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AP[®]

INCLUDES

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP[®] U.S. History

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

AP[®]

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AP[®] U.S. History

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, 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, 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 collegeboard.org.

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College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework 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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About AP

College Board’s Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses and selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers’ time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program

is able to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure students’ progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

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. College Board also believes that all students should have access to academically challenging coursework 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.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course “Advanced Placement” or “AP.” Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers’ course materials are reviewed by college faculty. The AP Course Audit was created 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’ courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit collegeboard.org/apcourseaudit for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on apcentral.collegeboard.org.

Throughout AP course and exam development, 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 or college credit.

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 and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP 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 serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments 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 on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at apstudent.org/creditpolicies

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college

educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check collegeboard.org/apreading for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit collegeboard.org/apreading for eligibility requirements and to start the application process.

AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, and organizes content into topics.



PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*



PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

*To report misuses, please call, 877-274-6474 (International: +1-212-632-1781).

Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP Coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP Coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

Instructional Model

Integrating AP resources throughout the course can help students develop the historical thinking skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.



Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the topic pages in the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources on the topic pages to bring a variety of assets into the classroom.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or as an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

About the AP U.S. History Course

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

College Course Equivalent

AP U.S. History is equivalent to a two-semester introductory college course in U.S. history.

Prerequisites

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

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AP U.S. HISTORY

Course Framework



Introduction

The *AP U.S. History Course and Exam Description* defines what representative colleges and universities typically expect students to know and be able to do in order to earn college credit or placement. Students practice the thinking skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical evidence and perspectives, and expressing historical arguments in writing.

Although the course framework is designed to provide a clear and detailed description of the course content and skills, it is not a curriculum. Teachers create their own curricula to meet the needs of their students and any state or local requirements.

The Inclusion of Names and Specific Historical Examples

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

historical examples. Each teacher is responsible for selecting specific individuals, events, and documents for student investigation of the material in the course framework.

The Founding Documents

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

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

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Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of U.S. history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

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AP U.S. HISTORY

Historical Thinking Skills and Reasoning Processes

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses and that form the basis of the tasks on the AP history exams.

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP U.S. History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.



AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<p>Developments and Processes 1 Identify and explain historical developments and processes.</p>	<p>Sourcing and Situation 2 Analyze sourcing and situation of primary and secondary sources.</p>	<p>Claims and Evidence in Sources 3 Analyze arguments in primary and secondary sources.</p>	<p>Contextualization 4 Analyze the context of historical events, developments, or processes.</p>	<p>Making Connections 5 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p>Argumentation 6 Develop an argument.</p>
SKILLS					
<p>1.A Identify a historical concept, development, or process.</p> <p>1.B Explain a historical concept, development, or process.</p>	<p>2.A Identify a source's point of view, purpose, historical situation, and/or audience.</p> <p>2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p>3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3.B Identify the evidence used in a source to support an argument.</p> <p>3.C Compare the arguments or main ideas of two sources.</p> <p>3.D Explain how claims or evidence support, modify, or refute a source's argument.</p>	<p>4.A Identify and describe a historical context for a specific historical development or process.</p> <p>4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	<p>5.A Identify patterns among or connections between historical developments and processes.</p> <p>5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>6.A Make a historically defensible claim.</p> <p>6.B Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. <p>6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective.



Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none">1.i: Describe similarities and/or differences between different historical developments or processes.1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	<ul style="list-style-type: none">2.i: Describe causes and/or effects of a specific historical development or process.2.ii: Explain the relationship between causes and effects of a specific historical development or process.2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.2.iv: Explain how a relevant context influenced a specific historical development or process.2.v: Explain the relative historical significance of different causes and/or effects.	<ul style="list-style-type: none">3.i: Describe patterns of continuity and/or change over time.3.ii: Explain patterns of continuity and/or change over time.3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

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Course Content

Influenced by the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP U.S. History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and in the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

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 course framework reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras. Several of the periods show some degree of overlap, depending on the thematic focus of the topics 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.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 37) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

In order for students to develop an understanding of these topics, teachers select specific historical figures, groups, and events—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curricula for AP U.S. History.

Units	Exam Weighting
Unit 1: Period 1: 1491–1607	4–6%
Unit 2: Period 2: 1607–1754	6–8%
Unit 3: Period 3: 1754–1800	10–17%
Unit 4: Period 4: 1800–1848	10–17%
Unit 5: Period 5: 1844–1877	10–17%
Unit 6: Period 6: 1865–1898	10–17%
Unit 7: Period 7: 1890–1945	10–17%
Unit 8: Period 8: 1945–1980	10–17%
Unit 9: Period 9: 1980–Present	4–6%

NOTE: Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit and topic.

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)

This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)

This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

THEME 4: MIGRATION AND SETTLEMENT (MIG)

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

THEME 5: POLITICS AND POWER (PCE)

This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

THEME 6: AMERICA IN THE WORLD (WOR)

This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)

This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.


THEME 8: SOCIAL STRUCTURES (SOC)

This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

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Spiraling the Themes

The following table shows how the themes spiral across units.

Theme	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	Period 1: 1491–1607	Period 2: 1607–1754	Period 3: 1754–1800	Period 4: 1800–1848	Period 5: 1844–1877	Period 6: 1865–1898	Period 7: 1890–1945	Period 8: 1945–1980	Period 9: 1980–Present
 American and National Identity NAT	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work, Exchange, and Technology WXT	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography and the Environment GEO	✓	✓	✓	✓	✓	✓	✓	✓	✓
Migration and Settlement MIG	✓	✓	✓	✓	✓	✓	✓	✓	✓
Politics and Power PCE	✓	✓	✓	✓	✓	✓	✓	✓	✓
America in the World WOR	✓	✓	✓	✓	✓	✓	✓	✓	✓
American and Regional Culture ARC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social Structures SOC	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note: Pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS

Historical thinking skills spiral across units.

- | | |
|---|-----------------------------|
| 1 Developments and Processes | 4 Contextualization |
| 2 Sourcing and Situation | 5 Making Connections |
| 3 Claims and Evidence in Sources | 6 Argumentation |

THEMES

Themes spiral across units.

- | | |
|---|--|
| NAT American and National Identity | PCE Politics and Power |
| WXT Work, Exchange, and Technology | WOR America in the World |
| GEO Geography and the Environment | ARC American and Regional Culture |
| MIG Migration and Settlement | SOC Social Structures |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT
1

Period 1:
1491–1607

~8 Class Periods

4–6% AP Exam Weighting

4	1.1 Contextualizing Period 1
GEO	1.2 Native American Societies Before European Contact
1	
WOR	1.3 European Exploration in the Americas
1	
GEO	1.4 Columbian Exchange, Spanish Exploration, and Conquest
3	
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System
5	
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans
3	
6	1.7 Causation in Period 1

UNIT
2

Period 2:
1607–1754

~14 Class Periods

6–8% AP Exam Weighting

4	2.1 Contextualizing Period 2
MIG	2.2 European Colonization
1	
GEO	2.3 The Regions of British Colonies
3	
WXT	2.4 Transatlantic Trade
5	
WOR	2.5 Interactions Between American Indians and Europeans
2	
WXT	2.6 Slavery in the British Colonies
SOC	
5	
ARC	2.7 Colonial Society and Culture
NAT	
1	
6	2.8 Comparison in Period 2

Personal Progress Check Unit 1

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

Personal Progress Check Unit 2

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT
3

Period 3:
1754–1800

~17 Class Periods

10–17% AP Exam Weighting

4	3.1	Contextualizing Period 3
WOR 1	3.2	The Seven Years' War (The French and Indian War)
WOR 2	3.3	Taxation Without Representation
NAT 2	3.4	Philosophical Foundations of the American Revolution
WOR 6	3.5	The American Revolution
SOC WOR 3	3.6	The Influence of Revolutionary Ideals
PCE 3	3.7	The Articles of Confederation
PCE 3	3.8	The Constitutional Convention and Debates over Ratification
PCE 5	3.9	The Constitution
WOR PCE 2	3.10	Shaping a New Republic
ARC 1	3.11	Developing an American Identity
MIG SOC 5	3.12	Movement in the Early Republic
6	3.13	Continuity and Change in Period 3

Personal Progress Check Unit 3

Multiple-choice: ~30 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

UNIT
4

Period 4:
1800–1848

~17 Class Periods

10–17% AP Exam Weighting

4	4.1	Contextualizing Period 4
PCE 2	4.2	The Rise of Political Parties and the Era of Jefferson
PCE 2	4.3	Politics and Regional Interests
WOR 2	4.4	America on the World Stage
WXT 6	4.5	Market Revolution: Industrialization
SOC 5	4.6	Market Revolution: Society and Culture
PCE 1	4.7	Expanding Democracy
PCE 3	4.8	Jackson and Federal Power
ARC 4	4.9	The Development of an American Culture
ARC 5	4.10	The Second Great Awakening
ARC 3	4.11	An Age of Reform
SOC 3	4.12	African Americans in the Early Republic
GEO 1	4.13	The Society of the South in the Early Republic
6	4.14	Causation in Period 4

Personal Progress Check Unit 4

Multiple-choice: ~35 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

UNIT
5

Period 5:
1844–1877

~17 Class Periods

10–17% AP Exam Weighting

4	5.1	Contextualizing Period 5
GEO 1	5.2	Manifest Destiny
WOR 3	5.3	The Mexican–American War
NAT 4	5.4	The Compromise of 1850
ARC SOC 2	5.5	Sectional Conflict: Regional Differences
PCE 5	5.6	Failure of Compromise
PCE 4	5.7	Election of 1860 and Secession
WOR 5	5.8	Military Conflict in the Civil War
NAT 2	5.9	Government Policies During the Civil War
PCE 3	5.10	Reconstruction
NAT 3	5.11	Failure of Reconstruction
6	5.12	Comparison in Period 5

Personal Progress Check Unit 5

Multiple-choice: ~30 questions

Short-answer: 2 questions

- Secondary source (2 sources)
- No stimulus

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)

UNIT 6

**Period 6:
1865–1898**

~18 Class Periods **10–17%** AP Exam Weighting

4	6.1 Contextualizing Period 6
MIG 1	6.2 Westward Expansion: Economic Development
MIG 3	6.3 Westward Expansion: Social and Cultural Development
NAT 2	6.4 The “New South”
WXT 5	6.5 Technological Innovation
WXT 4	6.6 The Rise of Industrial Capitalism
WXT 6	6.7 Labor in the Gilded Age
MIG 3	6.8 Immigration and Migration in the Gilded Age
MIG 5	6.9 Responses to Immigration in the Gilded Age
SOC 4	6.10 Development of the Middle Class
SOC 2	6.11 Reform in the Gilded Age
PCE 4	6.12 Controversies over the Role of Government in the Gilded Age
PCE 3	6.13 Politics in the Gilded Age
6	6.14 Continuity and Change in Period 6

Personal Progress Check Unit 6

- Multiple-choice: ~35 questions**
Short-answer: 2 questions
- No stimulus
 - Primary source
- Free-response: 1 question**
- Document-based (partial)

UNIT 7

**Period 7:
1890–1945**

~21 Class Periods **10–17%** AP Exam Weighting

4	7.1 Contextualizing Period 7
WOR 2	7.2 Imperialism: Debates
WOR 2	7.3 The Spanish–American War
PCE GEO 2	7.4 The Progressives
WOR 2	7.5 World War I: Military and Diplomacy
MIG 3	7.6 World War I: Home Front
WXT 5	7.7 1920s: Innovations in Communication and Technology
MIG ARC 4	7.8 1920s: Cultural and Political Controversies
WXT 5	7.9 The Great Depression
PCE 5	7.10 The New Deal
WOR 1	7.11 Interwar Foreign Policy
SOC 1	7.12 World War II: Mobilization
WOR 6	7.13 World War II: Military
WOR 2	7.14 Postwar Diplomacy
6	7.15 Comparison in Period 7

Personal Progress Check Unit 7

- Multiple-choice: ~40 questions**
Short-answer: 2 questions
- Secondary source
 - No stimulus
- Free-response: 1 question**
- Document-based

UNIT 8

**Period 8:
1945–1980**

~20 Class Periods **10–17%** AP Exam Weighting

4	8.1 Contextualizing Period 8
WOR 2	8.2 The Cold War from 1945 to 1980
NAT 2	8.3 The Red Scare
WXT MIG 2	8.4 Economy after 1945
ARC 4	8.5 Culture after 1945
SOC 5	8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)
WOR 3	8.7 America as a World Power
WOR 1	8.8 The Vietnam War
PCE MIG 5	8.9 The Great Society
SOC PCE 5	8.10 The African American Civil Rights Movement (1960s)
SOC 5	8.11 The Civil Rights Movement Expands
ARC 5	8.12 Youth Culture of the 1960s
GEO 5	8.13 The Environment and Natural Resources from 1968 to 1980
PCE ARC 4	8.14 Society in Transition
6	8.15 Continuity and Change in Period 8

Personal Progress Check Unit 8

- Multiple-choice: ~40 questions**
Short-answer: 2 questions
- No stimulus
 - Primary source
- Free-response: 1 question**
- Long essay

UNIT
9

Period 9:
1980–Present

~8 Class
Periods

4–6% AP Exam
Weighting

4	9.1 Contextualizing Period 9
PCE 3	9.2 Reagan and Conservatism
WOR 1	9.3 The End of the Cold War
WXT 1	9.4 A Changing Economy
MIG 2	9.5 Migration and Immigration in the 1990s and 2000s
WOR 2	9.6 Challenges of the 21st Century
6	9.7 Causation in Period 9

Personal Progress Check Unit 9

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

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AP U.S. HISTORY

Unit Guides

Introduction

The structure of the unit guides respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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Using the Unit Guides

UNIT 1 **4–6%** AP EXAM WEIGHTING **~8** CLASS PERIODS

Period 1: 1491–1607

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~8 CLASS PERIODS
	1.1 Contextualizing Period 1	Continuity and Change	1.A Identify and describe a historical context for a specific historical development or process.	
GED	1.2 Native American Societies Before European Contact	Comparison	1.C Identify a historical concept, development, or process.	
WOR	1.3 European Exploration in the Americas	Causation	1.C Identify a historical concept, development, or process.	
GED	1.4 Columbian Exchange, Spanish Exploration, and Conquest	Causation	1.C Identify and describe a claim and/or argument in a text-based or non-text-based source.	
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	Causation	1.C Identify patterns among or connections between historical developments and processes.	
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison	1.C Identify the evidence used in a source to support an argument.	
	1.7 Causation in Period 1	Causation	1.A Make a historically defensible claim.	

Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.

AP U.S. History Course and Exam Description Course Framework V.1 | 35

The **Unit at a Glance** table shows the topics, related thematic focus, suggested skills, and reasoning processes for each topic. The Class Periods column has been left blank so that teachers can customize the time they spend on each topic.

The **suggested skill** for each topic shows one way teachers can link the content in that topic to a specific AP historical thinking skill. The individual skill has been thoughtfully chosen in a way that helps spiral those skills throughout the course. The questions on the Personal Progress Checks are based on this pairing. However, AP Exam questions may pair the content with any of the skills.

UNIT 1 **Period 1: 1491–1607**

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2	Shared Inquiry Provide students with a selection of primary and secondary sources that highlight various aspects of Native American societies before European contact. In groups, ask students to formulate responses to Unit 1 Learning Objective B. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America, and present their ideas to the class. Then lead a whole-group discussion to develop understanding of the complexity of the societies that were in place prior to European contact.
2	1.4	Guided Discussion Ask students to brainstorm the causes of the Columbian Exchange and its effect on Europe and the Americas in the time period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.
3	1.6	Quickwrite As preparation for the free-response questions on the AP Exam, have students write claims in response to Unit 1 Learning Objective F. Explain how and why European and Native American perspectives of others developed and changed in the period. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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36 | Course Framework V.1 AP U.S. History Course and Exam Description

The **Sample Instructional Activities** page includes optional activities that can help teachers tie together the content and skill of a particular topic. Additionally, this page offers space for teachers to make notes on their approach to the individual topics and the unit as a whole.

Using the Unit Guides

Period 1: 1491–1607

UNIT 1

TOPIC 1.1
Contextualizing Period 1

SUGGESTED SKILL
Contextualization
Identify and describe a historical context for a specific historical development or process.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (reviewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE
Unit 1: Learning Objective A
Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS
KC-1.1
As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
KC-1.1A
Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

continued on next page

AP U.S. History Course and Exam Description | Course Framework V.1 | 37

FIRST AND FINAL TOPIC PAGES IN EACH UNIT

Each unit's first and final topics include key concepts, which summarize the historical developments in the unit.

These topics encourage the use of the key concepts and learning objectives in the unit to develop the skills of contextualization and argumentation.

Period 1: 1491–1607

UNIT 1

TOPIC 1.2
Native American Societies Before European Contact

SUGGESTED SKILL
Developments and Processes
Identify a historical concept, development, or process.

AVAILABLE RESOURCE
Professional Development
Teaching and Assessing Module—Period 1: 1491–1607, Egawert Research
Native North America: A Piece of History

Required Course Content

THEMATIC FOCUS
Geography and the Environment
Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and shapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE
Unit 1: Learning Objective B
Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

HISTORICAL DEVELOPMENTS
KC-1.1.A
The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
KC-1.1.B
Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
KC-1.1.C
In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
KC-1.1.D
Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

AP U.S. History Course and Exam Description | Course Framework V.1 | 39

TOPIC PAGES

The **suggested skill** offers a possible skill to pair with the topic.

The **thematic focus** of the topic is the long-term takeaway that leaves a lasting impression on students.

Where possible, **available resources** are listed that might help teachers address a particular topic in their classroom.

Learning objectives define what a student should be able to do with content knowledge in order to progress toward an enduring understanding.

Historical development statements comprise the knowledge required to demonstrate mastery of the learning objective.

AP U.S. HISTORY

UNIT 1

Period 1: 1491–1607



4–6%
AP EXAM WEIGHTING



~8
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)


UNIT
1

4–6% AP EXAM WEIGHTING

~8 CLASS PERIODS

Period 1: 1491–1607

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~8 CLASS PERIODS
	1.1 Contextualizing Period 1	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
GEO	1.2 Native American Societies Before European Contact	Comparison	1.A Identify a historical concept, development, or process.	
WOR	1.3 European Exploration in the Americas	Causation	1.A Identify a historical concept, development, or process.	
GEO	1.4 Columbian Exchange, Spanish Exploration, and Conquest	Causation	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison	3.B Identify the evidence used in a source to support an argument.	
	1.7 Causation in Period 1	Causation	6.A Make a historically defensible claim.	
	 Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2	<p>Shared Inquiry</p> <p>Provide students with a selection of primary and secondary sources that highlight various aspects of Native American societies before European contact. In groups, ask students to formulate responses to Unit 1: Learning Objective B, <i>Explain how and why various native populations in the period before European contact interacted with the natural environment in North America</i>, and present their ideas to the class. Then lead a whole-group discussion to develop understanding of the complexity of the societies that were in place prior to European contact.</p>
2	1.4	<p>Guided Discussion</p> <p>Ask students to brainstorm the causes of the Columbian Exchange and its effect on Europe and the Americas in the time period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.</p>
3	1.6	<p>Quickwrite</p> <p>As preparation for the free-response questions on the AP Exam, have students write claims in response to Unit 1: Learning Objective F, <i>Explain how and why European and Native American perspectives of others developed and changed in the period</i>. Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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TOPIC 1.1

Contextualizing Period 1

SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective A

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS

KC-1.1

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

KC-1.1.I

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

continued on next page

LEARNING OBJECTIVE**Unit 1: Learning Objective A**

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS**KC-1.2**

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

KC-1.2.I

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

KC-1.2.II

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

KC-1.2.III

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

TOPIC 1.2

Native American Societies Before European Contact

Required Course Content

THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 1: Learning Objective B

Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

HISTORICAL DEVELOPMENTS

KC-1.1.I.A

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

KC-1.1.I.B

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

KC-1.1.I.C

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

KC-1.1.I.D

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

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify a historical concept, development, or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research “Native North America: A Place of History”](#)

SUGGESTED SKILL

 *Developments
and Processes*

1.A

Identify a historical concept, development, or process.

