AP® Course and Exam Description

AP® United States History

Including the Curriculum Framework

Updated Fall 2015

CollegeBoard

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Course and Exam Description

Updated Fall 2015

CollegeBoard
New York, NY

About the College Board

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

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AP U.S. History Redesign Commission

This group of historians and history teachers convened in 2006–2007 to review the AP U.S. History course and provided recommendations to ensure that the historical thinking skills, themes, and scope of the course are aligned with the expectations of college and university survey courses.

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About AP®

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

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

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

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

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[1]See the following research studies for more details:

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

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

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Offering AP Courses and Enrolling Students

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

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

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

How AP Courses and Exams Are Developed

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

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

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

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How AP Exams Are Scored

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

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

Using and Interpreting AP Scores

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

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

Additional Resources

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

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About the AP U.S. History Course

About This Course

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

College Course Equivalent

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

Prerequisites

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

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Participating in the AP Course Audit

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

Please visit www.collegeboard.com/html/apcourseaudit/courses/us_history.html for more information to support syllabus development including:

- **Annotated Sample Syllabi** — Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
- **Curricular and Resource Requirements** — Identifies the set of curricular and resource expectations that college faculty nationwide have established for a college-level course
- **Example Textbook List** — Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
- **Syllabus Development Guide** — Includes the guidelines reviewers use to evaluate syllabi along with three samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization
- **Syllabus Development Tutorial** — Describes the resources available to support syllabus development and walks through the syllabus development guide requirement by requirement.

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The AP U.S. History Curriculum Framework

Introduction

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

To accomplish this goal, the *AP U.S. History Curriculum Framework* defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. With the goal of practicing the kinds of thinking skills used by historians, students must engage in study of primary and secondary source evidence, analyze a wide array of historical facts and perspectives, and express historical arguments in writing.

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

Overview of the Curriculum Framework

The *AP U.S. History Curriculum Framework* is comprised of three parts:

I. Historical Thinking Skills (Pages 7–9)

Historical thinking skills are central to the study and practice of history. Teachers should help students develop and apply the described historical thinking skills on a regular basis over the span of the course.

II. Thematic Learning Objectives (Pages 10–21)

The 19 learning objectives, organized around seven major themes, describe what students must be able to do by the end of the AP U.S. History course. The thematic learning objectives are the targets of AP Exam questions.

III. The Concept Outline (Pages 22–89)

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

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I. Historical Thinking Skills

The AP history courses seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning historical content. Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.

This section presents the historical thinking skills that students should develop in all AP history courses. The nine historical thinking skills are grouped into four categories: Analyzing Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. The first table describes how each skill demonstrates historical thinking from the perspective of a history practitioner. The second table lists the proficiency expectations for each of the nine historical thinking skills. **Every AP Exam question will assess one or more of the skill-based proficiency expectations as well as one or more of the thematic learning objectives.**

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Historical Thinking Skill Categories

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			

Historical Thinking Skill Descriptions

Analyzing Evidence: Content and Sourcing

Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.

A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.

Interpretation

Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.

Comparison

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.

It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.

Contextualization

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

Synthesis

Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.

Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

Patterns of Continuity and Change over Time

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

Periodization

Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.

Argumentation

Historical thinking involves the ability to create an argument and support it using relevant historical evidence.

Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

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Historical Thinking Skill Proficiency Expectations

Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			
Proficient students should be able to…..				
Analyzing Evidence: Content and Sourcing **A1**—Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source. **A2**—Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.	**Interpretation** **B1**—Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness. **B2**—Analyze diverse historical interpretations.	**Comparison** **C1**—Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events. **C2**—Compare different historical individuals, events, developments, and/or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location. **Contextualization** **C3**—Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance. **Synthesis** **C4**—Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present. **C5**—Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. **C6**—Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue. *(Note: For European and World History only).*	**Causation** **D1**—Explain long and /or short-term causes and/or effects of an historical event, development, or process. **D2**—Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency. **Patterns of Continuity and Change Over Time** **D3**—Identify patterns of continuity and change over time and explain the significance of such patterns. **D4**—Explain how patterns of continuity and change over time relate to larger historical processes or themes. **Periodization** **D5**—Explain ways historical events and processes can be organized into discrete, different, and definable historical periods. **D6**—Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence. **D7**—Analyze different and/or competing models of periodization.	**Argumentation** E1—Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives. **E2**—Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (*e.g., comparison, causation, patterns of continuity and change over time, or periodization*). **E3**—Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument. **E4**—Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

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II. Thematic Learning Objectives

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP U.S. History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabus in historical content and historical thinking skills. The 19 learning objectives are grouped into seven themes typically included in college-level U.S. history courses:

- **American and National Identity**
- **Politics and Power**
- **Work, Exchange, and Technology**
- **Culture and Society**
- **Migration and Settlement**
- **Geography and the Environment**
- **America in the World**

These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States. The pages that follow describe each theme.

