could also explore the interaction between a watershed event like Reconstruction and the civil rights movement.

## Skill Type III: Crafting Historical Arguments from Historical Evidence

### Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

#### Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

#### *How could this skill be approached in the AP U.S. History course?*

This skill asks students to be able to describe commonly accepted historical arguments about the nature of the past and then explain how such arguments have been constructed from historical evidence. Over the span of the course, students should move from describing to evaluating the conflicting historical evidence used in making plausible historical arguments. In U.S. history, the skill of historical argumentation often operates in conjunction with course themes that transcend several periods and with other skills. For example, in conjunction with the theme of politics and power, students might be asked to examine evidence and construct an argument about the causes of the Civil War. The application of argumentation and causation might take students back to previous centuries to construct a coherent thesis with supporting evidence that includes a sophisticated analysis of the introduction of slavery to North American colonies, relative growth and economic divergence of geographic regions, the impact of migration and technology, Congressional gridlock, and political ideas about democracy and federalism.

## Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence while also noting the context in which the evidence was produced and used, recognizing its limitations, and assessing the points of view it reflects.

### Proficient students should be able to ...

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

### *How could this skill be approached in the AP U.S. History course?*

This skill asks students to analyze documents for one or more of the following features: audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered. Based on their analysis of historical evidence, students should then be able to make supportable inferences or draw appropriate conclusions. AP teachers can expose students to a variety of sources to help them draw their own conclusions and inferences. Recent research in U.S. history highlights the inclusion of underrepresented groups and cultures, which also has increased the diversity of sources that historians use. For example, in determining the relationship of Native American tribes to their environment and making assertions about why some persevered and others disappeared, students may have to rely on archaeological or geographical analysis instead of the more traditional forms of evidence in historical research. In addition, popular culture provides useful sources for examining decades such as the 1950s; when exploring the course theme of America in the world, students may have to examine evidence beyond American actors and actions.

## Skill Type IV: Historical Interpretation and Synthesis

### Skill 8: Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.



**Proficient students should be able to ...**

- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

***How could this skill be approached in the AP U.S. History course?***

This skill asks students to both describe and evaluate diverse historical interpretations. To help students create their own interpretation of U.S. history, students and teachers should examine changing historical interpretations over time, such as the different ways that historians have interpreted the institution of American slavery or evaluated Reconstruction. Historians have the added challenge of addressing “presentism,” or how contemporary ideas and perspectives are anachronistically introduced into depictions and interpretations of historical events. The skill of interpretation becomes particularly important as students progress from describing what they are learning about past events to reflecting on assorted historical evidence in terms of contextual values and cultural bias.

**Skill 9: Synthesis**

Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

**Proficient students should be able to ...**

- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
- Apply insights about the past to other historical contexts or circumstances, including the present.

***How could this skill be approached in the AP U.S. History course?***

This skill asks students to demonstrate an understanding of the past by making an argument that draws appropriately on ideas from different fields of inquiry or disciplines when presented to them in the form of data and/or arguments. Synthesis takes distinctive forms depending on the subdiscipline or history course because each grapples with such diverse materials. Unlike the other histories, in U.S. history there is a predisposition of developing a single narrative that consolidates and merges many different cultures. Yet, the development of such a narrative raises the historiographical question about which groups are included or excluded from the story. Increasingly, historians are pulling evidence from a variety of disciplines and using a variety of other skills in the creation of new conceptions about past events. Students should be encouraged to challenge the narratives to which they are exposed so that they will have a better understanding of their place in an increasingly globalized and diverse world.

## II. Thematic Learning Objectives

The content learning objectives for the AP U.S. History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP U.S. History course.

- **Identity**
- **Work, exchange, and technology**
- **Peopling**
- **Politics and power**
- **America in the world**
- **Environment and geography — physical and human**
- **Ideas, beliefs, and culture**

These themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States. The pages that follow describe each theme in detail, along with two or three overarching questions that can be used to guide student inquiry during the entire course.

The phrasing of each learning objective presents a particular kind of historical relationship or development; for example, when the learning objective states that students can explain how and why certain factors *affected* a particular phenomenon, it implies that students should reason about this event using thinking skills such as causation and continuity/change over time.

The tables for the thematic learning objectives also indicate where required course content related to the learning objective can be found in the concept outline. This approach ensures that teachers can continue to teach the course chronologically while still highlighting the relationship between specific historical developments and larger, thematic understandings. Teachers may also investigate U.S. history with their students using themes or approaches of their own choosing, keeping in mind that **all questions on the AP U.S. History Exam will measure student understanding of the specified thematic learning objectives.**

## Learning Objectives by Theme: Identity (ID)

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these subidentities have interacted with each other and with larger conceptions of American national identity.

### Overarching question:

- How and why have debates over American national identity changed over time?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline            |
|--|-----------------------------------|
| <b>ID-1</b> Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.                                      | 2.3.II, 3.1.II, 3.2.I, 4.1.III    |
| <b>ID-2</b> Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.                            | 4.1.III, 5.1.I, 5.3.III, 6.3.II   |
| <b>ID-3</b> Analyze how U.S. involvement in international crises such as the Spanish-American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century. | 7.1.III, 7.3.II, 7.3.III, 8.1.III |

### Overarching question:

- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

| Learning Objectives<br><i>Students are able to ...</i>  | In the Concept Outline  |
|---|---|
| <b>ID-4</b> Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.                            | 1.3.II, 2.1.II, 2.2.II, 3.1.I, 3.2.III  |
| <b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century. | 2.1.III, 3.3.I, 3.3.III, 4.1.I, 4.1.III, 4.2.III, 5.2.I, 5.2.II, 5.3.II, 6.1.II |
| <b>ID-6</b> Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.     | 3.3.I, 4.2.III, 5.1.II, 6.2.I, 7.2.I, 7.2.II, 7.2.III, 7.3.III, 8.3.II, 9.3.II  |
| <b>ID-7</b> Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.  | 7.1.I, 8.3.III, 9.3.II  |
| <b>ID-8</b> Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements.  | 7.2.I, 7.2.III, 8.2.I, 8.2.II   |

## Learning Objectives by Theme: Work, Exchange, and Technology (WXT)

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

### Overarching question:

- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline                                 |
|--|--|
| <b>WXT-1</b> Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.     | 1.2.I, 1.2.II, 2.2.I, 2.2.II, 2.3.I, 3.1.II            |
| <b>WXT-2</b> Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War. | 2.1.I, 2.1.III, 3.3.III, 4.2.I, 4.2.II, 4.2.III, 5.1.I |
| <b>WXT-3</b> Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.                              | 6.1.I, 7.1.I, 7.2.I, 8.3.I, 9.3.I                      |

### Overarching question:

- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?

| Learning Objectives<br><i>Students are able to ...</i>  | In the Concept Outline                              |
|---|---|
| <b>WXT-4</b> Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century.                                     | 1.2.I, 2.1.II, 2.1.III, 2.3.I, 3.3.III              |
| <b>WXT-5</b> Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives. | 4.2.I, 4.2.II, 6.1.II, 6.1.III, 7.1.I, 7.2.I, 8.3.I |

### Overarching question:

- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

| Learning Objectives<br><i>Students are able to ...</i>  | In the Concept Outline                                |
|---|---|
| <b>WXT-6</b> Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.  | 3.2.II, 4.2.II, 5.1.II, 6.1.I, 6.1.II, 7.1.II, 7.2.II |
| <b>WXT-7</b> Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements. | 4.2.III, 6.1.II, 6.1.III, 7.1.II, 9.3.I               |
| <b>WXT-8</b> Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.  | 7.1.II, 7.1.III, 8.3.II, 9.1.II                       |

## Learning Objectives by Theme: Peopling (PEO)

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

### Overarching question:

- Why have people migrated to, from, and within North America?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline  |
|--|---|
| <b>PEO-1</b> Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).  | 1.1.I, 2.1.I, 2.2.I   |
| <b>PEO-2</b> Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population.                  | 4.2.II, 4.2.III, 5.1.II, 6.2.I, 7.2.II, 8.3.II, 9.3.II          |
| <b>PEO-3</b> Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries. | 4.2.II, 4.2.III, 6.1.III, 6.2.I, 7.2.III, 8.3.I, 8.3.II, 9.3.II |

### Overarching question:

- How have changes in migration and population patterns affected American life?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline                                 |
|--|--|
| <b>PEO-4</b> Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.  | 1.2.I, 2.2.II, 3.3.II, 6.2.II                          |
| <b>PEO-5</b> Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century. | 1.2.I, 2.1.III, 2.2.II, 3.3.I, 5.1.II, 5.2.II, 6.1.III |
| <b>PEO-6</b> Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.       | 5.1.II, 6.1.II, 6.2.I, 7.2.II                          |
| <b>PEO-7</b> Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.  | 7.2.II, 8.3.II, 9.3.II                                 |

## Learning Objectives by Theme: Politics and Power (POL)

Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

### Overarching question:

- How and why have different political and social groups competed for influence over society and government in what would become the United States?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline  |
|--|---|
| <b>POL-1</b> Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.                                    | 1.2.II, 1.3.II, 2.1.II, 2.2.I, 2.2.II, 3.1.I, 3.1.II, 3.3.I, 3.3.II |
| <b>POL-2</b> Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.  | 3.1.III, 3.3.III, 4.1.I, 5.2.II, 7.1.III, 8.2.III                   |
| <b>POL-3</b> Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society. | 4.1.II, 5.2.I, 6.1.III, 6.2.I, 7.1.I, 7.1.II, 8.2.I, 8.2.II, 9.1.I  |
| <b>POL-4</b> Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life.    | 7.1.III, 8.2.I, 9.1.II  |

### Overarching question:

- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline   |
|--|--|
| <b>POL-5</b> Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.   | 3.2.I, 3.2.II, 3.2.III, 4.1.I, 5.2.I, 5.3.I, 5.3.II, 7.3.III, 8.2.III, 8.3.III                       |
| <b>POL-6</b> Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century. | 4.1.I, 4.1.II, 4.3.II, 4.3.III, 5.1.II, 5.2.I, 5.2.II, 5.3.II, 5.3.III, 6.2.II, 6.3.I, 7.3.I, 7.3.II |
| <b>POL-7</b> Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.  | 7.2.II, 8.1.III, 8.2.I, 8.2.III, 9.2.II  |

## Learning Objectives by Theme: America in the World (WOR)

In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

### Overarching question:

- How have events in North America and the United States related to contemporary developments in the rest of the world?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline  |
|--|---|
| <b>WOR-1</b> Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period. | 1.2.I, 1.2.II, 2.1.I, 2.1.II, 2.2.I, 2.3.I, 2.3.II, 3.1.II, 3.3.I |
| <b>WOR-2</b> Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century.   | 2.3.I, 2.3.II, 3.2.I, 3.2.III, 4.1.II                             |
| <b>WOR-3</b> Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century.   | 6.1.I, 7.1.I, 8.1.II, 9.3.I                                       |
| <b>WOR-4</b> Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes.   | 7.2.II, 7.2.III, 7.3.II, 7.3.III, 8.1.I, 8.1.III                  |

### Overarching question:

- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline                               |
|--|--|
| <b>WOR-5</b> Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.                             | 3.1.III, 3.2.II, 3.3.I, 3.3.II, 4.3.I, 5.1.I         |
| <b>WOR-6</b> Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century.  | 4.3.I, 4.3.II, 5.1.I, 7.3.I                          |
| <b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs. | 7.3.I, 7.3.II, 7.3.III, 8.1.I, 8.1.II, 9.2.I, 9.2.II |
| <b>WOR-8</b> Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century.                                   | 8.1.I, 8.1.II, 9.2.I, 9.2.II                         |