TOPIC 1.3

European Exploration in the Americas

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 1: Learning Objective C

Explain the causes of exploration and conquest of the New World by various European nations.

HISTORICAL DEVELOPMENTS


KC-1.2.I.A

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

TOPIC 1.4

Columbian Exchange, Spanish Exploration, and Conquest

SUGGESTED SKILL

 *Claims and
Evidence in Sources***3.A**

Identify and describe a claim and/or argument in a text-based or non-text-based source.

Required Course Content

THEMATIC FOCUS**Geography and the Environment** **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE**Unit 1: Learning Objective D**

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

HISTORICAL DEVELOPMENTS**KC-1.2.I.B**

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


KC-1.2.I.C

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

KC-1.2.II.A

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

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research “Spanish Colonialism”](#)

TOPIC 1.5

Labor, Slavery, and Caste in the Spanish Colonial System

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

HISTORICAL DEVELOPMENTS

KC-1.2.II.B

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

KC-1.2.II.C

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

KC-1.2.II.D

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

TOPIC 1.6

Cultural Interactions Between Europeans, Native Americans, and Africans

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

HISTORICAL DEVELOPMENTS

KC-1.2.III

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

KC-1.2.III.A


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

KC-1.2.III.B

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

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SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

Identify the evidence used in a source to support an argument.



AVAILABLE RESOURCES

- Classroom Resources > [White–Native American Contact in Early American History](#)
- Classroom Resources > [Lesson Plans for AP U.S. History: English–Indian Encounters](#)
- Professional Development > [Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research “Encounters and Contingency”](#)

LEARNING OBJECTIVE**Unit 1: Learning Objective F**

Explain how and why European and Native American perspectives of others developed and changed in the period.


HISTORICAL DEVELOPMENTS**KC-1.2.III.C**

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

TOPIC 1.7

Causation in Period 1

SUGGESTED SKILL

 Argumentation

6.A

Make a historically defensible claim.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute's AP U.S. History Study Guide](#)

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

REVIEW: UNIT 1 KEY CONCEPTS

KC-1.1

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

KC-1.1.I

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

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LEARNING OBJECTIVE**Unit 1: Learning Objective G**

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

REVIEW: UNIT 1 KEY CONCEPTS**KC-1.2**

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

KC-1.2.I

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

KC-1.2.II

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

KC-1.2.III

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

AP U.S. HISTORY

UNIT 2

Period 2: 1607–1754



6–8%

AP EXAM WEIGHTING



~14

CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)


Period 2: 1607–1754

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14 CLASS PERIODS
	2.1 Contextualizing Period 2	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
MIG	2.2 European Colonization	Comparison	1.B Explain a historical concept, development, or process.	
GEO	2.3 The Regions of British Colonies	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
WXT	2.4 Transatlantic Trade	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	2.5 Interactions Between American Indians and Europeans	Comparison	2.A Identify a source’s point of view, purpose, historical situation, and/or audience.	
WXT, SOC	2.6 Slavery in the British Colonies	Causation	5.A Identify patterns among or connections between historical developments and processes.	
ARC, NAT	2.7 Colonial Society and Culture	Comparison	1.A Identify a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
	2.8 Comparison in Period 2	Comparison	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument. 	~14 CLASS PERIODS
	 Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.2	<p>Graphic Organizer</p> <p>Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization.</p>
2	2.4	<p>Create Representations</p> <p>Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world.</p>
3	2.6	<p>Jigsaw</p> <p>This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an “expert” group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region “experts” share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research “Atlantic Empires in Context”](#)

TOPIC 2.1

Contextualizing Period 2

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the context for the colonization of North America from 1607 to 1754.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-2.1

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

KC-2.1.I

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

KC-2.1.II

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

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LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the context for the colonization of North America from 1607 to 1754.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-2.1.III

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

KC-2.2

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

KC-2.2.I

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

KC-2.2.II

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept,
development, or process.

TOPIC 2.2

European Colonization

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 2: Learning Objective B

Explain how and why various European colonies developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS

KC-2.1.I.A

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

KC-2.1.I.B

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


KC-2.1.I.C

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

TOPIC 2.3

The Regions of British Colonies

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.A**

Identify and describe a claim and/or argument in a text-based or non-text-based source.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research “Colonial Diversity”](#)

Required Course Content

THEMATIC FOCUS**Geography and the Environment** **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE**Unit 2: Learning Objective C**

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS**KC-2.1.II.A**

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

KC-2.1.II.B

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

KC-2.1.II.C

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

KC-2.1.II.D

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

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LEARNING OBJECTIVE**Unit 2: Learning Objective C**


Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS**KC-2.1.II.E**

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

TOPIC 2.4

Transatlantic Trade

SUGGESTED SKILL
 *Making Connections*
5.A

Identify patterns among or connections between historical developments and processes.

**AVAILABLE RESOURCE**

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \(“America, the Atlantic, and Global Consumer Demand, 1500–1800”\)](#)

Required Course Content

THEMATIC FOCUS**Work, Exchange, and Technology** **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE**Unit 2: Learning Objective D**

Explain causes and effects of transatlantic trade over time.

HISTORICAL DEVELOPMENTS**KC-2.1.III.A**

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

KC-2.1.III.B

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

KC-2.2.I.C

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

TOPIC 2.5

Interactions Between American Indians and Europeans

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 2: Learning Objective E**

Explain how and why interactions between various European nations and American Indians changed over time.

HISTORICAL DEVELOPMENTS**KC-2.1.III.C**

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

KC-2.1.III.E

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


KC-2.1.III.F

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

TOPIC 2.6

Slavery in the British Colonies

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE

- Classroom Resources
 - [Essay from the American Organization of Historians and AP \(“The Origins of American Slavery”\)](#)

Required Course Content

THEMATIC FOCUS**Work, Exchange, and Technology WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE**Unit 2: Learning Objective F**

Explain the causes and effects of slavery in the various British colonial regions.

HISTORICAL DEVELOPMENTS**KC-2.2.II.A**

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

KC-2.2.II.B

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

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THEMATIC FOCUS**Social Structures** **soc**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 2: Learning Objective G**

Explain how enslaved people responded to slavery.

HISTORICAL DEVELOPMENTS**KC-2.2.II.C**

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

TOPIC 2.7

Colonial Society and Culture

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify a historical concept, development, or process.

**AVAILABLE RESOURCE**

- Professional Development > [Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research “Social Groups”](#)

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 2: Learning Objective H**

Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

HISTORICAL DEVELOPMENTS**KC-2.2.1.A**

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

KC-2.2.1.B

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

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THEMATIC FOCUS**American and National Identity** **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE**Unit 2: Learning Objective I**

Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

HISTORICAL DEVELOPMENTS**KC-2.1.III.D**

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

KC-2.2.I.D

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

TOPIC 2.8

Comparison in Period 2

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit’s key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective J

Compare the effects of the development of colonial society in the various regions of North America.

REVIEW: UNIT 2 KEY CONCEPTS

KC-2.1

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

KC-2.1.I

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

KC-2.1.II


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

KC-2.1.III

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

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SUGGESTED SKILL

 **Argumentation**

6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute's AP U.S. History Study Guide](#)

LEARNING OBJECTIVE**Unit 2: Learning Objective J**

Compare the effects of the development of colonial society in the various regions of North America.

REVIEW: UNIT 2 KEY CONCEPTS**KC-2.2**

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

KC-2.2.I

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

KC-2.2.II

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

AP U.S. HISTORY

UNIT 3

Period 3: 1754–1800



10–17%
AP EXAM WEIGHTING



~17
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~30 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)


Period 3: 1754–1800

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	3.1 Contextualizing Period 3	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
WOR	3.2 The Seven Years' War (The French and Indian War)	Causation	1.B Explain a historical concept, development, or process.	
	3.3 Taxation Without Representation	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
NAT	3.4 Philosophical Foundations of the American Revolution	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	3.5 The American Revolution	Causation	6.B Support an argument using specific and relevant evidence.	
			<ul style="list-style-type: none"> ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument. 	
SOC, WOR	3.6 The Influence of Revolutionary Ideals	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
PCE	3.7 The Articles of Confederation	Causation	3.B Identify the evidence used in a source to support an argument.	
	3.8 The Constitutional Convention and Debates over Ratification	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
	3.9 The Constitution	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
WOR, PCE	3.10 Shaping a New Republic	Causation	2.A Identify a source’s point of view, purpose, historical situation, and/or audience.	
ARC	3.11 Developing an American Identity	Continuity and Change	1.B Explain a historical concept, development, or process.	
MIG, SOC	3.12 Movement in the Early Republic	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
	3.13 Continuity and Change in Period 3	Continuity and Change	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> ▪ Describe specific examples of historically relevant evidence. ▪ Explain how specific examples of historically relevant evidence support an argument. 	
 Go to AP Classroom to assign the Personal Progress Check for Unit 3. Review the results in class to identify and address any student misunderstandings.				

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.3	<p>Match Claims and Evidence</p> <p>This time period is rife with opportunities for students to consider the British and colonial perspectives on events and ideas. Ask small groups of students to write claims and supporting evidence statements on two separate notecards based on the prompt: <i>How did British colonial policies regarding North America lead to the Revolutionary War?</i> Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.</p>
2	3.4	<p>Fishbowl</p> <p>Have students discuss the arguments presented in American Revolution–era documents, such as Thomas Paine’s <i>Common Sense</i> or the Declaration of Independence, and how colonists responded to British actions and policies leading up to the American Revolution.</p>
3	3.8	<p>Close Reading</p> <p>When students are reading foundational documents, such as the Constitution and the Federalist Papers, have them highlight relevant words and passages that support the author’s claim. Ask students to connect ideas outlined in the documents to colonial experiences with British government in the revolutionary period.</p>
4	3.10	<p>Critique Reasoning</p> <p>This topic lends itself to reading primary source documents. Have students identify and critique Washington’s main points in his 1796 Farewell Address. Then, ask students to examine Washington’s perspective, the historical situation, and the evidence and reasoning he uses to support his position.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Why Tea? The Global Story of the American Revolution](#)

TOPIC 3.1

Contextualizing Period 3

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective A

Explain the context in which America gained independence and developed a sense of national identity.

PREVIEW: UNIT 3 KEY CONCEPTS

KC-3.1

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

KC-3.1.I

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

KC-3.1.II

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

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LEARNING OBJECTIVE**Unit 3: Learning Objective A**

Explain the context in which America gained independence and developed a sense of national identity.

PREVIEW: UNIT 3 KEY CONCEPTS**KC-3.2**

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.I

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

KC-3.2.II

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

KC-3.2.III.i

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

KC-3.3

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

KC-3.3.I

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

KC-3.3.II

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept,
development, or process.

TOPIC 3.2

The Seven Years' War (The French and Indian War)

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 3: Learning Objective B**

Explain the causes and effects of the Seven Years' War (the French and Indian War).

HISTORICAL DEVELOPMENTS**KC-3.1.I.A**

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

KC-3.1.I.B

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


KC-3.1.I.C

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

TOPIC 3.3

Taxation Without Representation

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research “Why the Revolution Started”](#)

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 3: Learning Objective C**

Explain how British colonial policies regarding North America led to the Revolutionary War.

HISTORICAL DEVELOPMENTS**KC-3.1.II.A**

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

KC-3.1.II.B

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

KC-3.1.II.C

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

KC-3.1.II.D

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \(“The Declaration of Independence in World Context”\)](#)

TOPIC 3.4

Philosophical Foundations of the American Revolution

Required Course Content

THEMATIC FOCUS

American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 3: Learning Objective D

Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.

HISTORICAL DEVELOPMENTS

KC-3.2.I.A

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

KC-3.2.I.B

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

TOPIC 3.5

The American Revolution

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**


Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 3: Learning Objective E**

Explain how various factors contributed to the American victory in the Revolution.

HISTORICAL DEVELOPMENTS**KC-3.1.II.E**


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

SUGGESTED SKILL **Argumentation****6.B**

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.



AVAILABLE RESOURCES

- Classroom Resources
 - > [What Is Gender History?](#)
- AP Professional Development
 - > [Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research “The Revolution: Winners and Losers”](#)

TOPIC 3.6

The Influence of Revolutionary Ideals

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective F

Explain the various ways the American Revolution affected society.

HISTORICAL DEVELOPMENTS

KC-3.2.I.C

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

KC-3.2.I.D

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

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THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 3: Learning Objective G


Describe the global impact of the American Revolution.

HISTORICAL DEVELOPMENTS

KC-3.2.I.E

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

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.B**

Identify the evidence used in a source to support an argument.

TOPIC 3.7

The Articles of Confederation

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 3: Learning Objective H**

Explain how different forms of government developed and changed as a result of the Revolutionary Period.

HISTORICAL DEVELOPMENTS**KC-3.2.II.A**

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

KC-3.2.II.B

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


KC-3.3.I.C

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

TOPIC 3.8

The Constitutional Convention and Debates over Ratification

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective I

Explain the differing ideological positions on the structure and function of the federal government.

HISTORICAL DEVELOPMENTS

KC-3.2.II.C.i

Delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.


KC-3.2.II.D

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

KC-3.2.II.E

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

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 3.9

The Constitution

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective J

Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.

HISTORICAL DEVELOPMENTS


KC-3.2.II.C.ii

Delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

TOPIC 3.10

Shaping a New Republic

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

**AVAILABLE RESOURCES**

- Classroom Resources > [Lesson Plans for AP U.S. History: The Alien and Sedition Acts](#)
- Professional Development > [Teaching and Assessing Module—Period 3: 1754–1800, Focus on Research “New Democratic Institutions”](#)

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 3: Learning Objective K**

Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.

HISTORICAL DEVELOPMENTS**KC-3.3.II.A**

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

KC-3.3.II.B

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

KC-3.3.I.E

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

KC-3.3.I.D

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

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THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 3: Learning Objective L**

Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.

HISTORICAL DEVELOPMENTS**KC-3.2.III.A**

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

KC-3.2.III.B

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

KC-3.3.II.C

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

TOPIC 3.11

Developing an American Identity

SUGGESTED SKILL

 *Developments and Processes***1.B**

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS**American and Regional Culture ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 3: Learning Objective M**

Explain the continuities and changes in American culture from 1754 to 1800.


HISTORICAL DEVELOPMENTS**KC-3.2.III.ii**

New forms of national culture developed in the United States alongside continued regional variations.

KC-3.2.III.D

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

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 3.12

Movement in the Early Republic

Required Course Content

THEMATIC FOCUS**Migration and Settlement** **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE**Unit 3: Learning Objective N**

Explain how and why migration and immigration to and within North America caused competition and conflict over time.

HISTORICAL DEVELOPMENTS**KC-3.3.I.A**

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

KC-3.3.I.B

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

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THEMATIC FOCUS

Social Structures **SOc**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 3: Learning Objective O


Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

HISTORICAL DEVELOPMENTS

KC-3.2.III.C

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

SUGGESTED SKILL

 Argumentation

6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute's AP U.S. History Study Guide](#)

TOPIC 3.13

Continuity and Change in Period 3

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 3: Learning Objective P

Explain how the American independence movement affected society from 1754 to 1800.

REVIEW: UNIT 3 KEY CONCEPTS

KC-3.1

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

KC-3.1.I

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

KC-3.1.II

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

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LEARNING OBJECTIVE**Unit 3: Learning Objective P**

Explain how the American independence movement affected society from 1754 to 1800.

REVIEW: UNIT 3 KEY CONCEPTS**KC-3.2**

The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

KC-3.2.I

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

KC-3.2.II

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

KC-3.2.III.i

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

KC-3.3

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

KC-3.3.I

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

KC-3.3.II

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

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AP U.S. HISTORY

UNIT 4

Period 4: 1800–1848



10–17%
AP EXAM WEIGHTING



~17
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a subtle gradient and a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~35 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)


Period 4: 1800–1848

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	4.1 Contextualizing Period 4	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
PCE	4.2 The Rise of Political Parties and the Era of Jefferson	Causation	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
	4.3 Politics and Regional Interests	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WOR	4.4 America on the World Stage	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT	4.5 Market Revolution: Industrialization	Causation	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
SOC	4.6 Market Revolution: Society and Culture	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
PCE	4.7 Expanding Democracy	Causation	1.B Explain a historical concept, development, or process.	
	4.8 Jackson and Federal Power	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
ARC	4.9 The Development of an American Culture	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	4.10 The Second Great Awakening	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	4.11 An Age of Reform	Comparison	3.B Identify the evidence used in a source to support an argument.	
SOC	4.12 African Americans in the Early Republic	Continuity and Change	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
GEO	4.13 The Society of the South in the Early Republic	Causation	1.B Explain a historical concept, development, or process.	
	4.14 Causation in Period 4	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 4. Review the results in class to identify and address any student misunderstandings.				

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.2	<p>Debriefing</p> <p>This topic contains several complex economic, political, and foreign policy issues—such as the tariff, interpretation of the Constitution, and the purchase of foreign land—that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p>
2	4.5	<p>Self/Peer Revision</p> <p>Students have been practicing writing a historically defensible claim and supporting their argument using specific and relevant evidence. This topic’s learning objective—Unit 4: Learning Objective E: <i>Explain the causes and effects of the innovations in technology, agriculture, and commerce over time</i>—can serve as a prompt for students to write thesis statements and outline evidence to be used in support of the claim. Then ask students to select a partner, review the claims and evidence, and provide feedback.</p>
3	4.8	<p>Questioning the Text</p> <p>Assign students to read and analyze Andrew Jackson’s first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points that Jackson hoped to address in his presidency as outlined in the inaugural address. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.</p>
4	4.9–4.11	<p>Socratic Seminar</p> <p>This activity combines Topics 4.9–4.11. Use the question <i>What were the key ingredients in the creation of an American culture?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

.....

.....

SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research “Introducing Period 4”](#)

TOPIC 4.1

Contextualizing Period 4

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective A

Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS

KC-4.1

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

KC-4.1.I

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

KC-4.1.II

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

KC-4.1.III

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

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LEARNING OBJECTIVE**Unit 4: Learning Objective A**

Explain the context in which the republic developed from 1800 to 1848.

PREVIEW: UNIT 4 KEY CONCEPTS**KC-4.2**

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

KC-4.2.I

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

KC-4.2.II

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

KC-4.2.III

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

KC-4.3

The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

KC-4.3.I

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

KC-4.3.II

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

TOPIC 4.2

The Rise of Political Parties and the Era of Jefferson

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 4: Learning Objective B**

Explain the causes and effects of policy debates in the early republic.