The tables for each theme contain the thematic learning objectives under the heading ***"Students are able to ..."*** Student understanding of these objectives should be developed by engaging in course-long historical inquiries.

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

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LEARNING OBJECTIVES BY THEME:
American and National Identity (NAT)

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

Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	**2.1.II**
	2.2.I
	3.1.II
	3.2.I
	4.1.III
	5.2.I
	5.3.I
	6.2.II
	7.3.II
	8.2.I
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	**3.2.II**
	3.2.III
	4.1.I
	5.2.II
	5.3.II
	6.3.II
	7.2.I
	8.2.I
	9.3.II

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Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	**3.3.II**
	5.1.I
	7.3.I
	7.3.II
	7.3.III
	8.1.II
	9.3.II
NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.	**4.1.I**
	4.1.II
	5.1.II
	6.2.I
	7.3.III
	8.2.I
	8.2.II
	9.2.II

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LEARNING OBJECTIVES BY THEME:
Politics and Power (POL)

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

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

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Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	**3.2.II**
	3.2.III
	4.2.I
	4.2.III
	5.3.II
	6.1.III
	6.2.II
	7.1.II
	7.1.III
	8.2.III
	9.1.I

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LEARNING OBJECTIVES BY THEME:
Work, Exchange, and Technology (WXT)

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

Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	**1.2.II**
	2.2.II
	3.2.III
	4.2.II
	4.3.II
	5.2.I
	5.3.II
	6.1.I
	6.1.II
	7.1.III
	9.2.I
WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	**1.2.I**
	2.1.II
	2.1.III
	2.2.I
	3.2.II
	4.1.I
	4.2.I
	4.2.III
	6.1.I
	6.1.II
	7.1.I
	7.1.III

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Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline
WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. *(continued)*	**8.1.I**
	9.1.I
	9.2.I
WXT-3.0 Analyze how technological innovation has affected economic development and society.	**1.2.I**
	4.2.I
	6.1.I
	6.1.III
	7.1.I
	7.2.I
	8.3.I
	9.2.I

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LEARNING OBJECTIVES BY THEME:
Culture and Society (CUL)

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
CUL-1.0 Explain how religious groups and ideas have affected American society and political life.	**1.2.III**
	2.2.I
	3.2.I
	4.1.II
	6.3.I
	7.2.I
	8.3.II
CUL-2.0 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	**2.2.I**
	3.2.III
	4.1.II
	5.2.I
	6.3.I
	7.2.I
	8.3.II
CUL-3.0 Explain how ideas about women's rights and gender roles have affected society and politics.	**1.2.III**
	2.2.II
	3.2.I
	4.1.III
	4.2.II
	5.3.II
	6.3.II
	7.1.II
	7.3.III

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Learning Objectives *Students are able to …*	Relevant Topics in the Concept Outline
CUL-3.0 Explain how ideas about women's rights and gender roles have affected society and politics. *(continued)*	**8.2.II**
	8.3.II
	9.2.II
CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	**1.2.III**
	2.1.III
	2.2.II
	3.3.I
	4.1.II
	4.2.II
	4.3.II
	5.1.II
	6.1.II
	7.2.I
	7.2.II
	8.2.II

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LEARNING OBJECTIVES BY THEME:
Migration and Settlement (MIG)

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

Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
MIG-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.	**1.2.II**
	2.1.I
	2.1.II
	3.3.I
	4.2.III
	5.1.II
	6.2.I
	7.2.II
	8.3.I
	9.2.II
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	**1.1.I**
	2.1.II
	3.1.I
	3.3.I
	4.2.III
	4.3.I
	5.1.I
	6.2.I
	6.2.II
	7.1.I
	7.2.II
	8.3.I
	9.2.II

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LEARNING OBJECTIVES BY THEME:
Geography and the Environment (GEO)

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

Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	**1.1.I**
	1.2.II
	2.1.II
	3.3.I
	4.3.II
	5.1.I
	6.2.II
	7.1.II
	8.1.II
	8.2.II
	9.3.II