## Learning Objectives by Theme: Environment and Geography — Physical and Human (ENV)

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

### Overarching question:

- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?

| Learning Objectives<br><i>Students are able to ...</i>  | In the Concept Outline         |
|---|--------------------------------|
| <b>ENV-1</b> Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.                  | 1.1.I, 1.2.I, 1.2.II, 2.2.I    |
| <b>ENV-2</b> Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period.                | 1.1.I, 1.3.II, 2.1.III, 3.1.I  |
| <b>ENV-3</b> Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War. | 3.3.III, 4.3.III, 5.1.I, 5.3.I |

### Overarching question:

- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline                                |
|--|---|
| <b>ENV-4</b> Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.                           | 1.2.II, 2.1.I, 3.1.I, 5.1.I                           |
| <b>ENV-5</b> Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century. | 6.1.III, 6.2.II, 7.1.II, 7.3.I, 8.1.II, 8.3.II, 9.3.I |

## Learning Objectives by Theme: Ideas, Beliefs, and Culture (CUL)

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

### Overarching question:

- How and why have moral, philosophical, and cultural values changed in what would become the United States?

| Learning Objectives<br><i>Students are able to ...</i>   | In the Concept Outline                                  |
|--|---|
| <b>CUL-1</b> Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts. | 1.3.I, 1.3.II, 2.1.II, 2.2.II, 3.1.I                    |
| <b>CUL-2</b> Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.                 | 3.1.II, 3.2.III, 3.3.III, 4.1.II, 4.1.III, 5.2.I, 5.3.I |
| <b>CUL-3</b> Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.  | 6.1.I, 6.3.II, 7.2.I                                    |

### Overarching question:

- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

| Learning Objectives<br><i>Students are able to ...</i>  | In the Concept Outline                                  |
|---|---|
| <b>CUL-4</b> Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic. | 2.1.III, 2.3.I, 2.3.II, 3.1.II, 3.2.I                   |
| <b>CUL-5</b> Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.          | 4.1.III, 6.1.I, 6.3.II, 7.1.II, 7.1.III, 8.1.III, 8.3.I |
| <b>CUL-6</b> Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change.  | 5.2.I, 6.3.II, 7.2.I, 8.3.I, 8.3.III                    |
| <b>CUL-7</b> Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.             | 7.2.I, 8.3.I, 8.3.III, 9.3.I                            |

### III. The Concept Outline

The concept outline presents a chronological framework for investigating the different periods of U.S. history in the AP U.S. History course. Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam (see Section II, Thematic Learning Objectives).

#### Historical Periods

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. These 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%                           | 45%     |
| 3      | 1754–1800    | 12%                           |         |
| 4      | 1800–1848    | 10%                           |         |
| 5      | 1844–1877    | 13%                           |         |
| 6      | 1865–1898    | 13%                           | 45%     |
| 7      | 1890–1945    | 17%                           |         |
| 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. Indeed, the ability to interpret the nature of change and continuity in various periods is a key element of the historian's craft.

As a result, a number of the periods show some degree of overlap, depending on the kinds of key concepts being developed 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 distinctions in the outline between historical eras deserve further scrutiny and investigation by students, since the development of chronological reasoning and a sense of change and continuity are critical thinking skills for the study of history. Useful activities might be for students to explain the periods that overlap in the curriculum framework, examine different periodizations of U.S. history used by different textbooks or historians, or propose a periodization scheme of their own.

## Elements of the Concept Outline

**Key concepts:** Key and supporting concepts are elaborated for each period in an outline form using Roman numerals and letters. Within these concepts, essential historical details from each period are provided that are assessable on the AP Exam. For example, Key Concept 3.2, I.B. includes Thomas Paine's *Common Sense* as a required component of understanding of this period that could be assessed on the AP Exam.

The concept outline does not list all groups, events, individuals, dates, and other historical details that might relate to every key concept. Such items, where not explicitly listed, are **not** required knowledge for the course. However, **it is vital that teachers explore the key concepts of each period in depth by using relevant historical evidence of their own choosing** as they keep in mind ways to make the course content meaningful and relevant to their students (see “Illustrative knowledge” below). In addition, although the key concepts provide a discussion of major developments within each period, they may be open to differences in interpretation. Teachers may wish to use these differences as opportunities for student inquiry and debate in the classroom.

**Connection to the learning objectives:** The Roman numeral sections of the outline have been coded to indicate a connection to the learning objectives, and you will see this code is in parentheses at the end of each section. In this way, teachers can approach the chronological nature of history through the lens of the larger historical themes. The codes are as follows:

**ID** — Identity

**WXT** — Work, exchange, and technology

**PEO** — Peopling

**POL** — Politics and power

**WOR** — America in the world

**ENV** — Environment and geography — physical and human

**CUL** — Ideas, beliefs, and culture

These codes are numbered to refer back to the learning objectives in Section II. For example, the codes (PEO-1) (ENV-1) (ENV-2) appear with Key Concept 1.1, supporting concept I, indicating that the content in this area supports these three learning objectives.

**Illustrative knowledge:** In order to make sense of the concepts in this framework, students need to reference historical evidence: specific and significant information about the past. The concept outline presents the required concepts and topics that students will need to investigate; the statements in the outline focus on large-scale historical processes and major developments. This allows teachers to choose their own examples of historical phenomena within those developments in order to best illustrate them for their students. The specific examples as well as the number of examples to teach for each concept are left to the teachers' discretion. Teachers are not obligated to cover all possible individuals, events, and groups in U.S. history, but rather only those examples that are most useful to them in helping students understand larger historical developments.

Because the conceptual statements in the outline are written in this general way, the outline includes gray boxes at various points to provide some specific examples that teachers might use to illustrate the underlying concept in greater detail. For example, under Period 1, Key Concept 1.1, supporting concept I, historical development A, the following box appears:

*Teachers have flexibility to use examples such as the following:*

- Pueblo, Chinook

This is meant to provide some examples of particular American Indian groups that could be explored with students to illustrate the broader phenomenon of groups adapting to and transforming the environment of the Southwest. These boxes are provided for illustrative purposes only; teachers are also free to select examples of their own choosing. Because AP Exam questions will measure students' achievement of the learning objectives, **AP Exam questions will not require students to be familiar with the information contained within the gray boxes.**

Because teachers need not cover all possible facts and details of U.S. history, they should have more time to focus on developing students' understanding of the learning objectives and use of the historical thinking skills. Teachers are encouraged to explore other examples beyond those mentioned as viable options for teaching the course, and should feel confident that this will not compromise their students' ability to perform well on the AP Exam.

# PERIOD 1: 1491–1607

**On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.**

**Key Concept 1.1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

- I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.

**(PEO-1) (ENV-1) (ENV-2)**

- A. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

*Teachers have flexibility to use examples such as the following:*

- Pueblo, Chinook

- B. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.
- C. In the Northeast and along the Atlantic Seaboard, some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages.

- Iroquois, Algonquian

**Key Concept 1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

- I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. **(PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)**

- A. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.

*Teachers have flexibility to use examples such as the following:*

- smallpox, Mestizo, Zambo

- B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.

- C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns as well as on economic, social, and political development in the Western Hemisphere.

- horses, cows

- D. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

- sugar, silver

II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. **(ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)**

- A. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.
- B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.

*Teachers have flexibility to use examples such as the following:*

- corn, potatoes

- C. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

- sextant, joint-stock companies

**Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. **(CUL-1)**

- A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.

- Juan de Sepúlveda, Bartolomé de Las Casas



- B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.
- II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. **(ID-4) (POL-1) (CUL-1) (ENV-2)**
- A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

*Teachers have flexibility to use examples such as the following:*

- Spanish mission system, Pueblo, Juan de Oñate

- B. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

- maroon communities in Brazil and the Caribbean, mixing of Christianity and traditional African religions

## PERIOD 2: 1607–1754

**Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.**

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

- I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. **(WXT-2) (PEO-1) (WOR-1) (ENV-4)**
  - A. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.
  - B. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.
  - C. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.
- II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. **(WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)**
  - A. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.

- B. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.
- C. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.
- D. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.

*Teachers have flexibility to use examples such as the following:*

- rebellion, sabotage, escape

III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. **(WXT-2) (WXT-4) (ENV-2) (ID-5) (PEO-5) (CUL-4)**

- A. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.
- B. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.

- C. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

- the Carolinas (rice), Barbados (sugar)

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

- I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.  
**(WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)**

- A. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.

*Teachers have flexibility to use examples such as the following:*

- Beaver Wars, Chickasaw Wars

- B. As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.

- furs, tobacco

- C. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

- Wool Act, Molasses Act, widespread smuggling in Spanish and English colonies

II. Clashes between European and American Indian social and economic values caused changes in both cultures. **(ID-4) (WXT-1) (PEO-4) (PEO-5) (POL-1) (CUL-1)**

- A. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.

*Teachers have flexibility to use examples such as the following:*

- Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Philip's War

- B. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists' worldviews on land and gender roles.

- praying towns, clothing

- C. By supplying American Indian allies with deadlier weapons and alcohol and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

- I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. **(WXT-1) (WXT-4) (WOR-1) (WOR-2) (CUL-4)**
- A. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.

- B. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

*Teachers have flexibility to use examples such as the following:*

- Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke

- C. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

- *Casta* system, mulatto, Métis

- II. Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.  
**(WOR-1) (WOR-2) (ID-1) (CUL-4)**

- A. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.
- B. Late 17th-century efforts to integrate Britain's colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government's relative indifference to colonial governance.

- dominion of New England, Navigation Acts

- C. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local 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.

- Great Awakening, republicanism

## PERIOD 3: 1754–1800

**British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.**

**Key Concept 3.1:** Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

- I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new U.S. government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**
  - A. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
  - B. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.

*Teachers have flexibility to use examples such as the following:*

- Pontiac's Rebellion, Proclamation of 1763

- C. During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

- Iroquois Confederation, Chief Little Turtle and the Western Confederacy



- II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. **(ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)**
- A. Great Britain's massive debt from the Seven Years' War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.
- Teachers have flexibility to use examples such as the following:*

  - Stamp Act, Committees of Correspondence, Intolerable Acts
- B. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.
- Sons of Liberty, Mercy Otis Warren, *Letters from a Farmer in Pennsylvania*
- C. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.
- III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. **(WOR-5) (POL-2)**
- A. 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.

- B. The French Revolution's spread throughout Europe and beyond helped fuel Americans' debate not only about the nature of the United States' domestic order but also about its proper role in the world.
- C. Although George Washington's Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.

**Key Concept 3.2:** In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

- I. During the 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5) (WOR-2) (CUL-4)**
  - A. Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

*Teachers have flexibility to use examples such as the following:*

- John Locke, Jean-Jacques Rousseau, Adam Smith

- B. The colonists' belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine's *Common Sense* and in the Declaration of Independence.
- C. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. **(WXT-6) (POL-5) (WOR-5)**

- A. Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.

*Teachers have flexibility to use examples such as the following:*

- tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River

- B. Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.

- C. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.

- D. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.

- Kentucky and Virginia Resolutions, Hamilton's Financial Plan, Proclamation of Neutrality

III. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. **(ID-4) (WOR-2) (POL-5) (CUL-2)**

- A. During and after the American Revolution, an increased awareness of the 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.

- Abigail Adams, Pennsylvania Gradual Emancipation Law

- B. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.