HISTORICAL DEVELOPMENTS**KC-4.1.I.A**

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

KC-4.1.I.B

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


KC-4.3.I.A.i

Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

TOPIC 4.3

Politics and Regional Interests

SUGGESTED SKILL

 *Sourcing and Situation***2.B**

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 4: Learning Objective C**

Explain how different regional interests affected debates about the role of the federal government in the early republic.

HISTORICAL DEVELOPMENTS**KC-4.1.I.D**

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

KC-4.2.III.D

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

KC-4.3.II.C

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

TOPIC 4.4

America on the World Stage

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 4: Learning Objective D

Explain how and why American foreign policy developed and expanded over time.

HISTORICAL DEVELOPMENTS

KC-4.3.I

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


KC-4.3.I.A.ii

The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

TOPIC 4.5

Market Revolution: Industrialization

SUGGESTED SKILL

 Argumentation**6.B**

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

Required Course Content

THEMATIC FOCUS**Work, Exchange, and Technology **WXT****

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE**Unit 4: Learning Objective E**

Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

HISTORICAL DEVELOPMENTS**KC-4.2.I.A**

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

KC-4.2.I.B

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


KC-4.2.I.C

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

KC-4.2.III.B

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

SUGGESTED SKILL

 *Making Connections*

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCES

- Classroom Resources
 - > [What Is Gender History?](#)
- Professional Development
 - > [Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research “Focusing on Social Groups”](#)

TOPIC 4.6

Market Revolution: Society and Culture

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective F

Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.

HISTORICAL DEVELOPMENTS

KC-4.2.III.A

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

KC-4.2.II.B

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

KC-4.2.II.A

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

KC-4.2.II.C

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

TOPIC 4.7

Expanding Democracy

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective G


Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.I

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

SUGGESTED SKILL

 *Claims and
Evidence in Sources***3.D**

Explain how claims or evidence support, modify, or refute a source's argument.

TOPIC 4.8

Jackson and Federal Power

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 4: Learning Objective H

Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.IC

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


KC-4.3.IB

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

TOPIC 4.9

The Development of an American Culture

SUGGESTED SKILL

 Contextualization**4.B**

Explain how a specific historical development or process is situated within a broader historical context.

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 4: Learning Objective I**

Explain how and why a new national culture developed from 1800 to 1848.


HISTORICAL DEVELOPMENTS**KC-4.1.II.B**

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

KC-4.1.II.C

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

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 4.10

The Second Great Awakening

Required Course Content

THEMATIC FOCUS**American and Regional Culture ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 4: Learning Objective J**

Explain the causes of the Second Great Awakening.


HISTORICAL DEVELOPMENTS**KC-4.1.II.A.i**

The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.

TOPIC 4.11

An Age of Reform

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

Identify the evidence used in a source to support an argument.

**AVAILABLE RESOURCE**

- Classroom Resources > [What Is Gender History?](#)

Required Course Content

THEMATIC FOCUS

American and Regional Culture **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 4: Learning Objective K

Explain how and why various reform movements developed and expanded from 1800 to 1848.

HISTORICAL DEVELOPMENTS

KC-4.1.II.A.ii

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

KC-4.1.III.A

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

KC-4.1.III.B.i

Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.


KC-4.3.II.B.i

Antislavery movements increased in the North.

KC-4.1.III.C

A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention. Over time, arguments emerged over whether to narrow the goals to white women.

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.D**

Explain how claims or evidence support, modify, or refute a source's argument.

TOPIC 4.12

African Americans in the Early Republic

Required Course Content

THEMATIC FOCUS**Social Structures** **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 4: Learning Objective L**

Explain the continuities and changes in the experience of African Americans from 1800 to 1848.

HISTORICAL DEVELOPMENTS**KC-4.1.III.B.ii**

Antislavery efforts in the South were largely limited to unsuccessful rebellions by enslaved people.

KC-4.1.II.D

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

TOPIC 4.13

The Society of the South in the Early Republic

SUGGESTED SKILL

 *Developments and Processes***1.B**

Explain a historical concept, development, or process.

Required Course Content

THEMATIC FOCUS**Geography and the Environment** **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE**Unit 4: Learning Objective M**

Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.

HISTORICAL DEVELOPMENTS**KC-4.3.II.B.ii**

In the South, although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.


KC-4.2.III.C

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

KC-4.3.II.A

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

SUGGESTED SKILL

 Argumentation

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.



AVAILABLE RESOURCES

- External Resource
 - > [Gilder Lehrman Institute's AP U.S. History Study Guide](#)
- Professional Development
 - > [Teaching and Assessing Module—Period 4: 1800–1848, Focus on Research “Making Historical Connections”](#)

TOPIC 4.14

Causation in Period 4

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 4: Learning Objective N

Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

REVIEW: UNIT 4 KEY CONCEPTS

KC-4.1

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

KC-4.1.I

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

KC-4.1.II

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

KC-4.1.III

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

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LEARNING OBJECTIVE**Unit 4: Learning Objective N**

Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

REVIEW: UNIT 4 KEY CONCEPTS**KC-4.2**

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

KC-4.2.I

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

KC-4.2.II

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

KC-4.2.III

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

KC-4.3

The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

KC-4.3.I

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

KC-4.3.II

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

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AP U.S. HISTORY

UNIT 5

Period 5: 1844–1877



10–17%
AP EXAM WEIGHTING



~17
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~30 questions

Short-answer: 2 questions

- Secondary source (2 sources)
- No stimulus

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)


Period 5: 1844–1877

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
	5.1 Contextualizing Period 5	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
GEO	5.2 Manifest Destiny	Causation	1.B Explain a historical concept, development, or process.	
WOR	5.3 The Mexican–American War	Causation	3.C Compare the arguments or main ideas of two sources.	
NAT	5.4 The Compromise of 1850	Comparison	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ARC, SOC	5.5 Sectional Conflict: Regional Differences	Comparison	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE	5.6 Failure of Compromise	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	5.7 Election of 1860 and Secession	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	5.8 Military Conflict in the Civil War	Comparison	5.A Identify patterns among or connections between historical developments and processes.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~17 CLASS PERIODS
NAT	5.9 Government Policies During the Civil War	Continuity and Change	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE	5.10 Reconstruction	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
NAT	5.11 Failure of Reconstruction	Continuity and Change	3.C Compare the arguments or main ideas of two sources.	
	5.12 Comparison in Period 5	Comparison	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
<p> Go to AP Classroom to assign the Personal Progress Check for Unit 5. Review the results in class to identify and address any student misunderstandings.</p>				

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.2	<p>Making Connections</p> <p>Write terms or concepts related to this topic’s thematic focus, GEO, on index cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term or concept and then pair students and ask them to find the connection between their terms or concepts. Finally, ask the pairs to write a brief explanation of how the terms or concepts are related.</p>
2	5.7	<p>Debate</p> <p>This topic takes students chronologically up to the breakdown of the Union in 1860–1861. Thinking back over the previous units and topics in this unit, have students debate at what point in time, or by which event, was the Civil War inevitable. Ask students to use evidence and reasoning to support their claims.</p>
3	5.8	<p>Discussion Groups</p> <p>Assign students to groups to discuss the learning objective for this topic, <i>Explain the various factors that contributed to the Union victory in the Civil War</i>, with the view to help them gain new understanding by hearing the views of their classmates. After discussion, ask groups to present their conclusions on the factors and whether or not their groups reached a consensus.</p>
4	5.10, 5.11	<p>Look for a Pattern</p> <p>This activity bridges Topics 5.10 and 5.11. Present students with a series of data in various forms relevant to these topics: population by state, registered voters by state, political representation, land and type of ownership, and any other data relevant to Reconstruction. Have students compare the data presented, identify trends, and draw conclusions about how and why Reconstruction resulted in change and continuity regionally and nationally for African Americans.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

.....

.....

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.1

Contextualizing Period 5

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective A

Explain the context in which sectional conflict emerged from 1844 to 1877.

PREVIEW: UNIT 5 KEY CONCEPTS

KC-5.1

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

KC-5.1.I

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

KC-5.1.II

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

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LEARNING OBJECTIVE**Unit 5: Learning Objective A**

Explain the context in which sectional conflict emerged from 1844 to 1877.

PREVIEW: UNIT 5 KEY CONCEPTS**KC-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.

KC-5.2.I

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

KC-5.2.II

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

KC-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.

KC-5.3.I

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

KC-5.3.II.i

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 5.2

Manifest Destiny

Required Course Content

THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 5: Learning Objective B

Explain the causes and effects of westward expansion from 1844 to 1877.

HISTORICAL DEVELOPMENTS

KC-5.1.A

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

KC-5.1.B

Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean; however, this frequently provoked competition and violent conflict.

KC-5.1.D

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


KC-5.1.E

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

TOPIC 5.3

The Mexican–American War

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE**Unit 5: Learning Objective C**

Explain the causes and effects of the Mexican–American War.

HISTORICAL DEVELOPMENTS**KC-5.1.I.C**

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

KC-5.1.II.C

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

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.4

The Compromise of 1850

Required Course Content

THEMATIC FOCUS

American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 5: Learning Objective D

Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.

HISTORICAL DEVELOPMENTS

KC-5.2.II.A

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


KC-5.2.II.B.i

The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.

TOPIC 5.5

Sectional Conflict: Regional Differences

SUGGESTED SKILL

 *Sourcing and
Situation***2.B**Explain the point of view,
purpose, historical situation,
and/or audience of a source.

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 5: Learning Objective E**

Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.

HISTORICAL DEVELOPMENTS**KC-5.1.II.A**

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

KC-5.1.II.B

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

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THEMATIC FOCUS**Social Structures** **soc**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 5: Learning Objective F**

Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.

HISTORICAL DEVELOPMENTS**KC-5.2.I.A**

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

KC-5.2.I.B

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

KC-5.2.I.C

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

TOPIC 5.6

Failure of Compromise

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 5: Learning Objective G

Explain the political causes of the Civil War.

HISTORICAL DEVELOPMENTS


KC-5.2.II.B.ii

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

KC-5.2.II.C

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

SUGGESTED SKILL

 *Making Connections*

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCE

- AP Professional Development > [Teaching and Assessing Module—Period 5: 1844–1877, Focus on Research “The Coming of the Civil War”](#)

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.7

Election of 1860 and Secession

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 5: Learning Objective H

Describe the effects of Lincoln's election.


HISTORICAL DEVELOPMENTS

KC-5.2.II.D

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

TOPIC 5.8

Military Conflict in the Civil War

SUGGESTED SKILL *Making Connections***5.A**

Identify patterns among or connections between historical developments and processes.

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 5: Learning Objective I

Explain the various factors that contributed to the Union victory in the Civil War.

HISTORICAL DEVELOPMENTS


KC-5.3.1.A

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

KC-5.3.1.D

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 5: 1844–1877, Focus on Research “Focus on Emancipation”](#)

TOPIC 5.9

Government Policies During the Civil War

Required Course Content

THEMATIC FOCUS

American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 5: Learning Objective J

Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.

HISTORICAL DEVELOPMENTS

KC-5.3.I.B

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


KC-5.3.I.C

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

TOPIC 5.10

Reconstruction

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

**AVAILABLE RESOURCES**

- Classroom Resources
 - > ["Voting Rights Since the Fifteenth Amendment"](#)
- Professional Development
 - > [Teaching and Assessing Module—Period 5: 1844–1877, Focus on Research "Interpretations of Reconstruction"](#)

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 5: Learning Objective K**

Explain the effects of government policy during Reconstruction on society from 1865 to 1877.

HISTORICAL DEVELOPMENTS**KC-5.3.II.ii**

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

KC-5.3.II.A

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


KC-5.3.II.B

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

KC-5.3.II.C

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

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \(“The Civil War, Emancipation, and Reconstruction on the World Stage”\)](#)

TOPIC 5.11

Failure of Reconstruction

Required Course Content

THEMATIC FOCUS**American and National Identity **NAT****

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE**Unit 5: Learning Objective L**

Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.

HISTORICAL DEVELOPMENTS**KC-5.3.II.D**

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

KC-5.3.II.E

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

TOPIC 5.12

Comparison in Period 5

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit’s key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective M

Compare the relative significance of the effects of the Civil War on American values.

REVIEW: UNIT 5 KEY CONCEPTS

KC-5.1

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

KC-5.1.I


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

KC-5.1.II

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

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SUGGESTED SKILL

 *Argumentation*

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute’s AP U.S. History Study Guide](#)

LEARNING OBJECTIVE**Unit 5: Learning Objective M**

Compare the relative significance of the effects of the Civil War on American values.

REVIEW: UNIT 5 KEY CONCEPTS**KC-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.

KC-5.2.I

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

KC-5.2.II

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

KC-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.

KC-5.3.I

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

KC-5.3.II.i

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

AP U.S. HISTORY

UNIT 6

Period 6: 1865–1898



10–17%
AP EXAM WEIGHTING



~18
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background. Below the square, there are two short horizontal black lines, resembling a computer monitor's base.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~35 questions

Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Document-based (partial)

Period 6: 1865–1898

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~18 CLASS PERIODS
	6.1 Contextualizing Period 6	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
MIG	6.2 Westward Expansion: Economic Development	Causation	1.B Explain a historical concept, development, or process.	
	6.3 Westward Expansion: Social and Cultural Development	Causation	3.C Compare the arguments or main ideas of two sources.	
NAT	6.4 The “New South”	Continuity and Change	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
WXT	6.5 Technological Innovation	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
	6.6 The Rise of Industrial Capitalism	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.7 Labor in the Gilded Age	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	

continued on next page

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~18 CLASS PERIODS
MIG	6.8 Immigration and Migration in the Gilded Age	Continuity and Change	3.C Compare the arguments or main ideas of two sources.	
	6.9 Responses to Immigration in the Gilded Age	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
SOC	6.10 Development of the Middle Class	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.11 Reform in the Gilded Age	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
PCE	6.12 Controversies over the Role of Government in the Gilded Age	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.13 Politics in the Gilded Age	Comparison	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
	6.14 Continuity and Change in Period 6	Continuity and Change	<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. 	
	<p>Go to AP Classroom to assign the Personal Progress Check for Unit 6. Review the results in class to identify and address any student misunderstandings.</p>			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.2, 6.3	<p>Think-Pair-Share</p> <p>Topics 6.2 and 6.3 share the same learning objective, <i>Explain the causes and effects of the settlement of the West from 1877 to 1898</i>. Give students practice with the reasoning process of causation by having them use think-pair-share to come up with these causes and effects and then grouping them into like categories, such as transportation or technology.</p>
2	6.4	<p>Close Reading</p> <p>Regional identities are a challenging topic for students in this course. Ask students to read excerpts from Henry Grady speeches, such as his address to the Bay State Club of Boston in 1889, and have them highlight relevant words and passages that support the author’s claim. Ask students how the address tackles economic and social issues related to the “New South.”</p>
3	6.8	<p>Create Representations</p> <p>Ask students to collect information on the “new” immigrants of the late 19th century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an infographic for one of the “new” immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.</p>
4	6.13	<p>Debriefing</p> <p>This topic contains several complex economic and political issues, such as tariffs and currency and government regulation, that teachers can lead students through a debrief on to ensure understanding of these issues, individually and collectively, in relation to the time period.</p>

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 6.1

Contextualizing Period 6

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 6: Learning Objective A

Explain the historical context for the rise of industrial capitalism in the United States.

PREVIEW: UNIT 6 KEY CONCEPTS

KC-6.1

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

KC-6.1.I

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

KC-6.1.II

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

KC-6.1.III

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

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LEARNING OBJECTIVE

Unit 6: Learning Objective A

Explain the historical context for the rise of industrial capitalism in the United States.

PREVIEW: UNIT 6 KEY CONCEPTS

KC-6.2

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

KC-6.2.I

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

KC-6.2.II

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

KC-6.3

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

KC-6.3.I

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

KC-6.3.II

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 6.2

Westward Expansion: Economic Development

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective B

Explain the causes and effects of the settlement of the West from 1877 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.III.A

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

KC-6.1.III.B

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

KC-6.1.I.A

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

KC-6.2.II.A

The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.

TOPIC 6.3

Westward Expansion: Social and Cultural Development

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective B

Explain the causes and effects of the settlement of the West from 1877 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.2.II.B

In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.

KC-6.2.II.C

As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.


KC-6.2.II.D

The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.

KC-6.2.II.E

Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.C


Compare the arguments or main ideas of two sources.



AVAILABLE RESOURCES

- External Resource > [Smithsonian Education: Artifact & Analysis](#)
- AP Classroom Resource > ["Critical Interpretation of Images and the AP History Classroom"](#)

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 6.4

The “New South”

Required Course Content

THEMATIC FOCUS

American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 6: Learning Objective C

Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.II.D

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


KC-6.3.II.C

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

TOPIC 6.5

Technological Innovation

SUGGESTED SKILL

 *Making Connections*

5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 6: Learning Objective D

Explain the effects of technological advances in the development of the United States over time.

HISTORICAL DEVELOPMENTS

KC-6.1.I.B.i

Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 6: 1865–1898, Focus on Research “Industrialization”](#)

TOPIC 6.6

The Rise of Industrial Capitalism

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 6: Learning Objective E

Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.I

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

KC-6.1.I.B.ii

Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.

KC-6.1.I.D


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

KC-6.1.I.E.i

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

TOPIC 6.7

Labor in the Gilded Age

SUGGESTED SKILL
 *Argumentation*
6.C

Use historical reasoning to explain relationships among pieces of historical evidence.

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 6: Learning Objective E

Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.

HISTORICAL DEVELOPMENTS

KC-6.1.I.C

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


KC-6.1.II.C

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

KC-6.1.II.B.i

The industrial workforce expanded and child labor increased.

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.C

Compare the arguments or main ideas of two sources.



AVAILABLE RESOURCES

- Classroom Resources
 - > [AP U.S. History: Urbanization](#)
- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \("Driven to the City: Urbanization and Industrialization in the 19th Century"\)](#)

TOPIC 6.8

Immigration and Migration in the Gilded Age

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective F

Explain how cultural and economic factors affected migration patterns over time.

HISTORICAL DEVELOPMENTS

KC-6.1.II.B.ii

The industrial workforce expanded and became more diverse through internal and international migration.

KC-6.2.I.A

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

KC-6.2.I.B

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

TOPIC 6.9

Responses to Immigration in the Gilded Age

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 6: Learning Objective G

Explain the various responses to immigration in the period over time.

HISTORICAL DEVELOPMENTS

KC-6.2.1.C

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


KC-6.3.1.A

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

KC-6.3.11.B.i

Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.

SUGGESTED SKILL

 *Making Connections*

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \(“Crossing National Borders: Locating the US in Migration History”\)](#)

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 6: 1865–1899, Focus on Research “Cultural and Social Changes”](#)

TOPIC 6.10

Development of the Middle Class

Required Course Content

THEMATIC FOCUS**Social Structures** **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 6: Learning Objective H**

Explain the causes of increased economic opportunity and its effects on society.

HISTORICAL DEVELOPMENTS**KC-6.2.I.E**

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


KC-6.3.I.B

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

TOPIC 6.11

Reform in the Gilded Age

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

**AVAILABLE RESOURCE**

- Classroom Resources
> [What Is Gender History?](#)

Required Course Content

THEMATIC FOCUS**Social Structures** **SO C**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 6: Learning Objective I**

Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.