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LEARNING OBJECTIVES BY THEME:
America in the World (WOR)

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

Learning Objectives ***Students are able to …***	**Relevant Topics in the Concept Outline**
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	**1.2.I**
	1.2.III
	2.1.I
	2.1.III
	2.2.II
	3.1.I
	3.1.II
	3.3.I
	3.3.II
	4.3.I
	5.1.I
	6.2.II
WOR-2.0 Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.	**3.3.II**
	4.3.I
	5.1.I
	5.3.I
	6.1.I
	7.3.I
	7.3.II
	7.3.III
	8.1.I
	8.1.II
	9.3.I
	9.3.II

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III. The Concept Outline

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

The inclusion of names: As has been the case for all prior versions of the AP U.S. History course, the AP U.S. History concept outline only includes a minimal number of individual names: the founders, several presidents and party leaders, and other individuals who are almost universally taught in college-level U.S. history courses. As history teachers know well, the concepts in this 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 curriculum framework avoids prescribing details that would require all teachers to teach the same historical examples. Each teacher is responsible for selecting specific individuals, events, and documents for student investigation of the concepts in the outline.

Historical Periods

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

The instructional importance and assessment weighting for each period varies:

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

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A Note about Periodization

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

The Founding Documents

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

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

Using the Concept Outline to Plan Instruction

In the pages that follow, space is provided for teachers to insert into the concept outline the relevant and specific content (individuals, groups, events, and primary and secondary sources and documents) they choose to focus on in their AP U.S. History course. Teachers may find it helpful to provide a completed copy of this outline to students to help them track and review the content they are studying for each concept. This may provide them with a valuable resource when preparing for the AP Exam at the end of the year.

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PERIOD 1:
1491–1607

Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

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

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

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

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

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

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

Period 1: 1491–1607
Key Concept 1.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

Period 1: 1491–1607
Key Concept 1.2

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

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

A) European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.	
B) The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.	
C) Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.	

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

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

	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH
A) Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.	
B) In the *encomienda* system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.	
C) European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.	
D) The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.	

Period 1: 1491–1607
Key Concept 1.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

Key Concept 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.

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

A) Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.	
B) As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.	
C) Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.	

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

Period 1: 1491–1607
Key Concept 1.2

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PERIOD 2:
1607–1754

Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

A) Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.	
B) French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.	
C) English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.	

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

Period 2: 1607–1754
Key Concept 2.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

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

A) The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.	
B) The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.	
C) The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.	
D) The colonies of the southernmost 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.	
E) Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.	

Period 2: 1607–1754
Key Concept 2.1

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

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

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

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

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

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

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

Period 2: 1607–1754
Key Concept 2.1

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

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

Period 2: 1607–1754
Key Concept 2.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

A) All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.	
B) As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.	
C) Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.	

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

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PERIOD 3:
1754–1800

Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

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

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

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

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

Period 3: 1754–1800

Key Concept 3.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

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

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

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

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

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.

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

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

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

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

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

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

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

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

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.

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

Period 3: 1754–1800
Key Concept 3.2

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

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

	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH
A) During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.	
B) Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.	
C) The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.	
D) Ideas about national identity increasingly found expression in works of art, literature, and architecture.	

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Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

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

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

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

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

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.

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

Period 3: 1754–1800
Key Concept 3.3

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

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

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

Period 3: 1754–1800
Key Concept 3.3

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

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

A) The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.	
B) War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.	
C) George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.	

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

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PERIOD 4:
1800–1848

Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

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

Period 4: 1800–1848
Key Concept 4.1

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

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.

	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH
A) In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.	
B) Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.	
C) By the 1820s and 1830s, new political parties arose — the Democrats, led, by Andrew Jackson, and the Whigs, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.	
D) Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.	

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

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

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

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

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

	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH
A) The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.	
B) A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.	
C) Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.	
D) Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.	

Period 4: 1800–1848
Key Concept 4.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

A) Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.	
B) Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.	
C) A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.	

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

Period 4: 1800–1848
Key Concept 4.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

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

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

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

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

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

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

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

Period 4: 1800–1848
Key Concept 4.2

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

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

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

A) Increasing numbers of Americans, especially women and men working in factories, no longer relied on semisubsistence agriculture; instead they supported themselves producing goods for distant markets.	
B) The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.	
C) Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.	

Period 4: 1800–1848
Key Concept 4.2

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

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

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 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.