- C. The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.

**Key Concept 3.3:** Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

- I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. **(ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)**

- A. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

*Teachers have flexibility to use examples such as the following:*

- march of the Paxton Boys, Battle of Fallen Timbers

- B. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.

- Scots-Irish; Shays' Rebellion, frontier vs. tidewater Virginia

- C. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.

- *corridos*, architecture of Spanish missions, *vaqueros*

- II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. **(POL-1) (PEO-4) (WOR-5)**

- A. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.
- B. The Constitution's failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.
- C. As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.

*Teachers have flexibility to use examples such as the following:*

- Jay's Treaty, Pinckney's Treaty

- III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions. **(ID-5) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)**
- A. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.
  - B. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.
  - C. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

## PERIOD 4: 1800–1848

**The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.**

**Key Concept 4.1:** The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

- I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens. **(POL-2) (POL-5) (POL-6) (ID-5)**
  - A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.
  - B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

*Teachers have flexibility to use examples such as the following:*

- *McCulloch v. Maryland, Worcester v. Georgia*

- C. With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

- New England opposition to the Embargo Act, debates over the tariff and internal improvements

- D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.

- II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities.

**(CUL-2) (POL-3) (POL-6) (WOR-2)**

- A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.

*Teachers have flexibility to use examples such as the following:*

- Charles G. Finney, Seneca Falls convention, Utopian communities

- B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

- American Colonization Society, Frederick Douglass

- C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.

- III. While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own. **(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

- A. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.

- the Hudson River School, John James Audubon



- B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.
- C. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

*Teachers have flexibility to use examples such as the following:*

- Richard Allen, David Walker, slave music

**Key Concept 4.2:** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

- I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. **(WXT-2) (WXT-5)**
  - A. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.
- B. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semisubsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

- steel plow, mechanical reaper, Samuel Slater

- Lowell system, Baldwin Locomotive Works, anthracite coal mining

- II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. **(PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)**
- A. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.
  - B. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.
  - C. Efforts to exploit the nation's natural resources led to government efforts to promote free and forced migration of various American peoples across the continent as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.
- III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. **(WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**
- A. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
  - B. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
  - C. The South remained politically, culturally, and ideologically distinct from the other sections while continuing to rely on its exports to Europe for economic growth.

- D. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.

*Teachers have flexibility to use examples such as the following:*

- cult of domesticity, Lydia Maria Child, early labor unions

- E. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

**Key Concept 4.3:** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

- I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade. **(WOR-5) (WOR-6)**
- A. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.

*Teachers have flexibility to use examples such as the following:*

- negotiating the Oregon border, annexing Texas, trading with China

- B. The United States sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

- Monroe Doctrine, Webster-Ashburton Treaty

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. **(WOR-6) (POL-6)**

- A. With expanding borders came public debates about whether to expand and how to define and use the new territories.

- designating slave/nonslave areas, defining territories for American Indians

- B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

- Hartford Convention, nullification crisis

- C. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

*Teachers have flexibility to use examples such as the following:*

- War Hawks, Indian Removal Act, Seminole Wars

III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. **(ENV-3) (POL-6)**

- A. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.
- B. As overcultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broadscale debate about how to set national goals, priorities, and strategies.

## PERIOD 5: 1844–1877

**As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.**

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

- I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. **(ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**
- A. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era’s political debates.
- B. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.
- C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.
- D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

*Teachers have flexibility to use examples such as the following:*

- clipper ships, Commodore Matthew Perry’s expedition to Japan, missionaries

- II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.

**(ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**

- A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.

*Teachers have flexibility to use examples such as the following:*

- parochial schools, Know-Nothings

- B. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

- Mormons, the gold rush, the Homestead Act

- C. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.

- Mariano Vallejo, Sand Creek Massacre, Little Big Horn

**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. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. **(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**
    - A. The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth.
    - B. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.
    - C. States' rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.
- Teachers have flexibility to use examples such as the following:*

  - John C. Calhoun, minstrel shows
- II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. **(POL-2) (POL-6) (PEO-5) (ID-5)**
    - A. National leaders made a variety of proposals 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 sectional conflict.

- B. 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 and the Midwest.
- C. Lincoln's election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.

**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, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. **(POL-5) (CUL-2) (ENV-3)**
  - 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's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army and helping prevent the Confederacy from gaining full diplomatic support from European powers.
  - C. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure.

*Teachers have flexibility to use examples such as the following:*

- Gettysburg, March to the Sea



II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union but leaving unresolved questions of relative power and largely unchanged social and economic patterns. **(POL-5) (POL-6) (ID-5)**

- A. The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.
- B. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.

*Teachers have flexibility to use examples such as the following:*

- Hiram Revels, Blanche K. Bruce, Robert Smalls

- C. Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed due both to determined southern resistance and to the North's waning resolve.

III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. **(ID-2) (POL-6)**

- A. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.

- B. The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.
- C. The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.

## PERIOD 6: 1865–1898

**The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.**

**Key Concept 6.1:** The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

- I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.  
**(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**
- A. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.
- B. 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, Asia, and Latin America.
- C. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.

*Teachers have flexibility to use examples such as the following:*

- John D. Rockefeller, J. P. Morgan

- D. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.

II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. **(WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**

- A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.
- B. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

*Teachers have flexibility to use examples such as the following:*

- Knights of Labor, American Federation of Labor, Mother Jones

- C. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. **(ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**

- A. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.

- U.S. Fish Commission, Sierra Club, Department of the Interior

- B. Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.

- the Grange, Las Gorras Blancas, Colored Farmers’ Alliance

- C. The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People's (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.
- D. Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.

**Key Concept 6.2:** The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

- I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities. **(ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**
  - A. Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation's cities and the rural and boomtown areas of the West.
  - B. Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.
  - C. Immigrants sought both to "Americanize" and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
  - D. In an urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women's clubs and self-help groups targeted intellectual development and social and political reform.

*Teachers have flexibility to use examples such as the following:*

- National American Woman Suffrage Association, Woman's Christian Temperance Union

- II. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.

**(PEO-4) (ENV-5) (POL-6)**

- A. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.

*Teachers have flexibility to use examples such as the following:*

- subsidies, land-grant colleges

- B. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.

- C. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

- Dawes Act, Chief Joseph, Ghost Dance movement

**Key Concept 6.3:** The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

- I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform. **(POL-6)**

- A. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.

- referendum, socialism, Interstate Commerce Act

- B. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence as well as local and national policies of discrimination and segregation.

*Teachers have flexibility to use examples such as the following:*

- American Protective Association, Chinese Exclusion Act

- II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. **(ID-2) (CUL-3) (CUL-5) (CUL-6)**

- A. Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.

- Henry George, Edward Bellamy, Gospel of Wealth

- B. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

- C. Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.

- Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton

## PERIOD 7: 1890–1945

**An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.**

**Key Concept 7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

- I. The continued growth and consolidation of large corporations transformed American society and the nation's economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe. **(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)**
  - A. Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.
  - B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.
  - C. Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.
- II. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. **(WXT-6) (WXT-7) (WXT-8) (POL-3) (ENV-5) (CUL-5)**
  - A. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.



- B. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

*Teachers have flexibility to use examples such as the following:*

- Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank

- III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the United States into a limited welfare state. **(WXT-8) (POL-2) (POL-4) (ID-3) (CUL-5)**

- A. The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

- National Recovery Administration, Tennessee Valley Authority, Federal Writers' Project

- B. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.

- Huey Long, Supreme Court fight

- C. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

- Social Security Act, Federal Deposit Insurance Corporation (FDIC)

**Key Concept 7.2:** A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

- I. New technologies led to social transformations that improved the standard of living for many while contributing to increased political and cultural conflicts. **(ID-6) (ID-8) (WXT-3) (WXT-5) (CUL-3) (CUL-6) (CUL-7)**

- A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.

*Teachers have flexibility to use examples such as the following:*

- radio, motion pictures, automobiles

- B. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.

- C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

- Yiddish theater, jazz, Edward Hopper

- II. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. **(ID-6) (WOR-4) (PEO-2) (PEO-6) (PEO-7) (POL-7) (WXT-6)**

- A. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.

- B. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.
  - C. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.
- III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. **(ID-6) (ID-8) (PEO-3) (WOR-4)**
- A. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.
  - B. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.
  - C. Many Mexicans, drawn to the United States by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

*Teachers have flexibility to use examples such as the following:*

- Great Depression–era deportations, Bracero program, Luisa Moreno

**Key Concept 7.3:** Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

- I. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. **(WOR-6) (WOR-7) (ENV-5) (POL-6)**
  - A. The perception in the 1890s that the western frontier was “closed,” economic motives, competition with other European imperialist

ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.

- B. The American victory in the Spanish-American War led to the U.S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia.
- C. Questions about America's role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.

*Teachers have flexibility to use examples such as the following:*

- dollar diplomacy, Mexican intervention

II. World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests. **(WOR-4) (WOR-7) (ID-3) (POL-6)**

- 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 Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.
- C. 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, which continued to the late 1930s.

*Teachers have flexibility to use examples such as the following:*

- Washington Naval Conference, Stimson Doctrine, Neutrality Acts

III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence and transformed both American society and the relationship between the United States and the rest of the world. **(WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)**

- A. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.
- B. Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.
- C. The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.

- Atlantic Charter, development of sonar, Manhattan Project

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

## PERIOD 8: 1945–1980

**After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.**

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

- I. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system. **(WOR-4) (WOR-7) (WOR-8)**
  - A. The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations.
  - B. The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.

*Teachers have flexibility to use examples such as the following:*

- development of hydrogen bomb, massive retaliation, space race

- C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or *détente*).
- II. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes. **(ENV-5) (WOR-3) (WOR-7) (WOR-8)**
  - A. 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.

- B. Cold War competition extended to Latin America, where the United States supported non-Communist regimes with varying levels of commitment to democracy.
- C. 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.

*Teachers have flexibility to use examples such as the following:*

- Suez Crisis, Organization of the Petroleum Exporting Countries (OPEC)

III. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order. **(ID-3) (POL-7) (WOR-4) (CUL-5)**

- A. Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.
- B. Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated.
- 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.

**Key Concept 8.2:** Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety 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 equality was slow and halting.  
**(ID-8) (POL-3) (POL-4) (POL-7)**

- A. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination.

- Fannie Lou Hamer, John Lewis, Thurgood Marshall

- B. Decision-makers in each of 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 justice.

- C. Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.

- II. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity.  
**(POL-3) (ID-8)**

- A. Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians.

*Teachers have flexibility to use examples such as the following:*

- *The Feminine Mystique*, Gloria Steinem



- B. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.
  - C. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.
- III. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. **(POL-2) (POL-5) (POL-7)**
- A. Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.
  - B. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.

*Teachers have flexibility to use examples such as the following:*

- *Griswold v. Connecticut, Miranda v. Arizona*

- C. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

- Students for a Democratic Society, Black Panthers

**Key Concept 8.3:** Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**

- A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force.
- B. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture as well as challenges to conformity by artists, intellectuals, and rebellious youth.

- Beat movement, *The Affluent Society*, rock and roll music

- C. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.

II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. **(ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)**

- A. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.
- B. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

*Teachers have flexibility to use examples such as the following:*

- Rachel Carson, Clean Air Act

- III. New demographic and social issues led to significant political and moral debates that sharply divided the nation. **(ID-7) (POL-5) (CUL-6) (CUL-7)**
- A. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.
- B. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.
- C. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.