HISTORICAL DEVELOPMENTS**KC-6.3.1.C**

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

KC-6.3.11.B.ii

Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 6: 1865–1898, Focus on Research “Government Power”](#)

TOPIC 6.12

Controversies over the Role of Government in the Gilded Age

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 6: Learning Objective J**

Explain continuities and changes in the role of the government in the U.S. economy.

HISTORICAL DEVELOPMENTS**KC-6.1.II.A**

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


KC-6.1.I.E.ii

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

TOPIC 6.13

Politics in the Gilded Age

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.D

Explain how claims or evidence support, modify, or refute a source's argument.

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 6: Learning Objective K

Explain the similarities and differences between the political parties during the Gilded Age.

HISTORICAL DEVELOPMENTS

KC-6.1.III.C

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


KC-6.3.II.A

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

KC-6.2.I.D

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

SUGGESTED SKILL

 Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



AVAILABLE RESOURCES

- External Resource
> [Gilder Lehrman Institute's AP U.S. History Study Guide](#)
- Classroom Resource
> [Essay from the American Organization of Historians and AP \("Race and Citizenship"\)](#)

TOPIC 6.14

Continuity and Change Period 6

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 6: Learning Objective L

Explain the extent to which industrialization brought change from 1865 to 1898.

REVIEW: UNIT 6 KEY CONCEPTS

KC-6.1

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

KC-6.1.I

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

KC-6.1.II

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

KC-6.1.III

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

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LEARNING OBJECTIVE

Unit 6: Learning Objective L

Explain the extent to which industrialization brought change from 1865 to 1898.

REVIEW: UNIT 6 KEY CONCEPTS

KC-6.2

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

KC-6.2.I

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

KC-6.2.II

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

KC-6.3

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

KC-6.3.I

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

KC-6.3.II

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

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AP U.S. HISTORY

UNIT 7

Period 7: 1890–1945



10–17%
AP EXAM WEIGHTING



~21
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~40 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

Period 7: 1890–1945

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~21 CLASS PERIODS
	7.1 Contextualizing Period 7	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	7.2 Imperialism: Debates	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.3 The Spanish–American War	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
PCE, GEO	7.4 The Progressives	Comparison	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
WOR	7.5 World War I: Military and Diplomacy	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
MIG	7.6 World War I: Home Front	Causation	3.D Explain how claims or evidence support, modify, or refute a source's argument.	
WXT	7.7 1920s: Innovations in Communication and Technology	Causation	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~21 CLASS PERIODS
MIG, ARC	7.8 1920s: Cultural and Political Controversies	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WXT	7.9 The Great Depression	Causation	5.B Explain how a historical development or process relates to another historical development or process.	
PCE	7.10 The New Deal	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
WOR	7.11 Interwar Foreign Policy	Comparison	1.B Explain a historical concept, development, or process.	
SOC	7.12 World War II: Mobilization	Causation	1.B Explain a historical concept, development, or process.	
WOR	7.13 World War II: Military	Causation	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	7.14 Postwar Diplomacy	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	7.15 Comparison in Period 7	Comparison	<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	7.5, 7.6	<p>Socratic Seminar</p> <p>A Socratic seminar on World War I combines both Topics 7.5 and 7.6. Use the question <i>How was America transformed by conflict?</i> to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics.</p>
2	7.10	<p>Jigsaw</p> <p>This strategy can be used to facilitate understanding of the various objectives and accomplishments of the New Deal. Have students read and analyze primary and secondary sources related to the relief, recovery, and reform efforts of the New Deal.</p>
3	7.14	<p>Discussion Groups</p> <p>Assign students to groups to discuss the learning objective for this topic, <i>Explain the consequences of U.S. involvement in World War II</i>, with the view to help them gain new understanding by hearing the views of their classmates.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 7.1

Contextualizing Period 7

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective A

Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS

KC-7.1

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

KC-7.1.I

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

KC-7.1.II

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

KC-7.1.III

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

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LEARNING OBJECTIVE**Unit 7: Learning Objective A**

Explain the context in which America grew into its role as a world power.

PREVIEW: UNIT 7 KEY CONCEPTS**KC-7.2**

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

KC-7.2.I

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

KC-7.2.II

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

KC-7.3

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

KC-7.3.I

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


KC-7.3.II

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

KC-7.3.III

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 7.2

Imperialism: Debates

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective B

Explain the similarities and differences in attitudes about the nation's proper role in the world.

HISTORICAL DEVELOPMENTS

KC-7.3.I.A

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


KC-7.3.I.B

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

TOPIC 7.3

The Spanish–American War

SUGGESTED SKILL

 *Sourcing and Situation***2.B**

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE**Unit 7: Learning Objective C**

Explain the effects of the Spanish–American War.

HISTORICAL DEVELOPMENTS**KC-7.3.1.C**

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research “Politicians and Reformers”](#)

TOPIC 7.4

The Progressives

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective D

Compare the goals and effects of the Progressive reform movement.

HISTORICAL DEVELOPMENTS

KC-7.1.II.A

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

KC-7.1.II.D

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

KC-7.1.II.B

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

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THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 7: Learning Objective E

Compare attitudes toward the use of natural resources from 1890 to 1945.

HISTORICAL DEVELOPMENTS

KC-7.1.II.C

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 7.5

World War I: Military and Diplomacy

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective F

Explain the causes and consequences of U.S. involvement in World War I.

HISTORICAL DEVELOPMENTS

KC-7.3.II.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.

KC-7.3.II.B

Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies.


KC-7.3.II.C

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

TOPIC 7.6

World War I: Home Front

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.D**

Explain how claims or evidence support, modify, or refute a source's argument.

Required Course Content

THEMATIC FOCUS**Migration and Settlement** **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE**Unit 7: Learning Objective G**

Explain the causes and effects of international and internal migration patterns over time.

HISTORICAL DEVELOPMENTS**KC-7.2.I.C**

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

KC-7.2.II.A.i

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


KC-7.2.II.B.i

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

KC-7.2.II.C

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

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Lesson Plans for AP U.S. History: The Automobile in American Life](#)

TOPIC 7.7

1920s: Innovations in Communication and Technology

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 7: Learning Objective H

Explain the causes and effects of the innovations in communication and technology in the United States over time.

HISTORICAL DEVELOPMENTS

KC-7.1.I.A

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


KC-7.2.I.A

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

TOPIC 7.8

1920s: Cultural and Political Controversies

SUGGESTED SKILL

 Contextualization**4.B**

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Classroom Resources > [Lesson Plans for AP U.S. History: Consumer Culture and the 1920s](#)

Required Course Content**THEMATIC FOCUS****Migration and Settlement** **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE**Unit 7: Learning Objective G**

Explain the causes and effects of international and internal migration patterns over time.

HISTORICAL DEVELOPMENTS**KC-7.1.I.B**

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

KC-7.2.II.A.ii

After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.

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THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 7: Learning Objective I**

Explain the causes and effects of developments in popular culture in the United States over time.

HISTORICAL DEVELOPMENTS**KC-7.2.I.B**

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


KC-7.2.I.D

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

TOPIC 7.9

The Great Depression

SUGGESTED SKILL

 *Making Connections***5.B**

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS**Work, Exchange, and Technology** **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE**Unit 7: Learning Objective J**

Explain the causes of the Great Depression and its effects on the economy.

HISTORICAL DEVELOPMENTS**KC-7.1.I**

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


KC-7.1.I.C

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

KC-7.1.III

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

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research “Evolution of Industrial Capitalism”](#)

TOPIC 7.10

The New Deal

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective K

Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.

HISTORICAL DEVELOPMENTS

KC-7.1.III.A

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

KC-7.1.III.B

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

KC-7.1.III.C

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

KC-7.2.II.B.ii

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

TOPIC 7.11

Interwar Foreign Policy

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 7: 1890–1945, Focus on Research “The U.S. on the World Stage”](#)

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective B

Explain the similarities and differences in attitudes about the nation’s proper role in the world.

HISTORICAL DEVELOPMENTS

KC-7.3.II.D

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

KC-7.3.II.E

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept, development, or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \(“From Rosie the Riveter to the Global Assembly Line”\)](#)

TOPIC 7.12

World War II: Mobilization

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 7: Learning Objective L

Explain how and why U.S. participation in World War II transformed American society.

HISTORICAL DEVELOPMENTS

KC-7.3.III.B

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

KC-7.3.III.C.i

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


KC-7.2.II.D

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

TOPIC 7.13

**World War II:
Military**

SUGGESTED SKILL

 *Argumentation***6.C**

Use historical reasoning to explain relationships among pieces of historical evidence.

Required Course Content**THEMATIC FOCUS****America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 7: Learning Objective M**

Explain the causes and effects of the victory of the United States and its allies over the Axis powers.

HISTORICAL DEVELOPMENTS**KC-7.3.III.A**

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


KC-7.3.III.C.ii

Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation.

KC-7.3.III.D

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

TOPIC 7.14

Postwar Diplomacy

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 7: Learning Objective N

Explain the consequences of U.S. involvement in World War II.

HISTORICAL DEVELOPMENTS

KC-7.3.III.E

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

TOPIC 7.15

Comparison in Period 7

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit’s key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 7: Learning Objective O

Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

REVIEW: UNIT 7 KEY CONCEPTS

KC-7.1

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

KC-7.1.I

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

KC-7.1.II


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

KC-7.1.III

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

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SUGGESTED SKILL

 *Argumentation*

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source’s credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute’s AP U.S. History Study Guide](#)

LEARNING OBJECTIVE**Unit 7: Learning Objective O**

Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

REVIEW: UNIT 7 KEY CONCEPTS**KC-7.2**

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

KC-7.2.I

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

KC-7.2.II

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

KC-7.3

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

KC-7.3.I

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

KC-7.3.II

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

KC-7.3.III

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

AP U.S. HISTORY

UNIT 8

Period 8: 1945–1980



10–17%
AP EXAM WEIGHTING



~20
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

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Personal Progress Check 8

Multiple-choice: ~40 questions

Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Long essay

Period 8: 1945–1980

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~20 CLASS PERIODS
	8.1 Contextualizing Period 8	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
WOR	8.2 The Cold War from 1945 to 1980	Continuity and Change	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
NAT	8.3 The Red Scare	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT, MIG	8.4 Economy after 1945	Causation	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
ARC	8.5 Culture after 1945	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
SOC	8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	8.7 America as a World Power	Comparison	3.C Compare the arguments or main ideas of two sources.	
	8.8 The Vietnam War	Causation	1.B Explain a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
PCE, MIG	8.9 The Great Society	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	~20 CLASS PERIODS
SOC, PCE	8.10 The African American Civil Rights Movement (1960s)	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
SOC	8.11 The Civil Rights Movement Expands	Comparison	5.B Explain how a historical development or process relates to another historical development or process.	
ARC	8.12 Youth Culture of the 1960s	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	
GEO	8.13 The Environment and Natural Resources from 1968 to 1980	Causation	5.A Identify patterns among or connections between historical developments and processes.	
PCE, ARC	8.14 Society in Transition	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	8.15 Continuity and Change in Period 8	Continuity and Change	<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. 	
<p>Go to AP Classroom to assign the Personal Progress Check for Unit 8. Review the results in class to identify and address any student misunderstandings.</p>				

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	8.2	<p>Close Reading</p> <p>This topic, at the onset of Unit 8, offers a plethora of primary source documents that introduce the student to the context of the Cold War in the post-WWII world. Ask students to read excerpts from Winston Churchill’s “Iron Curtain” speech, George Kennan’s “Long Telegram,” or George Marshall’s Harvard commencement speech and have them highlight relevant words and passages that support the author’s claim. As a whole group, discuss the changing role of the United States in the world.</p>
2	8.4	<p>Look for a Pattern</p> <p>This topic is rich with visual data that students can describe, analyze, and interpret. Ask students to examine complex graphs that address multiple data sets, such as demographic changes (baby boom), private sector growth, federal spending in different areas, technological developments, and economic indicators. Have them identify patterns and trends and come to conclusions about causes of economic growth after World War II.</p>
3	8.8	<p>Guided Discussion</p> <p>This topic offers a lot of fodder for discussion and debate in the classroom. Brainstorming and quickwrite can be used as strategies during a guided discussion to help students understand the causes and effects of the Vietnam War. What debates were settled? What debates remained or emerged as a result of the Vietnam War?</p>
4	8.10	<p>Shared Inquiry</p> <p>Provide students with a selection of primary sources from individuals and groups involved in the civil rights movement. Divide students into groups and ask them to respond to Unit 8: Learning Objectives L and M and present their ideas to the class. Then lead a whole-group discussion comparing the responses of various groups and the actions and responses by the federal government.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \("Lawn and Landscape in World Context, 1945–2000"\)](#)

TOPIC 8.1

Contextualizing Period 8

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective A

Explain the context for societal change from 1945 to 1980.

PREVIEW: UNIT 8 KEY CONCEPTS

KC-8.1

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

KC-8.1.I

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

KC-8.1.II

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

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LEARNING OBJECTIVE**Unit 8: Learning Objective A**

Explain the context for societal change from 1945 to 1980.

PREVIEW: UNIT 8 KEY CONCEPTS**KC-8.2**

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

KC-8.2.I

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

KC-8.2.II

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

KC-8.2.III

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

KC-8.3

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

KC-8.3.I

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

KC-8.3.II

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \("Cold War and Global Hegemony, 1945–1991"\)](#)

TOPIC 8.2

The Cold War from 1945 to 1980

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective B

Explain the continuities and changes in Cold War policies from 1945 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.1.I

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

KC-8.1.I.A

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

KC-8.1.I.B.i


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

KC-8.1.I.C

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

TOPIC 8.3

The Red Scare

SUGGESTED SKILL *Sourcing and Situation***2.B**

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

American and National Identity **NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE

Unit 8: Learning Objective C

Explain the causes and effects of the Red Scare after World War II.

HISTORICAL DEVELOPMENTS

KC-8.1.II.A

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 8.4

Economy After 1945

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 8: Learning Objective D

Explain the causes of economic growth in the years after World War II.

HISTORICAL DEVELOPMENTS

KC-8.3.I.A

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

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 8: Learning Objective E

Explain the causes and effects of the migration of various groups of Americans after 1945.

HISTORICAL DEVELOPMENTS

KC-8.3.I.B

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

TOPIC 8.5

Culture after 1945

SUGGESTED SKILL
 *Contextualization*
4.B

Explain how a specific historical development or process is situated within a broader historical context.

**AVAILABLE RESOURCE**

- External Resource
> [Smithsonian Education: Artifact & Analysis](#)

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.


LEARNING OBJECTIVE**Unit 8: Learning Objective F**

Explain how mass culture has been maintained or challenged over time.

HISTORICAL DEVELOPMENTS**KC-8.3.II.A**

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

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.

TOPIC 8.6

Early Steps in the Civil Rights Movement (1940s and 1950s)

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective G

Explain how and why the civil rights movements developed and expanded from 1945 to 1960.

HISTORICAL DEVELOPMENTS

KC-8.2.I


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

KC-8.2.I.B.i

The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality.

TOPIC 8.7

America as a World Power

SUGGESTED SKILL *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective H

Explain the various military and diplomatic responses to international developments over time.

HISTORICAL DEVELOPMENTS

KC-8.1.I.E

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

KC-8.1.II.C.i

Americans debated the merits of a large nuclear arsenal and the military-industrial complex.

KC-8.1.I.D.i

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept, development, or process.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Lesson Plans for AP U.S. History: The Tet Offensive: 1968](#)

TOPIC 8.8

The Vietnam War

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective I

Explain the causes and effects of the Vietnam War.

HISTORICAL DEVELOPMENTS

KC-8.1.I.B.ii

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

KC-8.1.I.D.ii


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

KC-8.1.II.C.ii

Americans debated the appropriate power of the executive branch in conducting foreign and military policy.

TOPIC 8.9

The Great Society

SUGGESTED SKILL
 *Making Connections*
5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-8.2.II.C

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

KC-8.2.III.A

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

KC-8.2.III.B.i

Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.

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THEMATIC FOCUS**Migration and Settlement** **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE**Unit 8: Learning Objective K**

Explain the continuities and changes in immigration patterns over time.


HISTORICAL DEVELOPMENTS**KC-8.3.I.C**

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

TOPIC 8.10

The African American Civil Rights Movement (1960s)

SUGGESTED SKILL

 *Making Connections*
5.B

Explain how a historical development or process relates to another historical development or process.

Required Course Content

THEMATIC FOCUS

Social Structures **SO C**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective L

Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.2.1.A

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

KC-8.2.1.C

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

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THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 8: Learning Objective M**

Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

HISTORICAL DEVELOPMENTS**KC-8.2.I.B.ii**


The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.

KC-8.2.III.B.ii

A series of Supreme Court decisions expanded civil rights and individual liberties.

TOPIC 8.11

The Civil Rights Movement Expands

SUGGESTED SKILL
 *Making Connections*
5.B

Explain how a historical development or process relates to another historical development or process.

**AVAILABLE RESOURCE**

- Classroom Resources
 - > [What Is Gender History?](#)

Required Course Content

THEMATIC FOCUS**Social Structures** **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 8: Learning Objective L**

Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

HISTORICAL DEVELOPMENTS**KC-8.2.II.B**

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


KC-8.2.II.A

Feminist and LGBTQ+ activists mobilized behind claims for legal, economic, and social equality.

KC-8.3.II.B.i

Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.

SUGGESTED SKILL

 Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 8.12

Youth Culture of the 1960s

Required Course Content

THEMATIC FOCUS

American and Regional Culture **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective N

Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.

HISTORICAL DEVELOPMENTS

KC-8.1.II.B

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

KC-8.2.III.D

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


KC-8.3.II.B.ii

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

TOPIC 8.13

The Environment and Natural Resources from 1968 to 1980

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.

Required Course Content

THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 8: Learning Objective O

Explain how and why policies related to the environment developed and changed from 1968 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.1.II.D

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

KC-8.2.II.D

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

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 8: 1945–1980, Focus on Research “A Rapidly Changing World”](#)

TOPIC 8.14

Society in Transition

Required Course Content

THEMATIC FOCUS

Politics and Power **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-8.2.III.C

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

KC-8.2.III.E

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

KC-8.2.III.F

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

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THEMATIC FOCUS

American and Regional Culture **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective P


Explain the effects of the growth of religious movements over the course of the 20th century.