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

A) Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.	
B) Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.	
C) Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.	
D) Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.	

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

Period 4: 1800–1848
Key Concept 4.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

Period 4: 1800–1848
Key Concept 4.3

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

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

A) Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.	
B) Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.	

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Period 4: 1800–1848
Key Concept 4.3

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

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

A) As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.	
B) Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.	
C) Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.	

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

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PERIOD 5:
1844–1877

Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

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

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

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

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

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

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

Period 5: 1844–1877
Key Concept 5.1

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

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

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

A) Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.	
B) A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.	
C) U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.	

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

Period 5: 1844–1877
Key Concept 5.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

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

A) The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.	
B) African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.	
C) Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.	

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

Period 5: 1844–1877
Key Concept 5.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

A) Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.	
B) Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.	
C) Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.	
D) Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.	

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

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

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

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

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

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

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

Period 5: 1844–1877
Key Concept 5.3

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

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PERIOD 6:
1865–1898

Related Thematic Learning Objectives (Focus of Exam Questions)

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

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

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

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

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

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

A) Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.	
B) Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.	
C) Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.	

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

Period 6: 1865–1898
Key Concept 6.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

A) Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.	
B) Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.	
C) A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.	

Period 6: 1865–1898
Key Concept 6.3

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.3

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PERIOD 7:
1890–1945

Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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

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

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

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

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

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

Period 7: 1890–1945

Key Concept 7.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

Period 7: 1890–1945
Key Concept 7.1

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

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

A) Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.	
B) Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.	
C) Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.	

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

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

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

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

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

Period 7: 1890–1945
Key Concept 7.2

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.3

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

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

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

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

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

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

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

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

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

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

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.

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PERIOD 8:
1945–1980

Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

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

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

	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH
A) Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.	
B) Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.	
C) Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.	
D) Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.	

Period 8: 1945–1980
Key Concept 8.1

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

Period 8: 1945–1980

Key Concept 8.2

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

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

A) During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.	
B) The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality.	
C) Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.	

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

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

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

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

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

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

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

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

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

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

Period 8: 1945–1980
Key Concept 8.2

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

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

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

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

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

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

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

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

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.

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

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

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

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

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

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

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

Period 8: 1945–1980
Key Concept 8.3

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

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

	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH
A) Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.	
B) Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.	
C) The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.	

Period 8: 1945–1980
Key Concept 8.3

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PERIOD 9:
1980–PRESENT

Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

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

Key Concept 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.

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

A) Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.	
B) Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.	
C) Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.	

Period 9: 1980–Present
Key Concept 9.1

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

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

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

Period 9: 1980–Present
Key Concept 9.2

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

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

A) Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.	
B) Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.	
C) Employment increased in service sectors and decreased in manufacturing, and union membership declined.	
D) Real wages stagnated for the working and middle class amid growing economic inequality.	

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

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

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Period 9: 1980–Present
Key Concept 9.2

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

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

A) After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.	
B) International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.	
C) Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.	

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

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

Period 9: 1980–Present
Key Concept 9.3

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

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Related Thematic Learning Objectives (Focus of Exam Questions)

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

Period 9: 1980–Present

Key Concept 9.3

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

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

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

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

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

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

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

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AP U.S. History Instructional Approaches

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

- Organizational approaches
- Selecting and using course materials
- Developing the historical thinking skills
- Increasing depth through instructional choices
- Strategies for instruction

Organizational Approaches

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

Using the Key Concepts

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

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Using the Themes

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

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Selecting and Using Course Materials

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

Textbooks

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

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

Primary Sources

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

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Secondary Sources

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

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

Teaching with the Founding Documents

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

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

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

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

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

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

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

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

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

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Developing the Historical Thinking Skills