- Watergate, *Bakke v. University of California*, Phyllis Schlafly

## PERIOD 9: 1980–Present

**As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.**

**Key Concept 9.1:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

- I. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. **(POL-3)**
  - A. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.

*Teachers have flexibility to use examples such as the following:*

- OPEC oil embargo, 1970s inflation, Iranian hostage crisis

- B. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.

- Moral Majority, Focus on the Family

II. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. **(WXT-8) (POL-4)**

A. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

*Teachers have flexibility to use examples such as the following:*

- tax cuts passed under Ronald Reagan and George W. Bush, Contract with America, *Planned Parenthood v. Casey*

B. Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.

- expansion of Medicare and Medicaid, growth of the budget deficit

**Key Concept 9.2:** The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. **(WOR-7) (WOR-8)**

A. President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

- “Star Wars” missile defense system, Start I

B. The end of the Cold War led not only to new diplomatic relationships but also to new U.S. military and peacekeeping interventions as well as debates over the nature and extent of American power in the world.

- II. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights. **(POL-7) (WOR-7) (WOR-8)**
- A. In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and 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.

**Key Concept 9.3:** Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

- I. The increasing integration of the United States into the world economy was accompanied by economic instability and major policy, social, and environmental challenges. **(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)**
  - A. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.
  - B. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

*Teachers have flexibility to use examples such as the following:*

- North American Free Trade Agreement, debates over health care reform, debates over Social Security reform

- C. Conflict 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. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

- II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences. **(ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)**
- A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
  - B. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.
  - C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

*Teachers have flexibility to use examples such as the following:*

- Immigration Reform and Control Act of 1986; Don't Ask, Don't Tell debate

## IV. The AP U.S. History Exam

### Exam Description

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 100-minute multiple-choice/short-answer section and a 95-minute free-response section. 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    | 4 questions                        | 45 minutes | 20%                            |
| II      | Part A: Document-based question   | 1 question                         | 60 minutes | 25%                            |
|         | Part B: Long essay question       | 1 question<br>(chosen from a pair) | 35 minutes | 15%                            |

### Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next 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

The following are general parameters about the relationship between the components of the curriculum framework and the questions that will be asked of students on the AP Exam:

- Students' achievement of the thematic learning objectives will be assessed throughout the exam.
- Students' use of the historical thinking skills will be assessed throughout the exam.
- Students' understanding of all nine periods of U.S. history will be assessed throughout the exam.
- No document-based question or long essay question will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9).



- Students will always write at least one essay — in either the document-based question or long essay — that examines long-term developments that span historical time periods.
- The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see Section III, page 28).

## Multiple-Choice Questions

The multiple-choice section will contain a number of sets of questions, with between two and five questions per set, that ask students to respond to stimulus material — a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. The set of multiple-choice questions about the material will draw upon knowledge required by the curriculum framework, and each question will address one of the learning objectives 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.

Multiple-choice questions will assess students' ability to reason about the stimulus material **in tandem with** their knowledge of the historical issue at hand. The possible answers for a multiple-choice question will reflect the level of detail present in the required historical developments found in the concept outline for the course. Events and topics contained in the illustrative example boxes of the curriculum framework will **not** appear in multiple-choice questions (unless accompanied by text that fully explains the topic to the student).

## Short-Answer Questions

Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze 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.

## Document-Based Question

The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence. The documents included in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Where suitable, the documents will include charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents. The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into the student's essay to earn the highest scores.

## Long Essay Question

To provide opportunities for students to demonstrate what they know best, they will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples of large-scale phenomena, either drawn from the concept outline or from topics discussed in the classroom.

## Sample Exam Questions

The sample questions that follow illustrate the relationship between the curriculum framework and the redesigned AP U.S. History Exam and serve as examples of the types of questions that will appear on the exam. Each question is followed by the main learning objectives, skills, and key concepts it addresses. A question may partially address other learning objectives, skills, or key concepts, but only the primary ones are listed. For multiple-choice questions, the correct answer is also provided. The short-answer question, document-based question, and long essay question sections are followed by a description of what good responses will include.

# Section I

## Part A: Multiple-Choice Questions

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

**Questions 1–3 refer to the excerpt below.**

“Be it enacted ... That after the five and twentieth day of March, 1698, no goods or merchandizes whatsoever shall be imported into, or exported out of, any colony or plantation to his Majesty, in Asia, Africa, or America ... in any ship or bottom, but what is or shall be of the built of England, Ireland, or the said colonies or plantations ... and navigated with the masters and three fourths of the mariners of the said places only ... under pain of forfeiture of ships and goods.”

— English Parliament, Navigation Act, 1696

1. The excerpt most directly reflects which of the following goals for England’s North American colonies?
  - (A) Developing them as a producer of manufactured goods
  - (B) Aiding them in developing trade with other European nations
  - (C) Integrating them into a coherent imperial structure based on mercantilism
  - (D) Protecting them from American Indian attacks

| Learning Objectives  | Historical Thinking Skills   | Key Concepts in the Curriculum Framework |
|--|--|--|
| <b>WOR-1</b> Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period. | Appropriate Use of Relevant Historical Evidence, Contextualization | 2.3.II                                   |

2. One direct long-term effect of the Navigation Act was that it
- (A) promoted commercial treaties with Spain and France throughout the 1700s
  - (B) contributed to the rise of opposition that ultimately fostered the independence movement
  - (C) encouraged colonists in North America to expand trade agreements with American Indians
  - (D) led to the imposition of heavy taxes on the North American colonists in the early 1700s

| Learning Objectives  | Historical Thinking Skills | Key Concepts in the Curriculum Framework |
|--|----------------------------|--|
| <b>WOR-1</b> Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period. | Historical Causation       | 2.3.II                                   |

3. The goals presented in the excerpt from the act have the most in common with which of the following?
- (A) Increases in the federal tariff in the 1820s
  - (B) Progressive Era antitrust reforms in the 1900s
  - (C) Free-trade policies in the 1990s
  - (D) Federal tax reductions in the 2000s

| Learning Objectives  | Historical Thinking Skills                                  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <b>WXT-2</b> Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War. | Appropriate Use of Relevant Historical Evidence, Comparison | 4.2.III                                  |

**Questions 4–6 refer to the excerpts below.**

“Still, though a slaveholder, I freely acknowledge my obligations as a man; and I am bound to treat humanely the fellow creatures whom God has entrusted to my charge. ... It is certainly in the interest of all, and I am convinced it is the desire of every one of us, to treat our slaves with proper kindness.”

— Letter from former South Carolina governor  
James Henry Hammond, 1845

“Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of Liberty which is fettered, in the name of the constitution and Bible, which are disregarded and trampled upon, dare to call in question and denounce ... slavery ‘the great sin and shame of America!’”

— Frederick Douglass, speech titled “The Meaning of  
July Fourth for the Negro,” 1852

4. The excerpt from James Henry Hammond is most clearly an example of which of the following developments in the mid-19th century?
- (A) The decline of slavery in Southern states as a result of gradual emancipation laws
  - (B) The increasingly restrictive nature of slavery in the South enforced by stronger slave codes
  - (C) The expanding use of moral arguments by Northern antislavery activists
  - (D) The growing tendency among Southern slaveholders to justify slavery as a positive good

| Learning Objectives   | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century. | Appropriate<br>Use of Relevant<br>Historical Evidence,<br>Contextualization | 5.2.1                                    |

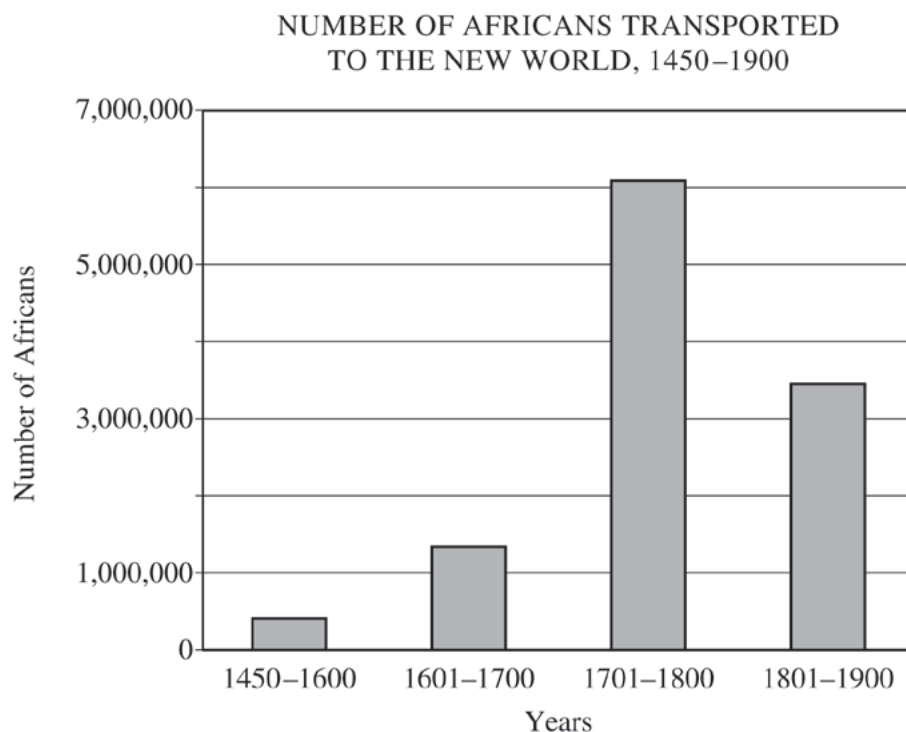
5. Which of the following groups would be most likely to support the perspective of Frederick Douglass in the excerpt?
- (A) Southern Democrats
  - (B) Southern planters
  - (C) Northern abolitionists
  - (D) Northern merchants

| Learning Objectives  | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <b>CUL-2</b> Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century. | Appropriate<br>Use of Relevant<br>Historical Evidence,<br>Contextualization | 5.2.I                                    |

6. The language used in both excerpts most directly reflects the influence of which of the following?
- (A) The Second Great Awakening
  - (B) States' rights
  - (C) Manifest Destiny
  - (D) American nationalism

| Learning Objectives  | Historical Thinking Skills   | Key Concepts in the Curriculum Framework |
|--|--|--|
| <b>CUL-2</b> Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century. | Appropriate<br>Use of Relevant<br>Historical Evidence,<br>Comparison | 4.1.II                                   |

Questions 7 and 8 refer to the graph below.



7. The pattern depicted on the graph from 1450 to 1800 best serves as evidence of which of the following?
- (A) The replacement of indigenous labor and indentured servitude by enslaved Africans in New World colonies
  - (B) The development of varied systems of racial categorization in the European colonies
  - (C) The effectiveness of the abolitionist movement in Europe and the Americas
  - (D) The susceptibility of enslaved populations to New World diseases

| Learning Objectives   | Historical Thinking Skills   | Key Concepts in the Curriculum Framework |
|---|--|--|
| <b>WXT-4</b> Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century. | Appropriate Use of Relevant Historical Evidence, Contextualization | 1.2.I, 2.1.II                            |



8. Which of the following contributed most directly to the change in the number of Africans transported to the New World after 1800?
- (A) The emergence of a more industrial economy in Great Britain and the United States
  - (B) The outlawing of the international slave trade by Great Britain and the United States
  - (C) The increased resistance to slavery within African nations
  - (D) The influence of major slave rebellions in Haiti and elsewhere

| Learning Objectives  | Historical Thinking Skills | Key Concepts in the Curriculum Framework |
|--|----------------------------|--|
| <b>POL-3</b> Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society. | Historical Causation       | 4.1.II                                   |

Questions 9–11 refer to the excerpt below.

