

AP[®] U.S. History

COURSE AND EXAM DESCRIPTION

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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.

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.

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.

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
Developments and Processes 1 Identify and explain historical developments and processes.	Sourcing and Situation 2 Analyze sourcing and situation of primary and secondary sources.	Claims and Evidence in Sources 3 Analyze arguments in primary and secondary sources.	Contextualization 4 Analyze the context of historical events, developments, or processes.	Making Connections 5 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	Argumentation 6 Develop an argument.
SKILLS					
1.A Identify a historical concept, development, or process. 1.B Explain a historical concept, development, or process.	2.A Identify a source's point of view, purpose, historical situation, and/or audience. 2.B Explain the point of view, purpose, historical situation, and/or audience of a source. 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.	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source. 3.B Identify the evidence used in a source to support an argument. 3.C Compare the arguments or main ideas of two sources. 3.D Explain how claims or evidence support, modify, or refute a source's argument.	4.A Identify and describe a historical context for a specific historical development or process. 4.B Explain how a specific historical development or process is situated within a broader historical context.	5.A Identify patterns among or connections between historical developments and processes. 5.B Explain how a historical development or process relates to another historical development or process.	6.A Make a historically defensible claim. 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. 6.C Use historical reasoning to explain relationships among pieces of historical evidence. 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might <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.

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.

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

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)

UNIT 2 Period 2: 1607–1754	
~14 Class Periods	6–8% AP Exam Weighting
4	2.1 Contextualizing Period 2
MIG 1	2.2 European Colonization
GEO 3	2.3 The Regions of British Colonies
WXT 5	2.4 Transatlantic Trade
WOR 2	2.5 Interactions Between American Indians and Europeans
WXT SOC 5	2.6 Slavery in the British Colonies
ARC NAT 1	2.7 Colonial Society and Culture
6	2.8 Comparison in Period 2

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
6Period 6:
1865–1898~18 Class
Periods10–17% 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
7Period 7:
1890–1945~21 Class
Periods10–17% 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
8Period 8:
1945–1980~20 Class
Periods10–17% 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

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			

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.
- Support an argument in response to the prompt using at least four 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 two 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 a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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.

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

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 four 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 two 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 a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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

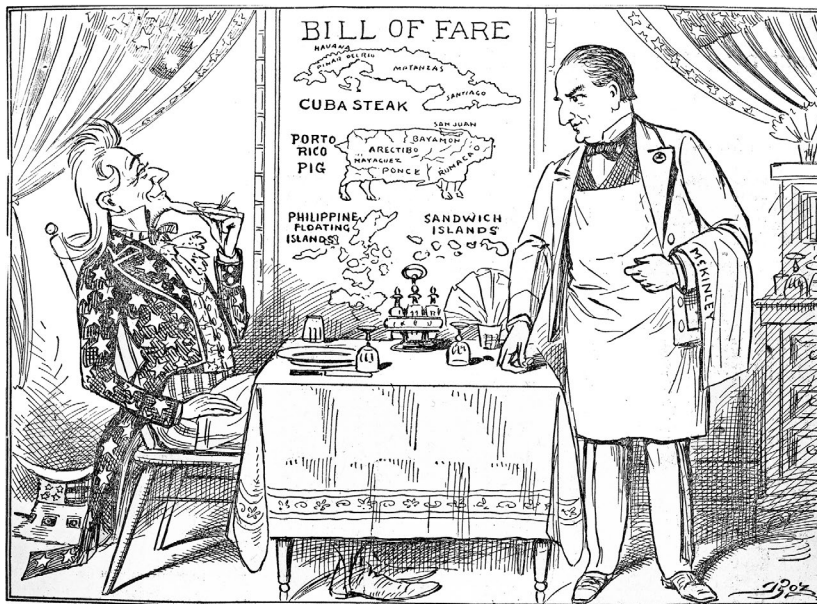
Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

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

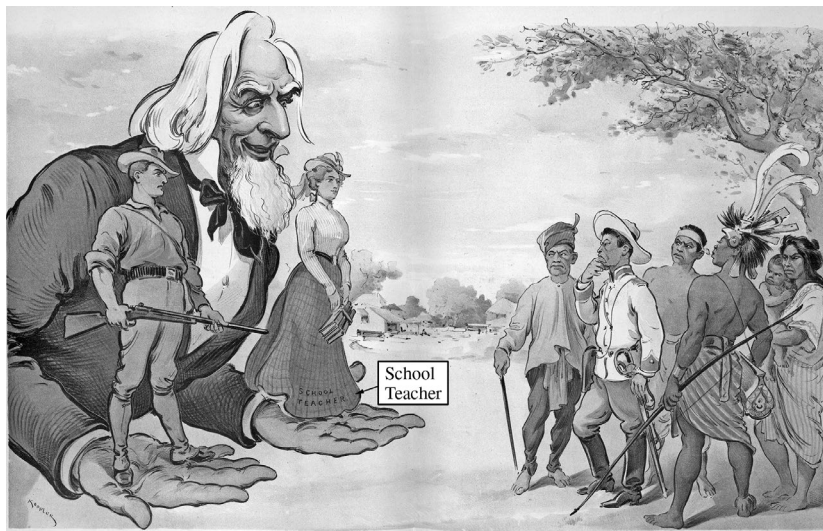
Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.