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

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

Analyzing Historical Sources and Evidence

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

Primary Sources: Content and Sourcing

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

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

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Content	What point(s) is the document trying to make?	Documents of every type are incomplete. They may consist merely of the best information available at a given time and place. They may be limited by the time or resources available to the creator. Valid interpretation can only be based on an awareness of precisely what a document says and what it does not say.	Ask students to paraphrase the three main points the document asserts.
	What does the document not say (i.e., does it selectively include and/or exclude information)?		Ask students to tell you what a document does not say on the topic it purports to address.
	What of its content is usable by a historian?		Ask students what content a historian would need to double-check before using it to make an argument.
Authorship	Who wrote the document, and what is his or her relationship to the historical event being addressed?	The author of every document is a unique individual with a unique point of view. The author's relationship to an event (such as distance in time or experience from that event) affects his or her understanding of the event. Even an author who seeks to write an objective and truthful account of an event will be limited by his or her ability to understand what happened, to accurately remember the event, and to determine what was significant about the event and what can be left out of the account. To make generalizations about the past, we must first understand who the author of any given document was. If we do not know who the author was, we must make an educated guess.	If the author is known, ask students to research the author. If the author is unknown, ask students what the content and/or format, along with the date the document was produced, suggest about authorship. In either case, discuss how knowing who the author is (or might be) affects how we understand the content.
	What was the author's position in society?		Ask students how an author of a different social status or with a different political point of view might respond to the document.
	Do I know anything about this person beyond what is provided in the source that would affect the reliability of the document?		Give students some information about the author, and ask which piece of information might render the document less reliable as an objective account.

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Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Author's point of view	What was the author's point of view?	As discussed above, all sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her point of view shapes a document. Factors that may shape point of view include aspects of the creator's identity (e.g., gender, religion, ethnicity, political affiliation), his or her relation to the event (e.g., actor, bystander, critic), and the distance in time between the event and the document's creation.	Compare two accounts of the same event by authors about whom a good deal of information is known. Ask students to identify differences in the accounts, and discuss how what we know about the authors can explain these differences.
	Does the author's point of view undermine the explicit purpose of the source?		After identifying possible biases in a source, ask students how a reader who shared these biases and one who did not (or who had different biases) might respond to the source.
	How can you tell, if you can tell, what other beliefs the author might hold?		Compare different types of sources — text, map, photograph, painting, cartoon, chart — to ask what we can tell about an author's beliefs from the source itself.
Author's purpose	Why did the author create the source?	When an author creates a source — whether it is a diary entry, a political treaty, or a painting — he or she has a purpose in mind: to record the events of the day, to end a war, to paint an image that a patron would want to purchase, etc. This purpose might involve convincing another person, controlling the actions of many people, or serving as a reminder to oneself. As time goes by, the purpose of the document may affect whether or not it is preserved. Documents deemed unimportant or controversial often do not survive. Understanding purpose helps historians understand historical processes, as each document not only tells us about the past but is also the result of an action taken by one or more people in the past.	After students have identified the author and discussed his or her point of view, ask them what they think the author hoped to accomplish by writing the document.
	Why was the document created at this time?		Have students research what was happening during the year and in the state/region in which the document was created. Based on this research, ask them to come up with two arguments about why the time and place are crucial in understanding the purpose of the document.
	Why has it survived to the present?		Ask students why they think the document was deemed important enough to keep. Reminding them of the time and place it was written, ask what other types of documents that might help us understand the same event may have been written but not preserved.
	How does its purpose affect its reliability or usefulness?		Have students identify three ways in which the purpose of the document makes it less reliable for historians.

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Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Audience	Who was the source created for?	Every document is created with an audience in mind, even if that audience is oneself. When creating a document, authors make decisions based on what they think the audience already knows and what they want the audience to know and believe. In doing so, the author might leave certain information out, emphasize some points rather than others, or adopt a specific tone or point of view. Understanding who the audience was presumed to be and what impact the author wished to have on them, helps us better understand the content and purpose of a document.	After discussing authorship and purpose, ask students to identify a possible audience for the document. Discuss why some audiences are more plausible than others.
	How might the audience have affected the content of the source?		Ask students to imagine how the author might have recast the content for a different audience.
	How might the audience have affected the reliability of the source?		Give students two documents written by the same author but for different audiences, such as an editorial and a personal letter by Franklin Roosevelt. Ask them which source is more reliable for making an argument about how Roosevelt's politics affected his private life. Ask them what argument the other source would better serve.
Format/ Medium	What is the format of the source: text, image, art, newspaper article, letter, cartoon, lyrics, op-ed, etc?	When an author wishes to communicate something, he or she must decide what format to use. A novel, a newspaper article, and a cartoon might all be used to make the same point, but the way in which they make it is very different. Readers have certain assumptions about certain media, for example, that newspaper articles are always accurate or that letters to the editor are always biased. We may share these assumptions, and so we need to be aware of them when reading a given document. Furthermore, the format of a document contributes to its overall meaning. A fictional account of the wealth created by the slave trade and a table documenting that wealth numerically could be created by the same author with the same purpose of ending slavery, but the first might seek to do so by having a rapacious plantation owner communicate the information, while the second might be juxtaposed with a table documenting the number of Africans who died on the Middle Passage.	Give students three types of documents concerning the same event, such as a newspaper article, a political cartoon, and a personal letter. Ask students to compare the way in which information about the event is communicated in each source.
	What is the intent of the medium?		Ask students what assumptions a reader could make about each document based on its format or the genre to which it belongs.
	Does the source's format or genre (novel, romantic poetry, Impressionist painting, census, military map) add meaning to what the source explicitly states?		Provide students with a visual source and engage in a discussion about how the image, including any symbols, conveys meaning. Do the same with a statistical table.