HISTORICAL DEVELOPMENTS

KC-8.3.II.C

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

SUGGESTED SKILL

 Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



AVAILABLE RESOURCES

- External Resource
> [Gilder Lehrman Institute's AP U.S. History Study Guide](#)
- Professional Development
> [Teaching and Assessing Module—Period 8: 1945–1980, Focus on Research “Making Connections”](#)
- Professional Development
> [Teaching and Assessing Module—Period 8: 1945–1980, Focus on Research “Adding Complexity”](#)

TOPIC 8.15

Continuity and Change in Period 8

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective Q

Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

REVIEW: UNIT 8 KEY CONCEPTS

KC-8.1

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

KC-8.1.I

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

KC-8.1.II

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

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LEARNING OBJECTIVE**Unit 8: Learning Objective Q**

Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

REVIEW: UNIT 8 KEY CONCEPTS**KC-8.2**

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

KC-8.2.I

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

KC-8.2.II

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

KC-8.2.III

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

KC-8.3

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

KC-8.3.I

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

KC-8.3.II

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

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AP U.S. HISTORY

UNIT 9

Period 9: 1980–Present



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AP EXAM WEIGHTING



~8

CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance as if it's floating above the page.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 9

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free response: 1 question

- Document-based


Period 9: 1980–Present

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~8 CLASS PERIODS
	9.1 Contextualizing Period 9	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
PCE	9.2 Reagan and Conservatism	Continuity and Change	3.C Compare the arguments or main ideas of two sources.	
WOR	9.3 The End of the Cold War	Causation	1.B Explain a historical concept, development, or process.	
WXT	9.4 A Changing Economy	Causation	1.B Explain a historical concept, development, or process.	
MIG	9.5 Migration and Immigration in the 1990s and 2000s	Causation	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
WOR	9.6 Challenges of the 21st Century	Causation	2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
	9.7 Causation in Period 9	Causation	<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. 	~8 CLASS PERIODS
	<p> Go to AP Classroom to assign the Personal Progress Check for Unit 9. Review the results in class to identify and address any student misunderstandings.</p>			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	9.2	<p>Debate</p> <p>This topic in the culminating unit offers students an opportunity to debate and discuss thematic focus PCE, which focuses on the role of the federal government over time. Encourage students to prepare by looking at different time periods and turning points in U.S. history when the role of the federal government changed. Teachers can debrief with students about the extent to which this role changed or continued under Ronald Reagan’s presidency.</p>
2	9.3	<p>Match Claims and Evidence</p> <p>Now that students are near the end of the course and have had many opportunities to practice argumentation, this activity can be used as early preparation for the AP Exam. Ask small groups of students to write claims and supporting evidence statements on individual note cards based on the causes and effects of the end of the Cold War and the Cold War’s legacy. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.</p>
3	9.5	<p>Making Connections</p> <p>Write concepts related to the course theme of Migration and Settlement (MIG) and related concepts on index cards, place them in a box, and have students pick a card at random. Incorporate concepts from Topic 9.5 as well as from previous topics that addressed immigration and migration. Give students a few minutes to gather and recall information about the theme or concept and then pair students and ask them to find the connection between the theme or concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.</p>

Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

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SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 9.1

Contextualizing Period 9

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective A

Explain the context in which the United States faced international and domestic challenges after 1980.

PREVIEW: UNIT 9 KEY CONCEPTS

KC-9.1

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

KC-9.1.1

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

KC-9.2

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

KC-9.2.I

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

KC-9.2.II

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

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LEARNING OBJECTIVE

Unit 9: Learning Objective A

Explain the context in which the United States faced international and domestic challenges after 1980.

PREVIEW: UNIT 9 KEY CONCEPTS

KC-9.3

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


KC-9.3.I

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

KC-9.3.II

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

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.



AVAILABLE RESOURCE

- Professional Development
 - > [Teaching and Assessing Module—Period 9: 1980–Present, Focus on Research “A Conservative Era?”](#)

TOPIC 9.2

Reagan and Conservatism

Required Course Content

THEMATIC FOCUS**Politics and Power** **PCE**

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE**Unit 9: Learning Objective B**

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS**KC-9.1.I.A**

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

KC-9.1.I.B

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

KC-9.1.I.C

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

KC-9.1.I

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

KC-9.2.II.C

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

TOPIC 9.3

The End of the Cold War

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 9: 1980–Present, Focus on Research “The Cold War and Beyond”](#)

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world.

LEARNING OBJECTIVE

Unit 9: Learning Objective C

Explain the causes and effects of the end of the Cold War and its legacy.

HISTORICAL DEVELOPMENTS

KC-9.3.1.A

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

KC-9.3.1.B

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

KC-9.3.1.C

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

SUGGESTED SKILL

 *Developments
and Processes*

1.B

Explain a historical concept,
development, or process.

TOPIC 9.4

A Changing Economy

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 9: Learning Objective D

Explain the causes and effects of economic and technological change over time.

HISTORICAL DEVELOPMENTS

KC-9.2.I.A

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

KC-9.2.I.B

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

KC-9.2.I.C

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


KC-9.2.I.D

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

TOPIC 9.5

Migration and Immigration in the 1990s and 2000s

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 9: 1980–Present, Focus on Research “Social Changes Since 1980”](#)

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 9: Learning Objective E

Explain the causes and effects of domestic and international migration over time.

HISTORICAL DEVELOPMENTS

KC-9.2.II.A

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

KC-9.2.II.B

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

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 9.6

Challenges of the 21st Century

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 9: Learning Objective F

Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.

HISTORICAL DEVELOPMENTS

KC-9.3.II.A

In the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

KC-9.3.II.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.

KC-9.3.II.C

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

KC-9.3.II.D

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

TOPIC 9.7

Causation in Period 9

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit’s key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective G

Explain the relative significance of the effects of change in the period after 1980 on American national identity.

REVIEW: UNIT 9 KEY CONCEPTS

KC-9.1

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

KC-9.1.I

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

KC-9.2

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


KC-9.2.I

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

KC-9.2.II

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

SUGGESTED SKILL

 *Argumentation*

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source’s credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



AVAILABLE RESOURCE

- External Resource > [Gilder Lehrman Institute’s AP U.S. History Study Guide](#)

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LEARNING OBJECTIVE**Unit 9: Learning Objective G**

Explain the relative significance of the effects of change in the period after 1980 on American national identity.

REVIEW: UNIT 9 KEY CONCEPTS**KC-9.3**

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

KC-9.3.I

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

KC-9.3.II

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

AP U.S. HISTORY

Instructional Approaches



Selecting and Using Course Materials

Using a wide array of historical source material helps students become proficient with the historical thinking skills and develop a conceptual understanding of U.S. history. In addition to using a college-level textbook that will provide required course content, students should regularly examine primary source material in different and varied forms as well as other types of historical scholarship. Rich, diverse source material provides more flexibility in designing learning activities that develop the habits of historical thinking that are essential for student success in the course.

Textbooks

The AP U.S. History course requires the use of a college-level textbook that includes discussion of historical developments and processes from 1491 into the 21st century in a way that encourages conceptual understanding. While nearly all college-level U.S. history textbooks will address the various themes of U.S. history, they may cover these thematic approaches differently. It will be important to identify other types of secondary sources and supplement the textbook accordingly. Ideally, the textbook selected will use the thematic approaches as threads to make connections across different time periods.

AP Central has an [example textbook list](#) of college-level textbooks that meet AP Course Audit resource requirements. Additionally, the AP U.S. History Teacher Community on AP Central provides reviews of recently published texts to help teachers determine their appropriateness for the AP course.

Primary Sources

Students will find it useful to analyze primary source material regularly to deepen their understanding of the learning objectives and develop the required historical thinking skills. While publishers are increasingly including primary source material within the textbook, students should be introduced to a wide variety of source material so that they can analyze historical evidence from diverse sources. These sources should include written documents as well as images, such as photographs, cartoons, and works of art. The ancillary materials and website sources that accompany most of the recently published textbooks may have high-quality primary source documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. If the textbook used does not provide ample primary sources, or the sources are too brief, teachers may decide to supplement their course with document readers that provide lengthier selections or online compilations of primary sources related to particular topic areas.

Secondary Sources

Student success in the course also depends on exposure to and analysis of multiple secondary sources. Secondary sources include noncontemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians, as well as data sets, charts, and maps. Secondary sources of all types can provide a broader and more substantive perspective on topics addressed by a textbook. Additionally, secondary sources can be helpful in supplementing textbooks with older publication dates.

It is especially important that students practice analyzing and comparing historians' interpretations of events. Students should have opportunities to compare a primary source with a secondary source or compare the views represented by two different secondary sources. This need can often be met by source collections that provide both primary and secondary source material, or through ancillary resource material offered by textbook publishers. When finding resources to use with students, teachers may consider a variety of sources that vary in complexity, building toward publications by practicing historians, university presses, or scholarly journals.

School library media specialists can also help identify databases that contain a variety of useful source material—both primary and secondary. Many schools

already subscribe to databases, such as ABC-CLIO, JSTOR, or Gale, that may augment the materials found in texts or document readers. Library media specialists can assist in developing course-specific LibGuides that give students easy access to the source material identified by the teacher.

Teaching with the Founding Documents

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

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

Instructional Strategies

The AP U.S. History course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities. The following table presents strategies that can help students apply their understanding of course concepts.

Strategy	Definition	Purpose	Example
<i>Close Reading</i>	Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.	Develops comprehensive understanding of a text.	When students are reading foundational documents, such as the Declaration of Independence, have them highlight relevant words and passages that support the author's claim. Ask students to connect the grievances listed in the third section of the Declaration to specific abuses enacted by Parliament and the king.
<i>Create Representations</i>	Students create tables, graphs, or other infographics to interpret text or data.	Helps students organize information using multiple ways to present data.	Give students a set of data, such as voting patterns by race and gender, and have them create a graph that best shows the data and the trends.
<i>Critique Reasoning</i>	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the argument.	Helps students learn from others as they make connections between concepts and learn to support their arguments with evidence and reasoning that make sense to peers.	Have students critique Abraham Lincoln's arguments for reunification in his first inaugural address. Have students examine Lincoln's perspective and the evidence and reasoning he uses to support this position.
<i>Debate</i>	Students present an informal or formal argument that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.	Gives students an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.	Have students debate which U.S. president was the most significant, using evidence and reasoning to support their claims.

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Strategy	Definition	Purpose	Example
<i>Debriefing</i>	Students participate in a facilitated discussion that leads to consensus understanding or helps them identify the key conclusions or takeaways.	Helps students solidify and deepen understanding of content.	For complex issues, such as financial panics, lead students in a debrief to ensure their understanding.
<i>Discussion Groups</i>	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.	Helps students gain new understanding of or insight into a text or issue by listening to multiple perspectives.	Assign students to groups to discuss a learning objective, such as <i>Explain how and why a new national culture developed from 1800 to 1848</i> , with the view to help them gain new understanding by hearing the views of their classmates.
<i>Fishbowl</i>	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.	Provides students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Have students discuss the arguments presented in American Revolution–era documents and how they responded to British actions and policies leading up to the American Revolution.
<i>Graphic Organizer</i>	Students use a visual representation for the organization of information.	Builds comprehension and facilitates discussion by representing information in visual form.	Ask students to use a graphic organizer to compare political, economic, religious, social, intellectual, and technological ideas. Make sure students use any organizer thoughtfully and are not simply filling in the blanks.
<i>Guided Discussion</i>	A guided discussion is an umbrella strategy that allows for the use of different techniques as you guide students through the lesson.	Helps students see the big picture and builds their confidence when dealing with difficult content and/or new skills.	Use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand the motivations and patterns of colonization in North America by European countries and ultimately why the British “won.”

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Strategy	Definition	Purpose	Example
<i>Jigsaw</i>	Each student in a group reads a different text or different passage from a single text, taking on the role of “expert” on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.	Helps students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.	Use this strategy to facilitate understanding of the various objectives and accomplishments of the Progressive movement. Have students read and analyze primary and secondary sources related to political corruption, social injustice, and economic inequality.
<i>Look for a Pattern</i>	Students evaluate data or create visual representations to find a trend.	Helps students identify patterns that may be used to draw conclusions.	Using a complex graph (with at least two data sets), such as one showing agricultural production in the late 19th century, have students compare acres under cultivation and crop yield per acre to find a trend and draw a conclusion.
<i>Making Connections</i>	Students are given a concept, term, or document and asked to write what they know about it. Then students are paired and asked to determine, describe, and then explain the connection between the two concepts.	Reinforces the fact that concepts are often connected and provides the opportunity for students to make and explain connections between and among these concepts.	Write concepts related to one of the course themes on cards, place them in a box, and have students pick a concept at random. Give students a few minutes to gather and recall information about the term and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.
<i>Match Claims and Evidence</i>	Students are given sample claims (most of which can be improved on) to evaluate and revise. Then students match their revised claims with pieces of evidence that can be used to support the claims. Once matched, students write a statement explaining how and why the evidence supports the claim.	Provides opportunities for students to edit existing claims and match those claims with existing evidence in preparation for writing their own argumentative essays.	In early stages of practicing argumentation, ask small groups of students to write claims and supporting evidence statements based on a prompt. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.

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Strategy	Definition	Purpose	Example
Questioning the Text	Developing literal, interpretive, and universal questions about a text while reading it.	Allows students to engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Ask students to read and analyze propaganda posters from either World War I or II and write down any clarification and discussion questions that come to mind while reading the text. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about propaganda, mobilization, and preparedness.
Quickwrite	Students write for a short, specific amount of time about a designated topic.	Helps students generate ideas in a short time.	As preparation for the free-response questions, use Unit 5: Learning Objective B, <i>Explain the causes and effects of westward expansion from 1844 to 1877</i> , to have students write claims and explain evidence that supports their claims for various topics.
Self/Peer Revision	Students work alone or with a partner to examine a piece of writing for accuracy and clarity.	Provides students with an opportunity for editing a written text to ensure correctness of identified components.	Have students perform self- and peer revisions of their practice argument essays so that they have the opportunity to review their practice claims, supporting evidence, sourcing, and analysis and reasoning.

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Strategy	Definition	Purpose	Example
<i>Shared Inquiry</i>	Students actively read a provocative text, asking interpretive questions (questions for which there are no predetermined right answers) before and during reading. After reading the text, students engage with their peers to make meaning from the text, offer different answers to the questions, and debate one another, supporting their positions with specific evidence from the text.	Allows a teacher to lead a deep discussion about a text and encourages diverse ideas to emerge as students think deeply and share interpretations.	Provide a selection of primary sources from individuals involved in Latino, American Indian, and Asian American movements. In groups, ask students to formulate responses to Unit 8: Learning Objective L, <i>Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980</i> , and present their ideas to the class. Then lead a whole-group discussion comparing these movements to the African American movement for civil rights.
<i>Socratic Seminar</i>	A focused discussion tied to a topic, question, or selected text in which students ask questions of one another. The questions initiate a conversation that continues with a series of responses and additional questions.	Helps students arrive at a new understanding by asking questions that clarify; challenging assumptions; probing perspective and point of view; questioning facts, reasons, and evidence; or examining implications and outcomes.	Use a question such as <i>How and why was the United States a world leader after World War II?</i> to initiate a discussion in which students can illustrate their understanding of the learning objectives and historical development statements.
<i>Think-Pair-Share</i>	Students think through a question or issue alone, pair with a partner to share ideas, and then share results with the class.	Enables the development of initial ideas that are then tested with a partner in preparation for revising ideas and sharing them with a larger group.	To practice comparing the responses by the executive, legislative, and judicial branches to the calls for expansion of civil rights, have students use think-pair-share to come up with similarities, differences, and relevance to the historical situation.

Developing Historical Thinking Skills

Throughout the AP U.S. History course, students will develop skills that are fundamental to the study of history. Since these historical thinking skills represent the complex skills that adept historians demonstrate, students will benefit from multiple opportunities to develop them in a scaffolded manner.

The historical thinking skills and reasoning processes used in the course framework help students begin to understand and create historical arguments in a process similar to that used by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past.

The tables on the pages that follow look at each of the skills and provide examples of tasks or questions for each skill, along with instructional notes and strategies for integrating that skill into the course.

Historical Thinking Skill 1: Identify and explain historical developments and processes

Historical knowledge is gained from a variety of formats: knowledge transfer from the teacher, reading textbooks, analyzing primary and secondary sources, and from other media. In order to perform historical analysis and argumentation, students need to establish a depth of knowledge about historical events, processes, and people and their actions. This skill allows students to gain that empirical knowledge that they can then apply using more sophisticated skills.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
1.A <i>Identify a historical concept, development, or process.</i>	<ul style="list-style-type: none"> Identify the characteristics and traits of a concept, development, or process. What does the historical evidence tell you about a concept, development, or process? 	Ask students to read the "Declaration of Sentiments" and identify the sentiments expressed by the authors.	<ul style="list-style-type: none"> Quickwrite Think-Pair-Share
1.B <i>Explain a historical concept, development, or process.</i>	<ul style="list-style-type: none"> Using specific historical evidence, explain how and why a historical concept, development, or process emerged. Begin to think about causation and patterns of continuity and change over time. 	Ask students to explain through writing how the Seneca Falls Convention came to be.	<ul style="list-style-type: none"> Quickwrite Graphic Organizer

Historical Thinking Skill 2: Analyze sourcing and situation of primary and secondary sources

Historians use primary sources and the arguments of other historians (secondary sources) as the foundation for creating an understanding about historical events—in short, a historical argument. Sources need to be closely evaluated so that they can be used properly to support, refute, or even modify an argument. By using these skills, students will build an understanding of source analysis that they can later use in developing their own historical arguments. Good analysis requires a critical evaluation of the source’s limitations.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
2.A <i>Identify a source’s point of view, purpose, historical situation, and/or audience.</i>	<ul style="list-style-type: none"> ▪ Identify the author. ▪ Identify his or her perspective. ▪ Identify the purpose. ▪ Identify the intended audience. ▪ Place the source within its historical situation. 	Lead students on a guided reading of Booker T. Washington’s “Atlanta Compromise” speech. Ask them to identify the author and his perspective (point of view).	<ul style="list-style-type: none"> ▪ Critique Reasoning ▪ Jigsaw
2.B <i>Explain the point of view, purpose, historical situation, and/or audience of a source.</i>	<ul style="list-style-type: none"> ▪ Explain the many different variables that impact a source’s: <ul style="list-style-type: none"> ◆ Content ◆ Tone ◆ Interpretation ◆ Audience ◆ Purpose 	Ask students to examine the factors that led Booker T. Washington to respond to Jim Crow the way he did in the time period of the late 19th and early 20th centuries?	<ul style="list-style-type: none"> ▪ Socratic Seminar
2.C <i>Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</i>	<ul style="list-style-type: none"> ▪ Why does the source’s point of view, purpose, historical situation, and audience matter? ▪ What does the source not tell you? ▪ How do the tone and audience of a source affect its value to historians? ▪ How could historians use this information in their analysis of evidence? 	Identify the justifications used by James K. Polk when he asked Congress for a declaration of war against Mexico in 1846. Have students explain how the purpose, historical situation, and/or audience might limit the use(s) of this source.	<ul style="list-style-type: none"> ▪ Discussion Groups ▪ Think-Pair-Share ▪ Quickwrite

Historical Thinking Skill 3: Analyze arguments in primary and secondary sources

Because historians rely on primary and secondary sources to serve as evidence to support their claims, they need to closely analyze these sources. This analysis includes investigating what the source does and does not communicate, determining the argument established by a source, and identifying the evidence the author uses to support that argument.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
3.A <i>Identify and describe a claim and/or argument in a text-based or non-text-based source.</i>	<ul style="list-style-type: none"> What is the author trying to prove in the source? 	Ask students to identify Benjamin Franklin's argument in his "Join or Die" political cartoon.	<ul style="list-style-type: none"> Debriefing
3.B <i>Identify the evidence used in a source to support an argument.</i>	<ul style="list-style-type: none"> What is the source's argument? What specific examples does the author use to support the argument? 	Ask students to identify the justifications that William McKinley presents in his April 11, 1898, message to Congress requesting a declaration of war against Spain.	<ul style="list-style-type: none"> Critique Reasoning
3.C <i>Compare the arguments or main ideas of two sources.</i>	<ul style="list-style-type: none"> Identify the argument or main idea in each source. What are the similarities between the arguments or main ideas in each source? What are the differences between the arguments or main ideas in each source? 	Using excerpted transcripts of majority and dissenting opinions, ask students to compare the justices' interpretations of the 14th Amendment in the case <i>Plessy v. Ferguson</i> (1896).	<ul style="list-style-type: none"> Fishbowl
3.D <i>Explain how claims or evidence support, modify, or refute a source's argument.</i>	<ul style="list-style-type: none"> Explain the source's claim. Explain the evidence presented in the source. Explain how outside evidence supports the claims in the source. Explain how outside evidence contradicts the claims in the source. 	Ask students to explain the arguments made in the Declaration of Independence. What outside evidence supports and refutes the claims made?	<ul style="list-style-type: none"> Close Reading