“As the early years at Hull House show, female participation in that area of reform grew out of a set of needs and values peculiar to middle-class women in the late nineteenth and early twentieth century. Settlement workers did not set out to become reformers. They were rather women trying to fulfill existing social expectations for self-sacrificing female service while at the same time satisfying their need for public recognition, authority, and independence. In the process of attempting to weave together a life of service and professional accomplishment, they became reformers as the wider world defined them.”

— Robyn Muncy, historian, *Creating a Female Dominion in American Reform, 1890–1935*, published in 1991

9. Women working in settlement houses such as Hull House initially sought to help
- (A) formerly enslaved men and women adjust to life after slavery
  - (B) immigrants adapt to American customs and language
  - (C) farmers fight unfair banking practices
  - (D) American Indians resist encroachment on their lands

| Learning Objectives  | Historical Thinking Skills | Key Concepts in the Curriculum Framework |
|--|----------------------------|--|
| <b>PEO-6</b> Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century. | Contextualization          | 6.2.I                                    |

10. Settlement house work as described by Muncy had the most in common with women's activism during which of the following earlier periods?
- (A) The Protestant evangelism of the mid-1700s
  - (B) The decade leading up to the American Revolution
  - (C) The two decades following the American Revolution
  - (D) The Second Great Awakening in the first half of the 1800s

| Learning Objectives  | Historical Thinking Skills                                  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <b>CUL-2</b> Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century. | Appropriate Use of Relevant Historical Evidence, Comparison | 4.1.II                                   |

11. Which of the following was the most direct effect of the trend described in the excerpt?
- (A) The development of the Progressive movement to address social problems associated with industrial society
  - (B) The emergence of the Populist Party's efforts to increase the role of government in the economy
  - (C) The election of large numbers of women to political offices
  - (D) The increased participation of women in factory work

| Learning Objectives   | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>WXT-7</b> Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements. | Appropriate Use of Relevant Historical Evidence, Historical Causation | 7.1.II                                   |

**Questions 12–15 refer to the excerpt below.**

“Economic growth was indeed the most decisive force in the shaping of attitudes and expectations in the postwar era. The prosperity of the period broadened gradually in the late 1940s, accelerated in the 1950s, and soared to unimaginable heights in the 1960s. By then it was a boom that astonished observers. One economist, writing about the twenty-five years following World War II, put it simply by saying that this was a ‘quarter century of sustained growth at the highest rates in recorded history.’ Former Prime Minister Edward Heath of Great Britain agreed, observing that the United States at the time was enjoying ‘the greatest prosperity the world has ever known.’”

— James T. Patterson, historian, *Grand Expectations: The United States, 1945–1974*, published in 1996

12. Which of the following factors most directly contributed to the economic trend that Patterson describes?
- (A) A surge in the national birthrate
  - (B) The expansion of voting rights for African Americans
  - (C) Challenges to conformity raised by intellectuals and artists
  - (D) The gradual emergence of détente with the Soviet Union

| Learning Objectives   | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>WXT-3</b> Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age. | Appropriate Use of Relevant Historical Evidence, Historical Causation | 8.3.1                                    |

13. One significant result of the economic trend described in the excerpt was the
- (A) rise of the sexual revolution in the United States
  - (B) decrease in the number of immigrants seeking entry to the United States
  - (C) rise of the Sun Belt as a political and economic force
  - (D) decrease in the number of women in the workforce

| Learning Objectives  | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <b>PEO-3</b> Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries. | Appropriate Use of Relevant Historical Evidence, Historical Causation | 8.3.1                                    |

14. Many of the federal policies and initiatives passed in the 1960s address which of the following about the economic trend described in the excerpt?
- (A) Affluence had effectively eliminated racial discrimination.
  - (B) Pockets of poverty persisted despite overall affluence.
  - (C) A rising standard of living encouraged unionization of industrial workers.
  - (D) Private industry boomed in spite of a declining rate of federal spending.

| Learning Objectives  | Historical Thinking Skills   | Key Concepts in the Curriculum Framework |
|--|--|--|
| <b>POL-3</b> Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society. | Appropriate Use of Relevant Historical Evidence, Contextualization | 8.2.II                                   |

15. The increased culture of consumerism during the 1950s was most similar to developments in which of the following earlier periods?
- (A) The 1840s
  - (B) The 1860s
  - (C) The 1910s
  - (D) The 1920s

| Learning Objectives   | Historical Thinking Skills | Key Concepts in the Curriculum Framework |
|---|----------------------------|--|
| <b>CUL-7</b> Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society. | Periodization              | 7.2.I                                    |

**Questions 16–19 refer to the excerpt below.**

“Yet, after all our years of toil and privation, dangers and hardships upon the ... frontier, monopoly is taking our homes from us by an infamous system of mortgage foreclosure, the most infamous that has ever disgraced the statutes of a civilized nation. ... How did it happen? The government, at the bid of Wall Street, repudiated its contracts with the people; the circulating medium was contracted. ... As Senator Plumb [of Kansas] tells us, ‘Our debts were increased, while the means to pay them was decreased.’ [A]s grand Senator ... Stewart [of Nevada] puts it, ‘For twenty years the market value of the dollar has gone up and the market value of labor has gone down, till today the American laborer, in bitterness and wrath, asks which is the worst: the black slavery that has gone or the white slavery that has come?’”

— Mary Elizabeth Lease, speech to the Woman’s  
Christian Temperance Union, 1890

16. In the speech, Lease was reacting primarily to the problems faced by which of the following groups?
- (A) Bankers
  - (B) Southern European migrants
  - (C) Farmers
  - (D) African Americans

| Learning Objectives   | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>WXT-7</b> Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements. | Appropriate<br>Use of Relevant<br>Historical Evidence,<br>Contextualization | 6.1.III                                  |

17. Lease's views best reflect the influence of which of the following developments in social and political movements in the 1890s?
- (A) Increased calls for radical overthrow of the federal government
  - (B) Rising grassroots challenges to the dominant economic system
  - (C) Greater support for corporate power in agriculture
  - (D) Emerging ideological justifications for inequities of wealth

| Learning Objectives  | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <b>CUL-5</b> Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries. | Appropriate<br>Use of Relevant<br>Historical Evidence,<br>Contextualization | 6.3.II                                   |

18. People who agreed with the argument made in the speech would most likely have recommended which of the following solutions?
- (A) Separate but equal segregated facilities to increase job opportunities for white workers
  - (B) Continuation of the gold standard as the basis for money
  - (C) Reduced government involvement in the economy in order to create more competition
  - (D) A stronger government role in the economic system

| Learning Objectives   | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>WXT-7</b> Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements. | Appropriate<br>Use of Relevant<br>Historical Evidence,<br>Contextualization | 6.1.III                                  |

19. The economy described in the speech is most similar to the economy in which of the following decades?
- (A) 1910s
  - (B) 1930s
  - (C) 1950s
  - (D) 1960s

| Learning Objectives   | Historical Thinking Skills                                  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>WXT-5</b> Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives. | Appropriate Use of Relevant Historical Evidence, Comparison | 7.1.I                                    |

Answers to Multiple-Choice Questions

|      |       |       |
|------|-------|-------|
| 1. C | 8. B  | 15. D |
| 2. B | 9. B  | 16. C |
| 3. A | 10. D | 17. B |
| 4. D | 11. A | 18. D |
| 5. C | 12. A | 19. B |
| 6. A | 13. C |       |
| 7. A | 14. B |       |

## Part B: Short-Answer Questions

There are four short-answer questions on the exam. The following questions are meant to illustrate the various types of these questions. Note that the short-answer questions do not require students to develop and support a thesis statement.

1. Answer a, b, and c.
  - a) Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.
  - b) Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.
  - c) Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

| Learning Objectives  | Historical Thinking Skills                  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <b>CUL-1</b> Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts. | Patterns of Continuity and Change over Time | 1.3.I, 1.3.II, 2.1.II                    |

### What Good Responses Will Include

- a) A good response would describe one of several possible strong examples of how contact with Europeans changed Native American societies between 1492 and 1700, such as:
  - Native American population declined as a result of disease and warfare (leading to “mourning wars” between Native American tribes).
  - Many Native Americans were enslaved and/or subjected to forced labor (the *encomienda* system).
  - Traditional tribal economies changed as a result of increased trade with Europeans.
  - Native Americans and Europeans began to intermarry in Spanish and French colonies, producing racially mixed populations and caste systems.



- Some Native Americans converted to Christianity.
  - The introduction of new crops and livestock into Native American societies changed settlement patterns.
  - Domestic animals brought by Europeans changed the environment and destroyed Native American crops.
  - Views on gender roles, family, and property changed as a result of European influence.
  - The introduction of guns, other weapons, and alcohol stimulated cultural and demographic changes in some Native American societies.
  - Alliances with European nations changed politics and policies within and among tribes.
- b) A good response would describe one additional example from the same time period, as described above.
- c) A good response would provide a brief explanation of one example of Native American resistance to changes brought about by contact with Europeans in this period, such as:
- Tribes sometimes worked to preserve their traditional tribal culture, beliefs, language, and worldviews rather than accept or adapt to European ways and beliefs.
  - Some Native American people responded to European contact with violence and warfare, as in Metacom's Rebellion (King Philip's War) and the Pueblo Revolt (Popé's Rebellion).
  - Some Native Americans maintained their traditional religions rather than converting to Christianity.
  - Native Americans sometimes chose to flee rather than accept enslavement by Europeans.
  - Tribes sometimes formed alliances with one another, such as Metacom's alliance of tribes in New England, in order to resist encroaching European colonial societies.
  - Some tribes formed alliances with some Europeans to resist and wage war on other Europeans (or to play one European nation against another).

2. Answer a, b, and c.
- Briefly explain why ONE of the following options most clearly marks the beginning of the sectional crisis that led to the outbreak of the Civil War.
    - Northwest Ordinance (1787)
    - Missouri Compromise (1820)
    - Acquisition of Mexican territory (1848)
  - Provide an example of an event or development to support your explanation.
  - Briefly explain why one of the other options is not as useful to mark the beginning of the sectional crisis.

| Learning Objectives  | Historical Thinking Skills | Key Concepts in the Curriculum Framework |
|--|----------------------------|--|
| <p><b>ID-2</b> Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.</p> <p><b>POL-6</b> Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.</p> | Periodization              | 3.3.II, 4.3.III, 5.1.I                   |

### What Good Responses Will Include

- A good response would select one of the three options and provide a brief explanation of why it can be interpreted as best marking the beginning of the sectional crisis. Some explanations might include:

#### Northwest Ordinance (1787)

- The Ordinance restricted slavery in the Old Northwest, which produced controversy.
- The Ordinance established slave and nonslave territory in the nation, a situation that led to numerous debates.
- The Ordinance provoked controversy by asserting the right of the federal government to act on issues involving slavery in the territories.
- The Ordinance hardened regional identities between slave and nonslave regions.

Missouri Compromise (1820)

- The Compromise restricted slavery above Missouri's southern border in the Louisiana Purchase, creating slave and nonslave areas.
- The Compromise further asserted the right of the federal government to intervene over states' actions on the issue of slavery (especially in the territories), producing controversy.
- The Compromise hardened regional identities between slave and nonslave areas as the nation expanded westward.
- The Compromise only solved immediate problems, and the unresolved long-term problems went on to contribute to the outbreak of the Civil War.

Acquisition of Mexican territory (1848)

- The acquisition raised debates over whether the newly annexed territories would allow or restrict slavery (e.g., the Wilmot Proviso).
- The acquisition increased the controversy in Congress over the balance between the supporters of slave power interests and those who supported free soil.
- The acquisition led to the Compromise of 1850 and the very controversial Fugitive Slave Act, which forced more Northerners to confront the issue of slavery.
- The acquisition served as a precursor to the outbreak of several instances of violent sectional crisis in the decade of the 1850s.

- b) A good response would provide one specific event or development that would support the explanation made in response to part (a), such as:

Northwest Ordinance (1787)

- The sectional debate over the Three-Fifths Clause in the proposed Constitution
- The sectional debate over inclusion of a fugitive slave law in the Constitution
- The sectional debate over the slave trade at the Constitutional Convention
- Growth of antislavery organizations, especially in the North, after 1787
- Passage of emancipation acts in Northern states between 1787 and 1804
- Passage of state laws facilitating the emancipation of slaves in the upper South after 1787
- The creation of the American Colonization Society in 1816

Missouri Compromise (1820)

- The intensely sectional nature of the debates over slavery in Missouri and other future states addressed by the Compromise
- The growth of Southern support for and influence in the emerging Democratic Party in the 1820s
- The creation of antislavery organizations in the 1820s by free blacks in the North
- The publication of and response to David Walker’s *Appeal* in 1829
- Efforts in some Northern states to limit the effect of the Fugitive Slave Law of 1793
- The emergence of radical abolitionism in Northern localities and states in the 1820s
- The articulation of pro-slavery arguments by John C. Calhoun and other Southerners in the 1830s
- The nullification crisis of the 1830s
- The establishment of the American Anti-Slavery Society by Northern abolitionists in 1833
- The Kansas-Nebraska Act in 1854, which repealed the Missouri Compromise and led to “Bleeding Kansas”
- Sectional reactions to the Supreme Court’s decision in *Dred Scott v. Sandford*, which declared the Missouri Compromise unconstitutional

Acquisition of Mexican territory (1848)

- The rise of the free soil movement across the North
- Sectional reactions to the Compromise of 1850 and the Fugitive Slave Act
- Calls for secession by Southern “fire eaters” after the crisis of 1850
- Northern resistance to the Fugitive Slave Law in the Compromise of 1850
- Sectional reactions to the Kansas-Nebraska Act
- The violence over the slavery issue known as “Bleeding Kansas”
- The collapse of the Second Party System due to sectional tensions
- The creation and sectional appeal of the Republican Party in the 1850s
- Sectional reactions to the *Dred Scott v. Sandford* decision
- The publication of George Fitzhugh’s *Cannibals All!* in 1857
- The sectional divisions in the election of 1860 and South Carolina’s reaction to its outcome

- c) A good response explaining why one of the other two options is not as useful to mark the beginning of the sectional crisis might address one of the following points:

Northwest Ordinance (1787)

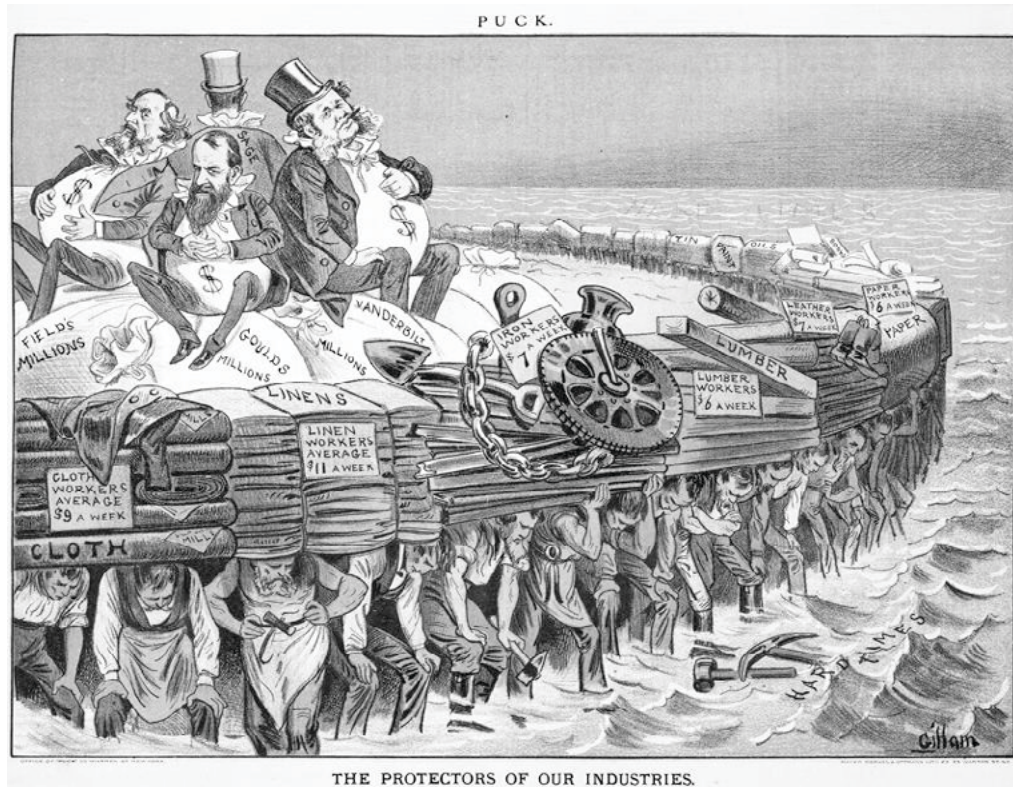
- The intensity of the debates over sectional issues that took place following the Ordinance faded over time.
- The emergence of the market economy and increasing westward expansion in the early 1800s distracted many people from focusing on the sectional crisis that had followed the Northwest Ordinance.
- The War of 1812 and subsequent “Era of Good Feeling” led to an emphasis on national unity over disunity.
- The intensity of the battles between Federalists and Jeffersonian Republicans in the 1800s often overshadowed distinctly sectional issues.

Missouri Compromise (1820)

- The continuation of the “Era of Good Feeling” limited the intensity of debates over sectional issues in the 1820s.
- The development of economic tensions due to the rise of factories and the industrial workplace distracted many people from emphasizing sectional issues.
- New industries such as textile manufacturing encouraged linkages between sections of the nation.
- Even though sectionalism increased after 1820, politicians in the Second Party System avoided policies that might cause another major confrontation until the crises of the 1850s led to Civil War.

Acquisition of Mexican territory (1848)

- Events after 1848, such as the rise of the Republican Party, were natural outgrowths of sectional tensions that extended as far back as 1787.
- Southern efforts to defend and preserve slavery, which were an important element in the tensions that led to the Civil War, arose before 1848, as seen in political speeches by John C. Calhoun and others.
- The sectional debates that arose after 1848 were continuations of conflicts that preceded that date, such as those involving the Fugitive Slave Law of 1793.
- The establishment of the Republican Party in the 1850s had its roots in political parties that formed earlier, such as the Free Soil Party and Whigs.



Courtesy of the Library of Congress, LC-USZC4-3108

3. Using the 1883 image above, answer a, b, and c.
- Briefly explain the point of view about the economy expressed by the artist.
  - Briefly explain ONE development in the period 1865 to 1910 that could be used to support the point of view expressed by the artist.
  - Briefly explain ONE development in the period 1865 to 1910 that could be used to challenge the point of view expressed by the artist.

| Learning Objectives   | Historical Thinking Skills                      | Key Concepts in the Curriculum Framework |
|---|---|--|
| <b>WXT-5</b> Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives. | Appropriate Use of Relevant Historical Evidence | 6.1.II                                   |



## What Good Responses Will Include

- a) A good response would present a brief explanation of the elements in the cartoon that express the artist's point of view on a particular economic topic.
  - The artist expresses the view that businessmen are exploiting labor by depicting the businessmen as moneybags who are protecting themselves and their wealth from hard times by riding on the backs of low-paid laborers.
  - The artist expresses sympathy for the plight of industrial laborers who toil mightily and for low wages to produce the wealth enjoyed by lazy capitalists and keep the tycoons insulated from hard times.
  - The artist expresses the view that industrial capitalism is an exploitative and unfair system in which low-paid laborers work hard to build the basis on which wealthy capitalists lounge around, enjoying a life of luxury.
- b) A good response would mention one specific development within the period 1865 to 1910 that supports the artist's viewpoint, such as:
  - Management's use of armed strikebreakers such as Pinkertons to defeat labor in the Pullman and Homestead strikes
  - The dramatic increase in the disparity of wealth between rich and poor through the late 19th century
  - The rise of monopolies and trusts and other large corporate businesses such as Standard Oil or U.S. Steel
  - The rise of newly rich businessmen such as Gould or Vanderbilt who lived lavish lifestyles
- c) A good response would mention one specific development within the period 1865 to 1910 that challenges the artist's viewpoint, such as:
  - The articulation of the "Gospel of Wealth" and the philanthropic efforts of Andrew Carnegie
  - The benefits that an industrialized economy brought to many people in society through access to cheaper commodities, new technologies, and improvements in the standard of living
  - The rise of a middle class composed largely of managers and professionals
  - Efforts by the federal government to exercise some control and regulate industries, such as the Sherman Antitrust Act or the Northern Securities Case
  - The rise of civic-minded organizations such as the National Civic Federation in 1900 that emphasized cooperation between labor and capital
  - The increasing, even massive, number of migrants who chose to enter the United States in the late 19th and early 20th centuries

“Most [Progressive Era reformers] lived and worked in the midst of modern society and accepting its major thrust drew both their inspiration and their programs from its specific traits. ... They prized their organizations ... as sources of everyday strength, and generally they also accepted the organizations that were multiplying about them. ... The heart of progressivism was the ambition of the new middle class to fulfill its destiny through bureaucratic means.”

— Robert H. Wiebe, historian, *The Search for Order, 1877–1920*, published in 1967

“Women’s collective action in the Progressive era certainly expressed a maternalist ideology [a set of ideas that women’s roles as mothers gave them a responsibility to care for society as well]. ... But it was also sparked by a moral vision of a more equitable distribution of the benefits of industrialization. ... Within the political culture of middle-class women, gender consciousness combined with an awareness of class-based injustices, and talented leaders combined with grass-roots activism to produce an impressive force for social, political, and economic change.”