Historical Thinking Skill 4: Analyze the context of historical events, developments, or processes

Historical events, developments, and processes do not happen in a vacuum. They cannot be understood without proper examination within the relevant context. While students are often taught to focus on comparison, causality, and patterns of continuity and change over time as ways to look at these events, historical context also plays a part. Analyzing historical events using context helps students see the big picture and make the connections they will need to make when developing thoughtful arguments. These skills guide students through the process of contextual analysis.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
4.A <i>Identify and describe a historical context for a specific historical development or process.</i>	<ul style="list-style-type: none"> What events led up to the one being studied? What else is happening in North America or the world at this time? 	The United States acquired lands mainly in the Western Hemisphere. As you move into studying Unit 6, have students relate the various motivations for the acquisition of those lands to broader economic and political developments.	<ul style="list-style-type: none"> Debriefing Discussion Groups
4.B <i>Explain how a specific historical development or process is situated within a broader historical context.</i>	<ul style="list-style-type: none"> What does the source tell us about the time in which it was created? Use historical reasoning to explain how an event relates to a broader process. How does the relationship affect the event being studied? Examine the evidence through the lens of another historical event or development. How can this evidence be used to explain other, related historical events? 	<p>Have students examine Washington’s Proclamation of Neutrality in the context of the American Revolution and the U.S. Constitution. Extend the discussion to include American foreign policy of the 1790s under Washington.</p> <p>Challenge students to look at events and processes both inside and outside of the United States during this exercise.</p>	<ul style="list-style-type: none"> Close Reading Socratic Seminar

Historical Thinking Skill 5: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes

Analyzing patterns and making connections is the bridge between all of the previous historical thinking skills. This skill pulls everything together and allows students to connect all concepts. Whether they are using sources or their own historical knowledge, students will use the historical reasoning processes to identify and explain patterns and connections between historical events and developments.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<p>5.A <i>Identify patterns among or connections between historical developments and processes.</i></p>	<ul style="list-style-type: none"> What historical developments or processes are described in this source? What are the causes of this development or process? What are the effects of this development or process? Where does the development or process fit into a pattern of continuity or change over time? What are the similarities and differences between this development or process and another? What does the data in a non-text-based source represent? What trends and patterns can you identify from non-text-based data? 	<p>Have students examine a series of visual sources from the post-War of 1812 time period in order to identify and describe a pattern or connection between the emergent nationalism and single-party politics. Use these sources to assess the validity of the label “Era of Good Feelings.”</p> <p>Have students organize their findings on a timeline or graphic organizer (concept web).</p>	<ul style="list-style-type: none"> Debriefing Look for a Pattern Graphic Organizer
<p>5.B <i>Explain how a historical development or process relates to another historical development or process.</i></p>	<ul style="list-style-type: none"> Which historical developments are illustrated in the historical evidence? How or why are the causes of this development or process related to another historical development or process? How or why are the effects of this development or process related to another historical development or process? How or why does the development or process fit into a pattern of continuity or change over time? How or why are developments and processes similar and/or different? 	<p>Have students write a practice response to a long essay question explaining the extent to which the mobilization for World War II was responsible for social and civil rights movements in the second half of the 20th century.</p> <p>As part of their response, students should explain how World War II mobilization relates to social and civil rights movements, using causation or patterns of continuity and change over time.</p>	<ul style="list-style-type: none"> Quickwrite Self/Peer Revision

Historical Thinking Skill 6: Develop an argument

Writing claims is often the first argumentation skill that students practice, but claims are difficult to develop without prompting. Giving students prompts to work with can help them as they learn this skill. The prompt should establish parameters that force students to take a position, either by choosing one of two presented alternatives or by assessing the extent to which a given proposition or scenario is valid.

In order to develop a historically defensible claim, students need to know what evidence is available to support that claim. They can practice writing claims using just their knowledge as evidence, as they will in the long essay question. They should also write claims using documents, to practice both evidence and sourcing (a few at first, then build quantity as students gain skills and confidence), as they will in the document-based question.

The reasoning processes, discussed in more depth starting on page 236, will help students develop historical reasoning needed to appropriately connect their evidence to their claims.

There is no simple path to teaching students to develop complex arguments. The tasks/questions and the sample activities in the table below can serve as a roadmap. However, students will also need a mastery of the course content, source analysis, a highly developed understanding of historical context, and the ability to make connections between and among events to demonstrate this skill. In short, it is the culminating skill for an AP U.S. History student.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<p>6.A <i>Make a historically defensible claim.</i></p>	<ul style="list-style-type: none"> ▪ What do you know about the development or processes established in the prompt? ▪ What are your options regarding positions to take? ▪ What historical reasoning process is indicated (or best fits the structure of the essay you plan to write)? ▪ Based on the prompt and the evidence (either provided or from your own knowledge), which position will you take? ▪ State in a few words how you will prove your claim ("because" statement). 	<p>Provide students with a practice writing prompt, such as <i>Evaluate the extent to which Manifest Destiny was motivated by social or economic reasons.</i></p> <p>Have students break down the prompt into potential positions (Manifest Destiny was socially motivated or Manifest Destiny was economically motivated, or was motivated by both).</p> <p>Have them identify a historical reasoning process that best fits the essay that they would go on to develop (such as comparison or causation).</p> <p>Ask them to think of evidence that would support all of the identified positions. Then ask them to write a defensible claim that establishes a line of reasoning by stating their chosen position and providing a roadmap for how they are going to prove their claim ("because" statement).</p>	<ul style="list-style-type: none"> ▪ Self/Peer Revision

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<p>6.B <i>Support an argument using specific and relevant evidence.</i></p> <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	<ul style="list-style-type: none"> Brainstorm relevant evidence that relates to the development or process established in the prompt. Hone your initial list of evidence by describing specific examples that support the argument. If practicing a document-based question, evaluate the evidence provided. Determine whether the evidence supports, refutes, or modifies each of the possible positions. 	<p>Provide students with three to four documents* that could be used to support the positions outlined in a sample prompt, such as <i>Evaluate the extent to which Reconstruction produced a radical change in the lives of African Americans</i>. Ask students to evaluate the evidence using a Venn diagram. They should group the evidence into three categories: evidence that supports the idea that Reconstruction was a radical change, evidence that the change was not as radical, and evidence that could be used to support both positions. For each piece of evidence, have students write a statement explaining how the evidence supports the position(s).</p> <p>*Teachers can use this same activity for long essay question practice by asking students to brainstorm relevant evidence instead of providing documents.</p>	<ul style="list-style-type: none"> Graphic Organizer
<p>6.C <i>Use historical reasoning to explain relationships among pieces of historical evidence.</i></p>	<ul style="list-style-type: none"> Which reasoning process(es) is indicated in the prompt? If comparison is indicated, establish relevant categories in which to compare the evidence. If causation is indicated, how does the evidence show a pattern of causes and/or effects? If continuity and change is indicated, identify patterns or developments that indicate it and draw conclusions in support of your claim. 	<p>In a practice argumentation essay, have students identify the historical reasoning process indicated in the prompt. Then have them develop and use a graphic organizer (such as a Venn diagram or flow chart) to arrange the evidence in a way that reflects the organizational structure of the historical reasoning process.</p>	<ul style="list-style-type: none"> Graphic Organizer Self/Peer Revision Debate

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. 	<ul style="list-style-type: none"> Identify which categorical variables (e.g., economics, social issues, politics, religion) have a significant effect on the development or process. How does the development or process relate to or how was it affected by the categorical variables you identified? How is this development or process significantly similar to or different from a related development or process? Is this development or process a significant result of or a major catalyst for a development or process within or across time periods? Does this development or process represent a significant change or a continuity over time? 	<p>In an essay on the effectiveness of New Deal programs, have students provide evidence to support various categorical variables and explain their impact on the effectiveness of the New Deal programs. Have them rank the categorical variables in order to show most to least importance in terms of effectiveness.</p> <p>In an essay, ask students to make connections between the political reform movements of the 20th century.</p> <p>For example, the Progressive movement of the early 20th century had later iterations (New Deal, Fair Deal, Great Society). How were those later movements similar to or different from the first Progressive movement? In what ways do the later movements show continuity with the original movement? In what ways do they show change?</p>	<ul style="list-style-type: none"> Create Representations Graphic Organizer Think-Pair-Share Quickwrite Self/Peer Revision

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Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<ul style="list-style-type: none"> ▪ Explain the relative historical significance of a source’s credibility and limitations. 	<ul style="list-style-type: none"> ▪ How or why is the source’s point of view, purpose, historical situation, or audience relevant to the argument? ▪ How would this effect the use of the source in developing an argument? 	<p>Give students a set of four documents with contradictory perspectives on the debate over preparing the nation for World War I.</p> <p>Ask them to examine each document and weigh the relative historical significance and credibility of each.</p> <p>Then have students establish a position on whether the United States should prepare for war through an evaluation of each source’s point of view, purpose, historical situation, or audience.</p>	<ul style="list-style-type: none"> ▪ Create Representations ▪ Graphic Organizer ▪ Think-Pair-Share ▪ Quickwrite ▪ Self/Peer Revision
<ul style="list-style-type: none"> ▪ Explain how or why a historical claim or argument is or is not effective. 	<ul style="list-style-type: none"> ▪ Evaluate the historical claim. ▪ How does the evidence support this claim? ▪ What evidence goes against this claim? ▪ What evidence-based counterarguments exist? ▪ Using evidence, refute the counterargument by explaining why it is not as effective. 	<p>Using a collection of sources from a released document-based question, ask students to identify the claim of a source and list the evidence presented in a chart. Then ask them to corroborate or refute the claim based on the evidence. Ask them to present disparate, diverse, or contradictory evidence that they glean from the sources. After refuting the claim, ask them why their argument is the most persuasive.</p>	

Developing the Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent ways in which historians think.

Student responses on the AP Exam should reflect their ability to apply a reasoning process that aligns to the intent of the question. For example, if students are asked to explain how and why European and Native American perspectives of others developed

and changed in the period 1450–1607, successful student responses will be organized around the reasoning process of comparison. In many cases, guiding students toward a better alignment between the reasoning process and the task unlocks their understanding and helps them improve their writing.

The table that follows provides suggestions for approaching the reasoning processes in the AP U.S. History course.

Reasoning Process	Key Tasks	Examples	Sample Instructional Strategies
Comparison	1.i: Describe similarities and/or differences between different historical developments or processes.	Describe the similarities and differences between the political parties during the Gilded Age. (Topic 6.13)	<ul style="list-style-type: none"> ▪ Debriefing
	1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War. (Topic 5.4)	<ul style="list-style-type: none"> ▪ Graphic Organizer
	1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Compare the relative significance of the major events of the first half of the 20th century in shaping American identity. (Topic 7.15)	<ul style="list-style-type: none"> ▪ Self/Peer Revision

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Reasoning Process	Key Tasks	Examples	Sample Instructional Strategies
Causation	<p>2.i: Describe causes and/or effects of a specific historical development or process.</p> <p>2.ii: Explain the relationship between causes and effects of a specific historical development or process.</p> <p>2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.</p> <p>2.iv: Explain how a relevant context influenced a specific historical development or process.</p> <p>2.v: Explain the relative historical significance of different causes and/or effects.</p>	<p>Describe the effects of Lincoln's election. (Topic 5.7)</p> <p>Explain the causes and effects of slavery in the various British colonial regions. (Topic 2.6)</p> <p>Explain short-term and long-term effects of the Columbian Exchange during the period after 1492. (Topic 1.4)</p> <p>Explain how British colonial policies regarding North America led to the Revolutionary War. (Topic 3.3)</p> <p>Explain the relative importance of the various causes of U.S. involvement in World War I. (Topic 7.5)</p>	<ul style="list-style-type: none"> ▪ Close Reading ▪ Graphic Organizer ▪ Discussion Groups ▪ Quickwrite ▪ Socratic Seminar
Continuity and Change	<p>3.i: Describe patterns of continuity and/or change over time.</p> <p>3.ii: Explain patterns of continuity and/or change over time.</p> <p>3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>	<p>Describe the various factors that contributed to change and continuity in the "New South" from 1877 to 1898. (Topic 6.4)</p> <p>Explain how American political, social, and economic life was impacted by the Great Depression and New Deal over time. (Topic 7.10)</p> <p>Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity. (Topic 8.15)</p>	<ul style="list-style-type: none"> ▪ Think-Pair-Share ▪ Jigsaw ▪ Self/Peer Revision

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AP U.S. HISTORY

Exam Information



Exam Overview

The AP U.S. History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

The exam assesses content from the eight course themes:

Theme 1: American and National Identity

Theme 2: Work, Exchange, and Technology

Theme 3: Geography and the Environment

Theme 4: Migration and Settlement

Theme 5: Politics and Power

Theme 6: America in the World

Theme 7: American and Regional Culture

Theme 8: Social Structures

The exam weighting for each of the nine units of the course is provided below.

Units	Exam Weighting
Unit 1: Period 1: 1491–1607	4–6%
Unit 2: Period 2: 1607–1754	6–8%
Unit 3: Period 3: 1754–1800	10–17%
Unit 4: Period 4: 1800–1848	10–17%
Unit 5: Period 5: 1844–1877	10–17%
Unit 6: Period 6: 1865–1898	10–17%
Unit 7: Period 7: 1890–1945	10–17%
Unit 8: Period 8: 1945–1980	10–17%
Unit 9: Period 9: 1980–Present	4–6%

Section I

PART A: MULTIPLE-CHOICE

The first part of Section I of the AP U.S. History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be at least one set of paired text-based stimuli (in either the multiple-choice questions or one of the short-answer questions). Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

PART B: SHORT-ANSWER

The second part of Section I of the AP Exam also includes three required short-answer questions. Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question includes historical developments or processes between the years 1754 and 1980.

Short-answer question 2 is required and includes a primary source stimulus. The topic of the question includes historical developments or processes between the years 1754 and 1980.

Students may select short-answer question 3 or 4, neither of which includes a stimulus. Short-answer question 3 focuses on historical developments or processes between the years 1491 and 1877. Short-answer question 4 focuses on historical developments or processes between the years 1865 and 2001.

Section II

DOCUMENT-BASED QUESTION

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The topic of the document-based question will include historical developments or processes between the years 1754 and 1980.

LONG ESSAY QUESTION

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Students must select one of three long essay questions. Each question focuses on the same reasoning process, but historical developments and processes in different time periods. The first option focuses on historical developments or processes between 1491 and 1800, the second on historical developments or processes between 1800 and 1898, and the third on historical developments or processes between 1890 and 2001.

How Student Learning Is Assessed on the AP Exam

The six historical thinking skills are assessed on the AP Exam as detailed below.

Historical Thinking Skill	Multiple-Choice Questions	Free-Response Questions
Skill 1: Developments and Processes	Multiple-choice questions assess students' ability to identify and explain historical developments and processes.	The short-answer questions, document-based question, and long essay question assess students' ability to identify and explain historical developments and processes.
Skill 2: Sourcing and Situation	Multiple-choice questions assess students' ability to analyze sourcing and situation of primary and secondary sources. Students will need to identify and explain the point of view, purpose, historical situation, and/or audience of a source including its significance. Additionally, students will need to explain how the sourcing and situation might limit the use(s) of a source.	Short-answer questions 1 and/or 2 assess students' ability to analyze the sourcing or situation in primary or secondary sources. The document-based question assesses students' ability to analyze how the point of view, purpose, historical situation, and/or audience is relevant to an argument.
Skill 3: Claims and Evidence in Sources	Multiple-choice questions assess students' ability to analyze arguments in primary and secondary sources, including identifying and describing claims and evidence used. Additionally, students will need to compare arguments and explain how claims or evidence support, modify, or refute a source's argument.	Short-answer questions 1 and/or 2 assess students' ability to analyze arguments in primary or secondary sources. The document-based question also provides opportunities for students to analyze arguments in primary sources.
Skill 4: Contextualization	Multiple-choice questions assess students' ability to identify and describe a historical context for a specific historical development or process as well as explain how a specific development or process is situated within a broader historical context.	The document-based question and long essay question assess students' ability to describe a broader historical context relevant to the topic of the question. One or two of the short-answer questions may also assess this skill.
Skill 5: Making Connections	Multiple-choice questions assess students' ability to analyze patterns and connections between and among historical developments and processes, using historical reasoning processes (e.g., comparison, causation, continuity and change).	The document-based question, long essay question, and one or more of the short-answer questions all assess this skill.
Skill 6: Argumentation	No multiple-choice questions explicitly assess the argumentation skill.	The document-based question and long essay question assess argumentation.

Task Verbs Used in the Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Compare: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specified topic.

Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.

Explain: Provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. “Explain how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas “explain why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Support an argument: Provide specific examples and explain how they support a claim.

Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP U.S. History Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows to which skill and learning objective(s) each question relates. The table also provides the answers to the multiple-choice questions.

Section I

PART A: MULTIPLE-CHOICE

Questions 1–4 refer to the following excerpt.

“May it . . . please your most excellent Majesty, that it may be declared . . . in this present parliament assembled, and by the authority of the same, That the said colonies and plantations in America have been, are, and of right ought to be, subordinate unto, and dependent upon the imperial crown and parliament of Great Britain; . . . and [they] of right ought to have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever.”

The Declaratory Act, passed by the British Parliament in 1766

1. Which of the following contributed most directly to the enactment of the law in the excerpt?
 - (A) The increasing divergence between colonial and British culture in the 1700s
 - (B) Debates over how Britain’s colonies should bear the cost of the Seven Years’ War (French and Indian War)
 - (C) The drafting of a declaration of independence for Britain’s colonies in North America
 - (D) Conflicts between colonists and British army leaders over recognizing Native American sovereignty
2. The actions described in the excerpt most immediately led to
 - (A) Parliament strengthening its approach to generating new tax revenue in the North American colonies
 - (B) major and sometimes violent conflicts emerging between the various colonial regions
 - (C) a colonial convention to call for independence from Britain
 - (D) Britain delegating greater authority to colonial assemblies

3. Which of the following was the American colonists' immediate response to the attempts of the British Parliament to enforce the claims made in the excerpt?
- (A) They acceded to Parliament's authority to regulate colonial commerce.
 - (B) They denied the power of the British king over the colonies.
 - (C) They sought an alliance with France against Great Britain.
 - (D) They initiated boycotts of imported British goods.
4. Debates over the claims of the British Parliament in the excerpt most directly contributed to which of the following later characteristics of the United States government?
- (A) The reservation of some governmental powers for the states
 - (B) The enforcement of term limits for the president
 - (C) The establishment of taxation power in Congress
 - (D) The practice of judicial review by the Supreme Court

Questions 5–7 refer to the following excerpt.