— Kathryn Kish Sklar, historian, “The Historical Foundations of Women’s Power in the Creation of the American Welfare State,” *Mothers of a New World*, 1993

4. Using the excerpts, answer a, b, and c.
  - a) Briefly explain ONE major difference between Wiebe’s and Sklar’s historical interpretations.
  - b) Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Wiebe’s argument.
  - c) Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Sklar’s argument.

| Learning Objectives   | Historical Thinking Skills                                      | Key Concepts in the Curriculum Framework |
|---|---|--|
| <p><b>WXT-7</b> Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements</p> <p><b>CUL-5</b> Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.</p> | Appropriate Use of Relevant Historical Evidence, Interpretation | 7.1.II                                   |



## What Good Responses Will Include

- a) A good response would provide an explanation of one major difference in the interpretations presented in the excerpts, such as:
  - Wiebe emphasizes that Progressivism was a broadly based middle-class movement, whose members desired to achieve their group's success, while Sklar emphasizes the role of women working in collaboration with grassroots reformers.
  - Wiebe emphasizes that Progressives sought solutions that accepted the tenets of modern society and were bureaucratic in nature, while Sklar emphasizes the importance of a moral vision and the interactions of gender, class, and grassroots efforts to achieve greater economic equality.
- b) A good response would provide an explanation of one piece of specific evidence — from the period 1880 to 1920 and not mentioned in the excerpts — that supports Wiebe's interpretation, such as:
  - Municipal reforms, such as the city manager movement
  - Calls for public control of municipal utilities such as electricity and natural gas
  - Support for the prohibition of alcohol
  - The creation of governmental regulatory agencies such as the Federal Trade Commission and a strengthened Interstate Commerce Commission
  - Calls for municipal political reform through the use of the initiative, referendum, and recall
  - Efforts to use principles of scientific management and efficiency to improve local and state governments
- c) A good response would provide an explanation of one piece of specific evidence — from the period 1880 to 1920 and not mentioned in the excerpts — that supports Sklar's interpretation, such as:
  - Support for women's rights, including woman suffrage
  - Efforts to reform working conditions, especially with regard to child labor
  - The establishment of settlement houses such as Hull House in Chicago and the Henry Street Settlement in New York to provide for the social and intellectual needs of immigrants
  - The influence of Socialist writers such as Upton Sinclair and politicians such as Eugene Debs in pointing out economic inequalities in society
  - The emergence of the Social Gospel movement as an impetus for social reforms
  - The growing influence of “muckrakers” in journalism who exposed what they saw as evil and corruption in politics, the economy, and society in general
  - Women's involvement in efforts to prohibit alcohol

## Section II

### Part A: Document-Based Question

There will be one document-based question on the exam. The document-based question will have one of the following historical thinking skills as its main focus: **causation**, **change and continuity over time**, **comparison**, **interpretation**, or **periodization**. All document-based questions will also always assess the historical thinking skills of **historical argumentation**, **appropriate use of relevant historical evidence**, **contextualization**, and **synthesis**.

For the sample question shown below, the main historical thinking skill being assessed is **continuity and change over time**. The learning objective addressed is peopling (PEO-3). The directions to students will explain the discrete tasks necessary to score well on this question.

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the questions.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay.

**Question 1.** Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.

### Document 1

Source: Southern African American folk saying, 1910s

De white man he got ha'f de crop  
Boll-Weevil took de res'.  
Ain't got no home,  
Ain't got no home.

### Document 2

Source: Letter from a prospective African American migrant, April 27, 1917

New Orleans, La., 4/27/17

Dear Sirs:

Being desirous of leaving the South for the betterment [*sic*] of my condition generally [*sic*] and seeking a Home Somewhere in Ill' Chicago or some other prosperous town I am at sea about the best place to locate having a family dependent upon me for support. I am informed by the *Chicago Defender* a very valuable paper which has for its purpose the Uplifting of my race, and of which I am a constant reader and real lover, that you were in position to show some light to one in my condition.

Seeking a Northern Home. If this is true Kindly inform me by next mail the next best thing to do Being a poor man with a family to care for, I am not coming to live on flowry [*sic*] Beds of ease for I am a man who works and wish to make the best I can out of life I do not wish to come there hoodwinked not know where to go or what to do so I Solicite [*sic*] your help in this matter and thanking you in advance for what advice you may be pleased to Give I am yours for success.

**Document 3**

Source: Dwight Thompson Farnham, Northern white efficiency expert, article titled “Negroes as a Source of Industrial Labor,” *Industrial Management*, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

**Document 4**

Source: Jackson (Mississippi) *Daily News*, a southern white-owned newspaper, on the race riot in Chicago, July 28, 1919

The only surprising feature about the race riot in Chicago yesterday is that it did not assume larger proportions.

Trouble has been brewing in that city for several months, and nothing short of exceptionally good work by the police department can prevent further clashes.

The native white population of Chicago bitterly resents the influx of negro labor, and especially the housing of blacks in white neighborhoods.

... the decent, hard-working, law-abiding Mississippi negroes who were lured to Chicago by the bait of higher wages, only to lose their jobs, or forced to accept lower pay after the labor shortage became less acute, are hereby notified that they will be welcomed back home and find their old positions waiting for them.

Mississippi may lynch a negro when he commits the most heinous of all crimes, but we do not blow up the innocent with bombs, or explode sticks of dynamite on their doorsteps.

### Document 5

Source: Lizzie Miles, African American singer, lyrics to the song “Cotton Belt Blues,” 1923

Look at me. Look at me.  
And you see a gal,  
With a heart bogged down with woe.  
Because I’m all alone,  
Far from my Southern home.  
Dixie Dan. That’s the man.  
Took me from the Land of Cotton  
To that cold, cold minded North.  
Threw me down. Hit the town.  
And I’ve never seen him henceforth.  
Just cause I trusted. I’m broke and disgusted,  
I got the Cotton Belt Blues.

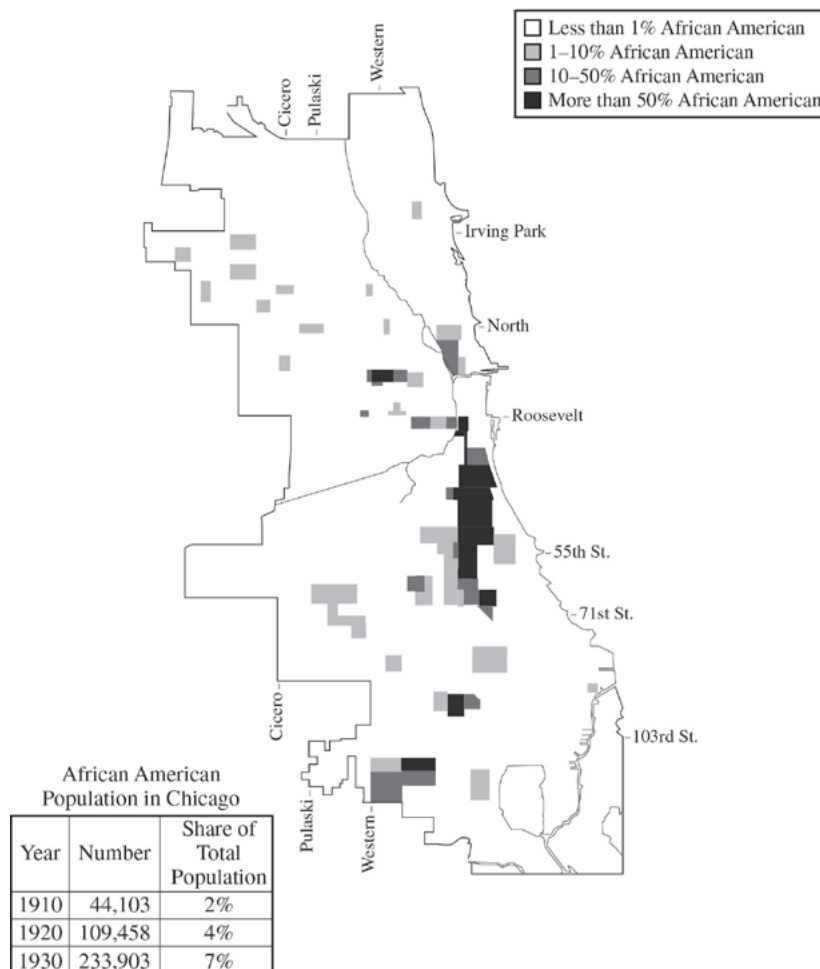
### Document 6

Source: George Schuyler, an African American journalist, article in *The Messenger*, a political and literary magazine for African Americans, August 1925

It is generally thought by both Negroes and whites that Negroes are the chief strikebreakers in the United States. This is far from the truth. The Negro workers’ part in strikes has been dramatized by virtue of the striking contrast of race which invariably provoked race riots. But the fact is that there are many more scabs among the white than black workers, partially because there are numerous industries in which Negroes are not permitted to work, which, too, are by no means one hundred percent organized. Out of twenty or more millions of workers in the United States, less than five million are organized. Note the potential for scabs!

## Document 7

DISTRIBUTION OF AFRICAN AMERICAN POPULATION IN CHICAGO, 1930



| Learning Objectives  | Historical Thinking Skills   | Key Concepts in the Curriculum Framework |
|--|--|--|
| <b>PEO-3</b> Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries. | Patterns of Continuity and Change over Time, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Synthesis, Contextualization | 7.2.III                                  |

## What Good Responses Will Include

A good response would draw on six or seven documents (that is, all or all but one of the documents provided) to present an analysis of each element mentioned in the question: changes and continuities in the social and economic experiences of African American migrants from the rural South to the industrialized North between 1910 and 1930.

Given the thrust of the question, the thesis should focus on the historical thinking skill of **patterns of continuity and change over time**. It should address the experience of African American migration from South to North with respect to social and economic issues and to the particular time period noted (1910–1930). It might also connect the specific theme to broader regional, national, or global processes.

The analysis of the documents should provide evidence to support the thesis. While evidence from at least six documents must be included, the essay should incorporate more in-depth analyses of at least four documents (a majority of the seven provided), examining point of view, intended audience, purpose, or any of the other features specified in the directions. A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to craft a convincing argument. For instance, a good essay might note that migration to the North was popular among many African Americans in the South. The letter written by an African American in New Orleans (Document 2) and the growth of Chicago’s African American population from 1910 to 1930 (Document 7) support that claim. As another example, several documents mention the presence of racism in the North, and they connect in multiple ways. While Documents 5 and 7 present evidence of social segregation, Document 6 focuses on race-related economic issues. Documents 3 and 4 provide support for Northern racism in both social and economic matters. Some documents also contain evidence of Southern racism. The folk saying (Document 1) references the economic struggle caused by sharecropping, and the excerpt from the *Jackson Daily News* (Document 4) admits that lynching occurred in Mississippi.

A good essay would observe that the documents also reflect differences in point of view, audience, format, etc. Document 4 is intent on convincing African Americans to remain in the South, or to return there, for their own good. Since the newspaper is owned by whites and its audience is probably white to a large

degree, the article might well reflect concerns about the negative economic effect that African American migration will have on the economic situation of Southern whites. Document 3 poses an explanation about why racial segregation in Northern factories is sometimes necessary. But the point of view of the writer, who is white and writing for an audience of industrial managers who are also likely white, raises important considerations in evaluating the document. A good essay will weave crucial observations such as these into the analysis that creates the overall historical argument.

It is also important to consider the role that outside knowledge will play in a good response. Note that the directions mention that a well-integrated essay includes “knowledge of U.S. history beyond/outside the documents.” Outside knowledge might follow up on specific references in the documents, such as the reference to the Chicago race riot of 1919 (Document 4) or the development of sharecropping and/or the pestilence caused by the boll weevil in the post–Civil War South (Document 1). In other cases, students might use outside knowledge to provide context and demonstrate continuity and change beyond the time period specified in the question. Mention of the rise of legalized social segregation in the South and its acceptance by the Supreme Court in the *Plessy v. Ferguson* case would be helpful and appropriate. So would a reference to the philosophy Booker T. Washington manifested in his Atlanta Exposition address in 1895, imploring African Americans to remain in the South and enhance their importance for the region’s economy. A good response might note, too, that the evidence in the documents provided does not reference the Harlem Renaissance, which was an important development in the experience of many African Americans in the urban North during the 1920s. The inclusion of knowledge that extends beyond the documents themselves should strengthen the argument and demonstrate an appreciation for the nuances of historical thinking.

Finally, a good response demonstrates an understanding of the broader context of issues relevant to the question. As mentioned above, a strong essay connects the issues raised by the documents to broader discussions of racism in U.S. history; it might also mention the transition from an agricultural to an industrial economy, various motivations that have influenced migration within the nation, and the development of housing patterns in urban environments.



## Part B: Long Essay Questions

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. For the sample questions presented here, students will analyze an issue using the historical thinking skills of **historical argumentation** and **patterns of continuity and change over time**. As with any essay, a good response begins with the development of a relevant thesis. Both of the questions in this sample set begin with a sentence describing a historical interpretation about continuity and change and then ask students to “support, modify, or refute” that interpretation. A solid thesis will take a stance that chooses one of these three options. In the rest of the essay, the student should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

The following questions are meant to illustrate an example of a question pairing that might appear in this part of the exam, in which both questions focus on the same historical thinking skills but apply them to different time periods. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective he or she is best prepared to write about.

**Question 1.** Some historians have argued that the American Revolution was not revolutionary in nature. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

| Learning Objectives   | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|---|---|--|
| <p><b>ID-1</b> Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.</p> <p><b>POL-5</b> Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.</p> <p><b>CUL-4</b> Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.</p> | Historical Argumentation, Patterns of Continuity and Change over Time | 3.2.I, 3.2.II, 3.2.III                   |

### What Good Responses Will Include

A good response to this question will support, modify, or refute the interpretation that the American Revolution was not revolutionary in nature. An essay **supporting** this interpretation would craft an argument using specific evidence that shows the American Revolution did not foster revolutionary change but instead maintained continuity. Although not required to do so, a

good response might also acknowledge that the situation is nuanced and to some degree ambiguous. The essay might therefore contend that for the most part, the historical evidence supports the claim made in the question stem, while pointing out that some contrary evidence exists as well.

In supporting the interpretation, a good essay might cite historical facts from any of a number of appropriate areas. It might note, for example, that the outcome of the American Revolution saw no broad change in the composition of those who dominated the social, political, and economic structure of the former colonies. Those individuals who were wealthy, powerful, and influential before the event continued to possess wealth, power, and influence later. George Washington, John Adams, and Thomas Jefferson could serve as examples. This approach would argue that the Revolution was basically a revolt by colonial elites against the elites in England.

Another analysis supporting the assertion made in the exam question might draw upon the work of historian Charles Beard, who famously argued that the creation of the Constitution in the late 1780s was a counterrevolution. Beard contended that the Constitution was created to maintain commercial and landowning elites' power, influence, and standing in the face of events such as Shays's Rebellion and other attempts at revolutionary change. Note that since the question does not confine the response to a particular time period, it would be appropriate to cite events and other evidence from the 1780s in the essay.

Other good responses might analyze the absence of revolutionary change for groups such as women, slaves, and Native Americans following the Revolution. In the case of women, the revolutionary rhetoric about natural rights did not result in their obtaining political or economic independence. Neither did the Revolution significantly change the plight of most slaves. While Northern states began to outlaw slavery, the vast majority of slaves lived in Southern states where their conditions were largely unchanged. Native Americans actually lost liberty.

Conversely, a good response might take the opposite approach and **refute** the assertion cited in the exam question, using persuasive evidence to contend that the Revolution was revolutionary in nature and that significant change did occur. This argument could point to a significant change in government, in that the Revolution did away with royal power and authority and instead substituted written state constitutions guaranteeing a republican form of government. In a similar vein, a good response might note that the Revolution did away with certain aristocratic practices such as primogeniture (which limited inheritance of land to the eldest son). This led to the possibility of a greater dispersion of the ownership of land.

Other appropriate arguments refuting the interpretation might assert that the Revolutionary period resulted in the spread of American democratic culture. The rise of pamphleteering prior to the Revolution indicated democratization in politics, as did the growing enfranchisement of citizens. A good response might point out that voter participation grew immediately before and following the Revolution, setting the stage for even greater democratization in the early 19th century. Natural rights rhetoric about liberty and equality, furthermore, gave women and African Americans a basis for combatting legal inequalities that limited their roles in society.

Finally, a good response might instead choose to **modify** the interpretation presented in the question. In all likelihood, this approach would emphasize that the totality of evidence is not clear-cut: that the American Revolution was in some ways revolutionary but in other ways was not. To make this argument, a good response would probably select facts supporting each of the two possibilities listed above, presenting proof that the Revolution was ambiguous.

In all of the above cases, a strong response will demonstrate knowledge of relevant chronology and incorporate a detailed understanding of historical events, arguments, and circumstances.

**Question 2.** Some historians have argued that the New Deal was ultimately conservative in nature. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

| Learning Objectives  | Historical Thinking Skills  | Key Concepts in the Curriculum Framework |
|--|---|--|
| <p><b>WXT-8</b> Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.</p> <p><b>POL-4</b> Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life.</p> | Historical Argumentation, Patterns of Continuity and Change over Time | 7.1.III                                  |

## What Good Responses Will Include

This question is similar to the first one in that it involves a historical interpretation and requires students to use the historical thinking skills of **historical argumentation** and **patterns of continuity and change over time**, but it focuses on a very different time period. Overall, the principles for crafting a good response to this question are the same as those explained for Question 1. Once the student has developed the appropriate thesis for the essay, he or she must create a solid historical argument based on specific evidence, as noted at the end of the question.

A good response that **supports** the interpretation presented in the sample question might argue that Franklin Roosevelt's New Deal in the 1930s was ultimately conservative in that it preserved the capitalist economic system in the United States by implementing programs to eliminate the worst weaknesses in that system or at least minimize their deleterious effects. The federal government did intervene in the economy and created a limited welfare state through agencies such as the Agricultural Adjustment Administration, the Tennessee Valley Authority, the Works Progress Administration, and the Federal Deposit Insurance Corporation. A student might argue, however, that the result of that intervention was to preserve the system of capitalism that had developed over the history of the nation, and so therefore could be considered a conservative approach. Government had intervened, but in the name of continuity for the economic system itself.

More, or different, argumentation along that same line might point out what the New Deal did not do that would have been revolutionary had it happened. For example, a student might contend, as some historians have, that none of the programs or agencies in the New Deal brought about a fundamental redistribution of income, land, or other wealth in society. Those elements of the capitalist system remained largely untouched, even if some adjustments such as Social Security occurred. Because it did not take some actions, then, the New Deal conserved (and reformed) capitalism.

A student might decide, on the other hand, that the interpretation in the exam question ought to be **refuted** — that the New Deal was not conservative but instead did institute substantial change. A good response taking this approach might maintain that the New Deal marked a sharp departure from the role government had played in the economy historically, and certainly in the 1920s. This response might reason that New Deal programs and policies were revolutionary in a positive way, by providing relief to people experiencing economic distress, seeking ways to curtail corporate abuses and malfeasance, and utilizing measures to protect the environment. A permutation of this response might claim that government intervention in the New Deal was substantial but had negative effects. A student making this argument might stress that some programs offered substantial change but were eventually ruled to have exceeded authority permissible under the Constitution, as happened to the National Recovery Administration. The student might contend that New Deal programs such as Social Security represented a considerable change in governmental philosophy but bordered on socialism. Or he or she might conclude that New Deal programs took revolutionary actions that actually worsened the effects of the Great Depression for some people and groups, such as business owners. Either argument would maintain that the interpretation referred to in the exam question ought to be refuted.

Furthermore, since the exam question does not provide chronological limits, it would be appropriate to cite evidence analyzing the effects of the New Deal in a broader chronological framework. For example, a good response refuting the interpretation presented in the question might note that although New Deal programs did not completely eradicate the Great Depression, they did, in the long term, provide greater financial security for some individuals, significantly strengthen regulatory mechanisms, and raise expectations about government involvement in the economy. A student taking this approach might also observe that the New Deal eventually led to a significant political realignment in which groups that supported greater government intervention, such as African Americans, many ethnic groups, and working-class communities, developed a strong allegiance to the Democratic Party, a realignment that lasted for decades.

Of course, it would be equally acceptable for a student to conclude that the strongest argument in response to this question would **modify** the stated interpretation. A good response along these lines, for instance, might take the position that the New Deal followed a middle course between individuals and groups calling for far more radical actions in the economy than the New Deal proposed (citing Huey Long or the Congress of Industrial Organizations) and those who were highly critical of the New Deal for deserting the principles of capitalism (as charged by many conservatives in Congress and the business-minded American Liberty League).

Finally, a good essay taking any of the three positions will include contextual material, too. Students might mention the largely conservative fiscal policies of Roosevelt's immediate predecessors, the Great Depression, the Dust Bowl, or World War II. References to relevant context can strengthen an analysis as well as demonstrate a student's ability to use another valuable historical thinking skill.



# Appendix: Scoring Rubrics

## AP U.S. History Document-Based Question Rubric

**Maximum Possible Points: 7**

### A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

**1 point**

### B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + targeted skill (e.g., Comparison)

#### Analysis of documents (0–3 points)

|  |           |  |           |  |
|--|-----------|--|-----------|--|
| Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument | <b>OR</b> | Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;<br>AND<br>at least one of the following for the <u>majority</u> of the documents:<br>• intended audience,<br>• purpose,<br>• historical context, and/or<br>• the author's point of view | <b>OR</b> | Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;<br>AND<br>at least one of the following for <u>all</u> or <u>all but one</u> of the documents:<br>• intended audience,<br>• purpose,<br>• historical context, and/or<br>• the author's point of view |
| <b>1 point</b>   |           | <b>2 points</b>  |           | <b>3 points</b>  |

**AND/OR**

#### Analysis of outside examples to support thesis/argument (0–1 point)

Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument

**1 point**



C. Contextualization: 0–1 point

Skill assessed: Contextualization

|  |
|--|
| Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes |
| 1 point  |

D. Synthesis: 0–1 point

Skill assessed: Synthesis

| Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question: |    |   |    |   |  |
|---|----|---|----|---|--|
| Appropriately extends or modifies the stated thesis or argument   | OR | Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument | OR | Appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances | OR<br>(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument |
| 1 point   |    | 1 point   |    | 1 point   | 1 point  |

# AP U.S. History Long Essay Rubric

## Maximum Possible Points: 6

### A. Thesis 0–1 point

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question

**1 point**

### B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence

**1 point**

OR

Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument

**2 points**

### C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

#### For questions assessing CONTINUITY AND CHANGE OVER TIME

Describes historical continuity AND change over time

**1 point**

OR

Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time

**2 points**

#### For questions assessing COMPARISON

Describes similarities AND differences among historical developments

**1 point**

OR

Describes similarities AND differences among historical developments, providing specific examples  
AND  
Analyzes the reasons for their similarities AND/OR differences  
OR, DEPENDING ON THE PROMPT,  
Evaluates the relative significance of the historical developments

**2 points**

| For questions assessing CAUSATION                           |    |  |
|---|----|--|
| Describes causes AND/OR effects of a historical development | OR | Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development |
| 1 point   |    | 2 points   |

| For questions assessing PERIODIZATION  |    |  |
|--|----|--|
| Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed | OR | Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis |
| 1 point  |    | 2 points   |

### D. Synthesis: 0–1 point

Skill assessed: Synthesis

| Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question. |    |  |    |   |    |  |
|--|----|--|----|---|----|--|
| Appropriately extends or modifies the stated thesis or argument  |    | Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt |    | The argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances |    | (World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument |
| 1 point  | OR | 1 point  | OR | 1 point   | OR | 1 point  |

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