“The Erie Canal poured into New York City [wealth] far exceeding that which its early friends predicted. . . . In the city, merchants, bankers, warehousemen, [and] shippers . . . seized the opportunity to perfect and specialize their services, fostering round after round of business innovations that within a decade of the opening of the Erie Canal had made New York by far the best place in America to engage in commerce. . . .

“. . . Even before its economic benefits were realized fully, rival seaports with hopes of tapping interior trade began to imagine dreadful prospects of permanent eclipse. Whatever spirit of mutual good feeling and national welfare once greeted [internal improvements] now disappeared behind desperate efforts in cities . . . to create for themselves a westward connection.”

John Lauritz Larson, historian, *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States*, 2001

5. The excerpt best illustrates which of the following developments?
 - (A) The extension of commerce with Native Americans
 - (B) The expansion of access to markets
 - (C) The growth in the internal slave trade
 - (D) The increase in semisubsistence agricultural production

6. Which of the following developments in the early nineteenth century could best be used as evidence to support the argument in the second paragraph of the excerpt?
 - (A) The opposition of some political leaders to providing federal funds for public works
 - (B) The failure of some infrastructure projects to recover their costs
 - (C) The recruitment of immigrant laborers to work on new transportation projects
 - (D) The rise of a regional economy based on the production and export of cotton

7. Which of the following later developments had an effect most similar to that described in the excerpt?
 - (A) The invention of the mechanical reaper in the 1830s
 - (B) The annexation of Texas in the 1840s
 - (C) The growth of political party competition in the 1850s
 - (D) The completion of the first transcontinental railroad in the 1860s

Questions 8–10 refer to the following excerpt.

“The normal condition of all the territory of the United States is that of freedom. That as our Republican fathers, when they had abolished slavery in all our national [western] territory, ordained that ‘no person should be deprived of life, liberty or property, without due process of law,’ it becomes our duty by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.”

Republican Party platform, 1860

8. Which of the following best serves as evidence for the claim that “our Republican fathers . . . had abolished slavery in all our national territory”?
 - (A) The ban on the trans-Atlantic slave trade implemented in 1808
 - (B) The relationship of George Washington and Thomas Jefferson to slavery
 - (C) The provisions of the Northwest Ordinance regarding slavery
 - (D) The agreement to count three-fifths of enslaved people for representation in Congress

9. The ideas expressed in the excerpt were most directly influenced by the
 - (A) nativist movement
 - (B) free-soil movement
 - (C) Texas independence movement
 - (D) temperance movement

10. Republicans asserted that political leaders could not “give legal existence to slavery in any territory of the United States” in order to express opposition against the
 - (A) idea of popular sovereignty exemplified by the Kansas-Nebraska Act
 - (B) removal of American Indians from their homelands
 - (C) recruitment of laborers for Northern factories
 - (D) application of California for statehood

Questions 11–14 refer to the following image from the 1940s.



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11. The image most directly reflects which of the following developments during the early 1940s?
- (A) The wartime repression of civil liberties
 - (B) The emergence of the United States as a world power
 - (C) The limited access to consumer goods during wartime
 - (D) The wartime mobilization of United States society
12. The image was most likely intended to promote
- (A) popular support for federal civil rights legislation to end discrimination
 - (B) the belief that women should have rights equal to those of men
 - (C) the movement of women into jobs traditionally held by men
 - (D) access to union membership for all workers regardless of race or gender

13. Production activities like those depicted in the image most directly contributed to
- (A) calls to limit arms and naval destroyers for the major world powers
 - (B) critical wartime provisioning for the Allies that led to victory
 - (C) efforts to rebuild Western Europe's postwar economy
 - (D) concerns about the political influence of the military-industrial complex
14. In the 1950s, the activities of workers such as those depicted in the image would be most challenged by
- (A) a culture of conformity that emphasized domestic ideals for women
 - (B) an increased need for dual incomes in suburban middle-class families
 - (C) the rise of a second-wave feminist movement in the United States
 - (D) the long-term decline of industrial production in the United States

Questions 15–17 refer to the following excerpt.

“The oath that I have taken is the same oath that was taken by George Washington and by every President under the Constitution. But I assume the Presidency under extraordinary circumstances never before experienced by Americans. This is an hour of history that troubles our minds and hurts our hearts.

“I am acutely aware that you have not elected me as your President by your ballots, and so I ask you to confirm me as your President with your prayers. . . .

“I believe that truth is the glue that holds government together, not only our Government but civilization itself. That bond, though strained, is unbroken at home and abroad.

“In all my public and private acts as your President, I expect to follow my instincts of openness and candor with full confidence that honesty is always the best policy in the end. My fellow Americans, our long national nightmare is over.”

President Gerald Ford, Remarks on Taking the Oath of Office, 1974

15. The remarks in the excerpt were most likely given in response to which of the following?
- (A) Political scandals resulting from the president’s illegal campaign activity
 - (B) Accusations that the adoption of national wage and price controls constituted socialism
 - (C) The growing concern over escalating antiwar protests and the shooting of students at Kent State University
 - (D) The discovery that the president had ordered invasions of Cambodia and Laos
16. The “strained” bond referenced in the excerpt most directly reflected which of the following?
- (A) Increased United States involvement in Vietnam
 - (B) A declining economy and rising energy prices
 - (C) Growing federal support for returning power to states
 - (D) Decreasing public trust in the federal government
17. The events discussed in the excerpt led to which of the following political changes?
- (A) Democrats consolidated political support in areas of the South that Republicans had previously dominated.
 - (B) Republicans overcame divisions within their party with Ronald Reagan’s election as president in 1980.
 - (C) Third-party candidates won increasing numbers of electoral college votes in presidential elections.
 - (D) Congress announced a bipartisan proposal for a Contract with America to regain voters’ trust.

PART B: SHORT-ANSWER QUESTION WITH SECONDARY SOURCE

The following is an example of short-answer question 1 found on the AP Exam. Note that on the actual AP Exam, students will answer three short-answer questions.

1. “Of all the amusements that bedazzled the single working woman, dancing proved to be her greatest passion. After a long day laboring in a factory or shop, young women dressed themselves in their fanciest finery, put on their dancing shoes, and hurried out to the neighborhood hall, ballroom, or saloon equipped with a dance floor. . . . By the 1910s, over five hundred public dance halls opened their doors each evening throughout greater New York. . . .

“New ballrooms and dance palaces offered a novel kind of social space for their female patrons, enhancing and legitimizing their participation in a public social life. The commercial culture of the dance halls meshed with that of working-class youth in a symbiotic relationship, reinforcing emergent values and ‘modern’ attitudes.”

Kathy Peiss, historian, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*, 1986

“As strikers thronged the public streets of New York City [in 1909], demonstrated in parades and mass meetings, and picketed in front of factories, they challenged established assumptions about the identity and appearance of political actors and access to public space. These working-class, largely immigrant women comprised a subordinated group long denied an active voice in recognized political forums. By occupying the arena of labor politics through a mass strike, they demanded a voice.”

Nan Enstad, historian, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*, 1999

Using the excerpts above, answer (a), (b), and (c).

- (A) Briefly describe ONE important difference between Peiss’ and Enstad’s historical interpretations of women’s emergence in the public sphere at the turn of the twentieth century.
- (B) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss’ argument.
- (C) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad’s argument.

Section II

The following are examples of the kinds of free-response questions found on the exam. Note that on the actual AP Exam, students will answer one document-based question and will select one of the three long essay questions to answer.

DOCUMENT-BASED QUESTION

1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Document 1

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth. . . .

The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

In consideration of the cession aforesaid, the United States agree to pay . . . seven million two hundred thousand dollars in gold.

Document 2

Source: Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis*, 1885.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet today on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—the *final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

Document 3

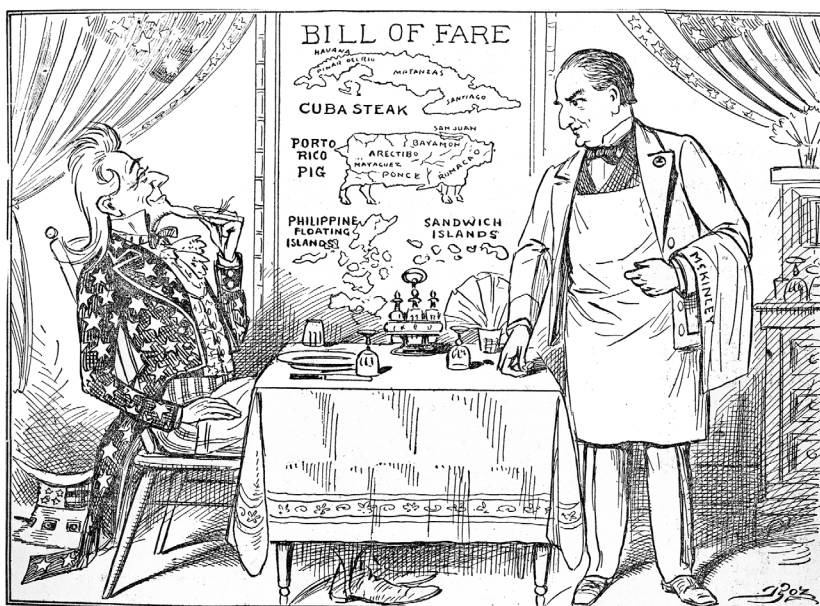
Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? . . . There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

Document 4

Source: *The Boston Globe*, May 28, 1898.



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

Courtesy of the Library of Congress #LC-USZ62-91465

Document 5

Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

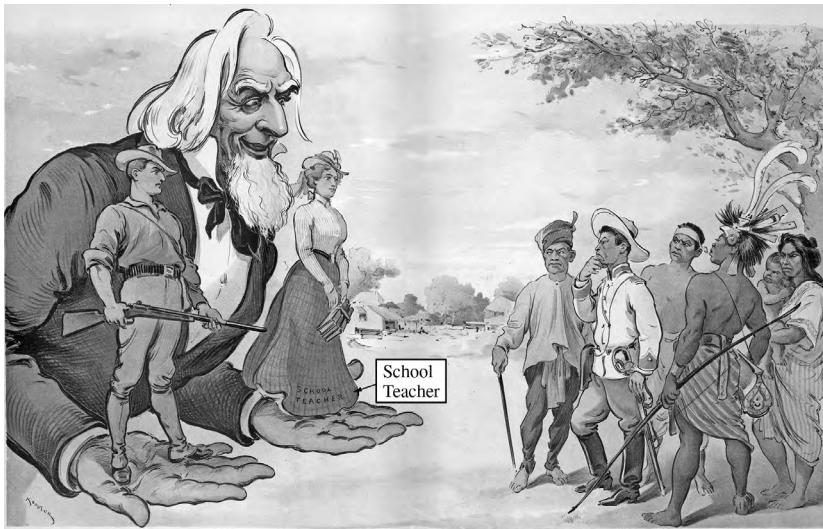
To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. . . . We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is . . . to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. . . .

The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

Document 6

Source: *Puck*, a satirical magazine, November 20, 1901.



It's "Up To" Them.

Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !

Courtesy of the Library of Congress #LC-DIG-ppmsca-25583

Document 7

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace. . . .

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do. . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and . . . the exercise of an international police power.

LONG ESSAY QUESTION

The following is an example of a long essay question. Free-response questions 2, 3, and 4 in Section II of the AP Exam are long essay questions, and students will select one question of the three to answer.

2. Evaluate the extent to which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective
1	B	1.B	Unit 3: Learning Objective B
2	A	1.A	Unit 3: Learning Objective C
3	D	1.A	Unit 3: Learning Objective C
4	C	5.B	Unit 3: Learning Objective J
5	B	4.A	Unit 4: Learning Objective E
6	A	3.D	Unit 4: Learning Objective C
7	D	5.A	Unit 6: Learning Objective B
8	C	3.D	Unit 3: Learning Objective H
9	B	4.A	Unit 5: Learning Objective F
10	A	1.B	Unit 5: Learning Objective G
11	D	4.A	Unit 7: Learning Objective L
12	C	2.A	Unit 7: Learning Objective L
13	B	1.A	Unit 7: Learning Objective M
14	A	5.B	Unit 8: Learning Objective F
15	A	2.A	Unit 8: Learning Objective J
16	D	4.A	Unit 8: Learning Objective J
17	B	5.B	Unit 9: Learning Objective B

Short-Answer Question	Skill	Learning Objective
1	3.C, 3.D	Unit 6: Learning Objective I Unit 7: Learning Objective G

Free-Response Question	Question Type	Skill	Thematic Focus	Learning Objective
1	Document-based	1.B, 2.B, 2.C, 3.C, 3.D, 4.A, 6.A, 6.B, 6.D	WOR	Unit 7: Learning Objectives B, C, O
2	Long essay	4.A, 6.A, 6.B, 6.C, 6.D	PCE	Unit 3: Learning Objectives J, H, L, P

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the [AP U.S. History Exam Page](#) on AP Central.

AP History Rubrics

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- Clarity: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described in the rubrics.

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>

continued on next page

Reporting Category	Scoring Criteria	Decision Rules
C. EVIDENCE (0–3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</i>
	<p>1 pt. Uses the content of at least three documents to address the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using at least six documents.</p>	<i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
	Evidence Beyond the Documents	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
D. ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> ▪ <i>Explaining nuance of an issue by analyzing multiple variables</i> ▪ <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> ▪ <i>Explaining relevant and insightful connections within and across periods</i> ▪ <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> ▪ <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C. EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>

continued on next page

Reporting Category	Scoring Criteria	Decision Rules
<p>D. ANALYSIS AND REASONING (0–2 pts)</p>	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> ▪ <i>Explaining nuance of an issue by analyzing multiple variables</i> ▪ <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> ▪ <i>Explaining relevant and insightful connections within and across periods</i> ▪ <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> ▪ <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>



Scoring Guidelines

Part B: Short-Answer Question with Secondary Source

1. “Of all the amusements that bedazzled the single working woman, dancing proved to be her greatest passion. After a long day laboring in a factory or shop, young women dressed themselves in their fanciest finery, put on their dancing shoes, and hurried out to the neighborhood hall, ballroom, or saloon equipped with a dance floor. . . . By the 1910s, over five hundred public dance halls opened their doors each evening throughout greater New York. . . . “New ballrooms and dance palaces offered a novel kind of social space for their female patrons, enhancing and legitimizing their participation in a public social life. The commercial culture of the dance halls meshed with that of working-class youth in a symbiotic relationship, reinforcing emergent values and ‘modern’ attitudes.”

Kathy Peiss, historian, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*, 1986

“As strikers thronged the public streets of New York City [in 1909], demonstrated in parades and mass meetings, and picketed in front of factories, they challenged established assumptions about the identity and appearance of political actors and access to public space. These working-class, largely immigrant women comprised a subordinated group long denied an active voice in recognized political forums. By occupying the arena of labor politics through a mass strike, they demanded a voice.”

Nan Enstad, historian, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*, 1999

Using the excerpts above, answer (a), (b), and (c).

- (A) Briefly describe ONE important difference between Peiss’ and Enstad’s historical interpretations of women’s emergence in the public sphere at the turn of the twentieth century.
- (B) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss’ argument.
- (C) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad’s argument

General Scoring Notes

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

Scoring Guidelines for Part B: Short-Answer Question with Secondary Source

3 points

Learning Objectives: **Unit 6, Learning Objective I** **Unit 7, Learning Objective G**

- (A) Describe one important difference between Peiss's and Enstad's historical interpretations of women's emergence in the public sphere at the turn of the twentieth century. **1 point**
3.C

Examples that earn this point include the following:

- Peiss argues that pursuits of entertainment in dance halls by working class women created new, legitimate social spaces for women, however Enstad argues that working women's participation in labor politics gave them a new voice and place in the public sphere.
- Peiss links the growth of women in public social life to a commercial culture that provided opportunities for women to enter the public sphere while Enstad argues that women became political actors who demanded a public voice.

- (B) Explain how one historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss's argument. **1 point**
3.D

Examples that earn this point include the following:

- Like the dance halls, department stores and amusement parks became aspects of the commercial culture that represented new opportunities for women to enjoy public places as legitimate participants.
- The concept of the New Woman became a cultural phenomenon, as the older idea of separate spheres diminished. The idea of the New Woman supported a more public role for women in the early 1900s.
- The growth of cities and urban America gave young women more opportunities to leave rural America and participate in the developments described by Peiss.
- New technologies such as electric lighting made possible new public spaces for personal freedom for women.

- (C) Explain how one specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad's argument. **1 point**
3.D

Examples that earn this point include the following:

- Women's participation in the suffrage movement, settlement house work, temperance organizing, and the Progressive movement all contributed to modern attitudes about women and increased their roles in the public sphere.
- The ratification of the Nineteenth Amendment to the Constitution gave women the vote and a voice in politics.
- Women were the main participants in the New York shirtwaist strike of 1909. During this strike women made public demands like those described by Enstad.
- Women organized or participated in labor unions such as the International Ladies' Garment Workers' Union (ILGWU) which is an example of their growing voice in the public sphere.
- Working-class women had key public roles in the successful Lawrence (Massachusetts) textile strike of 1912, this demonstrates that women became active political voices through labor movements.

Total for Part B (Question 1) 3 points

Document-Based Question

1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
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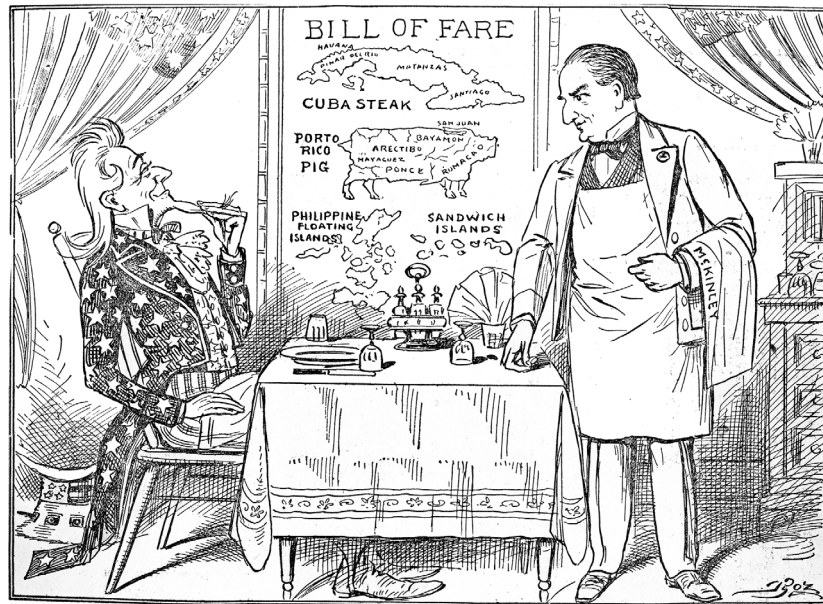
Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? . . . There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

Document 4

Source: *The Boston Globe*, May 28, 1898.



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

Courtesy of the Library of Congress #LC-USZ62-91465

Document 5

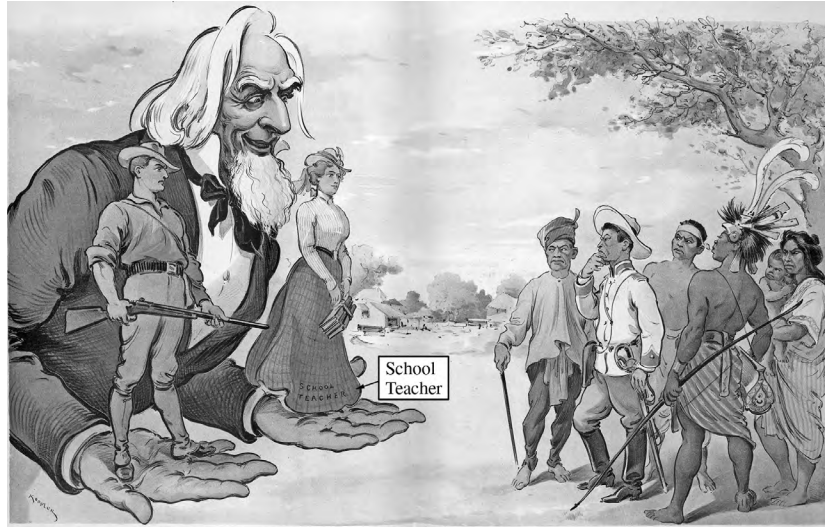
Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. . . . We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is . . . to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. . . . The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

Document 6

Source: *Puck*, a satirical magazine, November 20, 1901.



It's "Up To" Them.
Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !

Courtesy of the Library of Congress #LC-DIG-ppmsca-25583

Document 7

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace. . . .

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do. . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and . . . the exercise of an international police power.

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described below.

Scoring Guidelines for Document-Based Question

7 points

Learning Objectives: **Unit 7, Learning Objectives B** **Unit 7, Learning Objectives C** **Unit 7, Learning Objectives O**

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
Decision Rules and Scoring Notes		
<p>6.A</p>	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>American imperialism contributed to calls for isolationist policies after World War I</i> <p>Do not establish a line of reasoning, although the claim is historically defensible</p> <ul style="list-style-type: none"> <i>There were two causes for the expanded role of the United States in the world</i> <p>Restate the prompt or is overgeneralized</p> <ul style="list-style-type: none"> <i>“Due to this, America began to embark on an imperialistic mission in the latter half of the 1800’s in the name of economic, social, and political ‘necessities’”</i> <i>“Different causes and events had a major importance in expanding the role of the US in the world”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim about the causes of the expanding role of the United States in the world in the period from 1865 to 1910. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>“This change in foreign policy was caused by the need for new markets to expand [the] US economy and by imperialist sentiment. However, the most important cause of this change in the US’s role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive”</i> <i>“While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the U.S. ideal of manifest destiny”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>“In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture”</i> <i>“The country was doing this for a few reasons, such as expanding its territory, (manifest destiny or imperialism) preserving its national interests such as trading with China, and helping other nations”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points	1 point Describes a broader historical context relevant to the prompt
4.A	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt • Provide context that is not relevant to the prompt • Provide a passing phrase or reference <p>Examples of unacceptable contextualization that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Civil War brought little meaningful change to the South as sharecropping replaced slavery”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910 <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The impact of the Civil War on the United States role in the world • International competition to establish colonies and maintain empires from 1865 to 1910 • Increasing United States industrialization and desire to develop new markets for goods • The closing of the frontier in 1890 <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“In the aftermath of the war, internationally the world was changing, Europe was slicing up Africa, many countries started fighting for their independence, and the fight for influence and money ensued between the most powerful nations. During the time periods of 1865–1900, the US sought to keep up with Europe and expand its sphere of influence in the world under the leadership of Roosevelt, McKinley and other presidents”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points) 1.B 5.B 6.B 6.C	Evidence from the Documents		
	0 points	1 point Uses the content of at least three documents to address the topic of the prompt	2 points Supports an argument in response to the prompt using at least six documents
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without accompanying description, the content of the documents Address documents collectively rather than considering separately the content of each document 	Responses that earn 1 point: <ul style="list-style-type: none"> Must accurately describe — rather than simply quote— the content from at least three of the documents to address the topic of the expanding role of the United States in the world in the period from 1865 to 1910 Examples of acceptable use of the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> <i>“Doc. 6 depicts Uncle Sam, its purpose showing the US having control over the country, trying to seem generous, when it actually isn’t”</i> <i>“Document 2 really demonstrates the effect of religious superiority, and the pride in racial heritage”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents The six documents do not have to be used in support of a single argument, but they can be used across sub-arguments or to address counterarguments Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> <i>“However, social causes were also a factor in the practice of American Imperialism. There was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxon, were a more fit race than any to expand, and Christianize and civilize the rest of the world (Doc. 2).” (Uses evidence from document 2—Strong’s assertions about the superiority Anglo-Saxons—to support an argument about a cause of American imperialism)</i>

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Reporting Category	Scoring Criteria	
Row C <i>(continued)</i>	Evidence beyond the Documents:	
	0 points	1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt
	Decision Rules and Scoring Notes	
Responses that do not earn points: <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt • Provide evidence that is outside the time period or region specified in the prompt • Repeat information that is specified in the prompt or in any of the documents • Provide a passing phrase or reference 	Responses that earn 1 point: <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to an argument about the expanding role of the United States in the world in the period from 1865 to 1910 	
	Examples of evidence that are specific and relevant include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> <li style="width: 50%;">• Anti-Imperialist League; Peace Movement <li style="width: 50%;">• Missionary work <li style="width: 50%;">• Algeciras Conference, 1906 <li style="width: 50%;">• Social Darwinism <li style="width: 50%;">• Berlin Conference, 1884–1885 <li style="width: 50%;">• Panama (Hay-Bunau-Varilla Treaty, 1903) <li style="width: 50%;">• Burlingame Treaty, 1868 <li style="width: 50%;">• Panama Canal <li style="width: 50%;">• Chinese Exclusion Act <li style="width: 50%;">• Russo-Japanese War; United States mediation (Treaty of Portsmouth, 1905) <li style="width: 50%;">• Gentleman’s Agreement <li style="width: 50%;">• Spanish-American War <li style="width: 50%;">• Root-Takahira Agreement, 1908 <li style="width: 50%;">• Filipino Insurrection, Emilio Aguinaldo <li style="width: 50%;">• Dollar diplomacy <li style="width: 50%;">• Venezuela Crisis <li style="width: 50%;">• Annexation of Guam <li style="width: 50%;">• “White Man’s Burden” <li style="width: 50%;">• Platt Amendment/ Teller Amendment <li style="width: 50%;">• William Seward (Seward’s Folly, Seward’s Icebox) <li style="width: 50%;">• Annexation of Hawaii <li style="width: 50%;">• Yellow Journalism (William Randolph Hearst, Joseph Pulitzer) <li style="width: 50%;">• Insular cases <li style="width: 50%;">• Theodore Roosevelt’s foreign policy; Big Stick diplomacy, jingoism <li style="width: 50%;">• Roosevelt Corollary to the Monroe Doctrine <li style="width: 50%;">• Treaty of Paris, 1899 <li style="width: 50%;">• Mexican Revolution <li style="width: 50%;">• USS Maine; The Maine <li style="width: 50%;">• Manifest Destiny 	

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Reporting Category	Scoring Criteria	
Row C <i>(continued)</i>		<p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Newspapers had risen in popularity among the public, a majority who could read, and many companies competed to attract the public’s attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cuban which motivated Americans to support a military intervention.” (Uses a piece of evidence beyond the documents to make a connection to a larger argument about the power of the media.)</i>
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points	1 point For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; width: fit-content;">2.B</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">6.B</div> </div>	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <p>Identifies the point of view, purpose, historical situation, and/or audience, but does not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>"In document 1, the audience is the United States government"</i> <p>Summarizes the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>"The purpose of this document was to tell America why Russia was ceding its territory and giving permission"</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced <p>Example of acceptable explanation of the significance of the author's point of view:</p> <ul style="list-style-type: none"> <i>"The point of view of the artist is actually critical of America's policy of imperialism, seeing it as a sign of America's ego in its superiority and greed." (Identifies the point of view of the cartoon as satirical of United States imperialism and explains its relevance to an argument about an attitude of superiority and greed)</i> <p>Example of acceptable explanation of the relevance of the document's purpose:</p> <ul style="list-style-type: none"> <i>"Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War; it was fought to liberate Cuba but it ended with the oppression of the Philippines." (Connects the purpose of the cartoon to the cause of expansion in Cuba and the effect of expansionism for the Filipinos)</i> <p>Example of acceptable explanation of the relevance of the historical situation of a document:</p> <ul style="list-style-type: none"> <i>"The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of." (Situates the document in reference to the Spanish-American War and the increased possibilities that became open to the United States abroad)</i> <p>Example of acceptable explanation of the significance of the audience:</p> <ul style="list-style-type: none"> <i>(Document 5): "As a confidential account, doc. 5 likely offers an honest telling of Adolphus' motives and reveals that there were indeed political motives behind Adolphus' actions." (Provides sourcing regarding the audience of the declaration relevant to an argument that addresses the political motivations for the war)</i>

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Reporting Category	Scoring Criteria	
Row D <i>(continued)</i>	Complexity	
	0 points	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded <i>(Explains nuance)</i> • Explaining similarities both differences in the United States role in different parts of the world <i>(Explains similarities and differences)</i> • Connecting to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries <i>(Explains relevant and insightful connections)</i> • Confirming the validity of the response's argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors <i>(Explains relevant and insightful connections)</i> • Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time <i>(Qualifies or modifies an argument by considering diverse or alternative views or evidence)</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	<ul style="list-style-type: none"> Russia cedes territory in North America to the United States for \$7.2 million in gold Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws 	<ul style="list-style-type: none"> United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent (situation). Foreign nations viewed the United States as a more important international power as a result of the treaty (audience)
2. Strong, Our Country, 1885	<ul style="list-style-type: none"> Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land Thinks Anglo-Saxon religion and culture have particular merit and deserve to control more land 	<ul style="list-style-type: none"> Advocates of United States imperialism promoted ideas about racial competition and “Anglo-Saxon” superiority (point of view) Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions (situation) Strong sought to impress on American leaders the need to acquire more lands and resources (purpose)
3. Mahan, Interest of America in Sea Power, 1897	<ul style="list-style-type: none"> Claims that Britain’s power and influence has been derived by its ability to support its international trade with a powerful navy Argues United States does not have sufficient naval power to assert its interests in the Caribbean or Central America, nor to protect its own seaboards 	<ul style="list-style-type: none"> European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests (situation) Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America’s influence abroad (point of view) Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East (purpose)
4. Boston Globe cartoon, “Hardly Know Which to Take First,” 1898	<ul style="list-style-type: none"> Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories Uncle Sam is unsure which to capture first 	<ul style="list-style-type: none"> The United States engaged with Spain in the Spanish-American War over control of islands in Spanish possession (situation) The cartoonist portrayed McKinley as serving the interests of United States imperialists by acquiring these lands in the Far East and Caribbean regions (point of view)
5. Hay, Second Open Door Note, 1900	<ul style="list-style-type: none"> Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations’ rights there, and ensure free trade there 	<ul style="list-style-type: none"> The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests (situation) United States had not been issued equal trade access, as had other European powers (through so-called “spheres of influences”), from the Chinese authorities. This was an attempt to assert United States’ equal rights to the markets of China (situation) The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion (purpose)

continued on next page

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
<p>6. <i>Puck</i> cartoon, "It's 'Up to' Them," 1901</p>	<ul style="list-style-type: none"> • Cartoon depicting Uncle Sam offering both soldiers and school teachers to indigenous Filipinos • Suggests United States was willing to use both military force and educational uplift to gain power abroad 	<ul style="list-style-type: none"> • The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation (situation). • The cartoonist depicted Uncle Sam as an Imperialist giving the Filipinos a choice as to how it would like to be conquered either through peaceful or military means (point of view).
<p>7. Theodore Roosevelt, Fourth Annual Message, 1904</p>	<ul style="list-style-type: none"> • Argues that those who oppose necessary action in foreign lands are timid and unmanly • Argues that sometimes peace results from engaging in necessary conflict • Argues nations must act to protect their rights and interests • Argues United States simply wants stability in Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention 	<ul style="list-style-type: none"> • The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors (situation). • Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats (point of view).

Long Essay Question

2. Evaluate the extent to which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and reasoning processes described below.

Scoring Guidelines for Long Essay Question

6 points

Learning Objectives: Unit 3, Learning Objective J Unit 3, Learning Objective H Unit 3, Learning Objective L Unit 3, Learning Objective P

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis/Claim</p> <p>(0-1 points)</p> <p>6.A</p>	<p>0 points</p>	<p>1 point</p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The response must provide a historically defensible thesis or claim about how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>“The national government changed socially, politically and economically”</i> <p>Do not establish a line of reasoning, although the claim is historically defensible</p> <ul style="list-style-type: none"> <i>“The ratification of the Constitution brought a variety of changes to the United States government”</i> <p>Restate the prompt or are overgeneralized</p> <ul style="list-style-type: none"> <i>“The ratification of the Constitution transformed the national government politically”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>“The ratification of the Constitution dramatically changed the function of the federal government by significantly increasing the scope and the distribution of its power. Despite this significant change in the scope and distribution of political power, a considerable amount of authority remained with the states after ratification”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>“The ratification of the Constitution changed the function of the federal government by giving it the authority to levy taxes and to maintain an army”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“The ratification of the Constitution transformed the national government from a confederation of states into a more centralized government.”</i> <i>(Minimally acceptable thesis/claim)</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization (0-1 points)</p> <p>4.A</p>	<p>0 points</p>	<p>1 point Describes a broader historical context relevant to the prompt</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt • Provide context that is not relevant to the prompt • Provide a passing phrase or reference <p>Example of unacceptable contextualization that does not earn this point:</p> <p>Has no clear relevance to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>"Many Americans migrated to the West in the 1780s and 1790s"</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must accurately describe a context relevant to the ways in which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800 <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The American experience under British government rule • The United States government under the Articles of Confederation • Economic instability of the 1780s and 1790s • The international crises of the 1790s, such as the French Revolution <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>"Many Americans hesitated to expand the power and functions of the national government due to the earlier experiences of the American colonies under the powerful rule of the British government. The American colonies grew accustomed to a degree of political independence during the period known as salutary neglect. This changed after the French and Indian War when the British implemented a series of tax measures that the colonist viewed as unjust. Many colonists viewed the passage of laws like the Stamp Act and the Tea Act as an abuse of power leading to a cautious approach to government after independence"</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points	1 point Provides specific examples of evidence relevant to the topic of the prompt	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence
Decision Rules and Scoring Notes			
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #e91e63; color: white; padding: 2px 5px; font-weight: bold;">1.A</div> <div style="background-color: #00838f; color: white; padding: 2px 5px; font-weight: bold;">5.B</div> <div style="background-color: #e67e22; color: white; padding: 2px 5px; font-weight: bold;">6.B</div> </div>	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence Provide evidence that is not relevant to the topic of prompt Provide evidence that is outside the time period or region specified in the prompt Repeat information that is specified in the prompt 	Responses that earn 1 point: <ul style="list-style-type: none"> Must <u>identify at least two specific historical examples</u> relevant to ratification of the United States Constitution 	Responses that earn 2 points: <ul style="list-style-type: none"> Must <u>use at least two specific historical evidence examples</u> to support an argument regarding how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800
	Example of a statement that does not earn any points for evidence: Provides evidence that is outside the time period <ul style="list-style-type: none"> <i>"The 13th Amendment is an example of an increase in the power of the federal government because it abolished slavery"</i> 	Examples of evidence that are specific and relevant include the following (2 examples required): <ul style="list-style-type: none"> Anti-Federalists' role in the ratification debate Federalists' role in the ratification debate The role of the Federalist papers in shaping the republic Alexander Hamilton's role in shaping the republic John Jay's role in shaping the republic Thomas Jefferson's role in shaping the republic James Monroe's role in shaping the republic The passage of the Northwest Ordinance under the Articles of Confederation The influence of Shays' Rebellion on the framers of the Constitution George Washington's role in shaping the republic The resistance to federal power that occurred during the Whiskey Rebellion Example of a statement that earns 1 point for evidence <ul style="list-style-type: none"> <i>"John Jay and Alexander Hamilton wrote many of The Federalist papers." (Cites evidence relevant to the topic but does not use that evidence to support an argument)</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>"Alexander Hamilton's arguments in The Federalist papers were a key factor in the ratification of the Constitution and helped justify new and expanded functions of the federal government." (Uses evidence to support a possible argument about the political stabilization of the United States)</i> <i>"The concerns of the Anti-Federalists during the ratification debates led to the addition of the Bill of Rights. The addition of the Bill of Rights actually changed the role of the federal government by explicitly making federal authority a significant guarantor of individual rights." (Uses evidence to support an argument about a change in federal authority)</i> <i>"The suppression Whiskey Rebellion is an example of the increased power and authority of the federal government after ratification to collect taxes and maintain domestic order." (Uses evidence to support an argument about the increased authority of government after ratification)</i>
Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. <p>(For example, the whiskey tax as evidence of a change in the economic function of government and the proclamation of neutrality as evidence of change in the diplomatic function).</p>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points	1 point Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question
Decision Rules and Scoring Notes			
5.B 6.C 6.D	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence an argument May assert the use of historical reasoning but does not use it to frame or structure an argument 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800, although the reasoning may be uneven, limited or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods Confirming the validity of an argument by corroborating multiple perspectives across themes Qualifying or modifying an argument by considering diverse or alternative views or evidence
	Example of unacceptable use of historical reasoning: Provides evidence but offers no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“The United States constitution, largely written by James Madison, describes the Senate and House of Representatives in article one”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Showing change in the United States national government from the period under the Articles of Confederation to the period under the Constitution Discussing continuity in United States national government—such as its relatively modest power—from the period under the Articles of Confederation to the period under the Constitution Example of acceptable use of historical reasoning <ul style="list-style-type: none"> <i>“The United States national government changed after the ratification of the Constitution by assuming new functions and responsibilities for new issues, such as maintaining a national army.” (Indicates a change as a result of the Constitution)</i> 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Assessing both Federalist arguments in favor of the Constitution and Anti-Federalist arguments against it <i>(Explains nuance)</i> Explaining both continuities in government before and after the Constitution (such as many of the same leaders, the same context of economic crisis) and changes (such as the expansion of federal authority over taxes and the economy). <i>(Explains continuity and change)</i> Making comparisons with the ways that the functions of the federal government changed during the New Deal. <i>(Explains relevant and insightful connections)</i> Corroborating an argument about increased federal power with economic evidence (e.g., taxation), social evidence (e.g., regulation of the slavery in the territories), and evidence regarding America’s role in the world (e.g., Quasi-War). <i>(Corroborates an argument)</i> Arguing convincingly that the ratification of the Constitution did not significantly change social structures in the United States or that it reinforced the power of the elite. <i>(Qualifies or modifies an argument by considering diverse or alternative views or evidence)</i>
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			

AP U.S. HISTORY

Appendix



AP U.S. HISTORY

Appendix: AP U.S. History Concept Outline

A concept outline for AP U.S. History, which presents the course content organized by key concept, can be found online.

The coding that appears throughout the unit guides in this course and exam description corresponds to the organization of course content found in this outline.

Teachers who would like to print and add a copy of the outline to their course and exam description binder can find the [AP U.S. History Concept Outline](#) on AP Central.

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