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Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Historical context	When and where was the source produced?	As stated earlier in the discussion on purpose, each document was created at a specific moment in time and in a specific place. Identifying this time and place helps us understand purpose, but in order to understand the context, we need to go beyond simple identification. When a historian talks about context, he or she is referring to specific historical processes and events that can explain both the author's reasons for writing the document and the ways in which contemporaries understood the document.	Give students three documents demanding greater educational opportunities for women: one from the 1850s, one from the 1890s, and one from the 1960s — all without a date or authorship information. Ask them to form hypotheses about where and when each document was produced. Discuss what elements of the document serve as reliable clues to context.
	What contemporaneous events might have affected the author's viewpoint and/or message?		Have students read a document and then discuss its context, focusing on three historical processes or events that were contemporaneous with the document. Ask students how these processes/events might have influenced the author and audience.
	How does the context affect the reliability of a source?		Give students two accounts of the Cold War: one written in the 1950s and one written today. Ask how the context shaped each account and which they think is more reliable.
Limitations	What does the document not tell me?	Every reader's tendency when reading a new document is to mentally add information that helps them make sense of it. Historians are conscious of this, and seek out other documents or information that could explain the source's meaning. In addition, a historian must be aware that the meaning of a document often lies in what it does not say, as much as what it says. For example, gaps often give us clues to the author's point of view.	Have students identify three things they do not know after reading a text.
	What might have limited the knowledge of the author (e.g., social status or position, education)?		Ask students to engage in a document-based question exercise and explain two to three ways in which the sources provide a limited perspective on the event described.
	What other kinds of sources might fill in the content gaps?		Have students choose among a number of preselected sources and decide which sources best fill in the gaps of the original source.
	What other documents might offer alternatives to the author's point of view?		Give students two documents (in addition to the original source) and ask them which a historian would prefer to use as an example of a reliable, alternative point of view.
	What other documents might help to better understand the author's own point of view?		Have students brainstorm what the "perfect source" would be to help them better understand the author's point of view. Discuss whether or not such a source was likely to have been produced at the time.

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Secondary Sources: Interpretation

Analyzing secondary sources involves evaluating the different ways historians interpret the past, including differences in interpretation of the same historical event or process. Reading and analyzing historical interpretations require understanding how a historian uses evidence to support her or his argument.

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

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

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Developing Effective Historical Arguments

In the AP U.S. History course, students are expected to investigate sources from multiple angles. Understanding the content of a source and analyzing its authorship, purpose, format, audience, context, author's point of view, and limitations enables students to extract useful information, make supportable inferences, and draw appropriate conclusions from it. Like the AP history student, every historian must rely on incomplete sources — partial remnants of the information that was available at the time being studied. The historian fills in the gaps by mining sources from other historical times and places, including secondary sources or writings by other historians. The historian must make inferences from explicit or implicit information in source material and posit relationships between sources that were produced independently of one another. All historical writing is in this sense an argument. For this reason, understanding a historical account requires identifying and evaluating what the historian has added to the sources by interpreting and combining them to make them tell a coherent story. Students should learn to identify how such interpreting and combining serves as the connective tissue in every historical narrative.

Creating an Argument

In creating historical arguments, students — as apprentice historians — follow the method they have seen used in the historical writings studied in the course: selecting sources that contain usable information, deciding how to relate them to each other, and suggesting relationships between pieces of information and between sources to suggest that these connections amount to insights about larger issues or periods. Students use these connections and insights to develop an argument about the past.

The most common ways in which historians relate pieces of information to each other involve analyzing similarity and difference (or **comparison**), seeing the connections between the particular and the general (or **contextualization**), analyzing cause and effect (or **causation**), positing **continuity or change over time**, and arguing for a coherence of time and place that characterizes an historical period (or **periodization**). In the process, historians recognize and account for disparate, sometimes contradictory evidence from the sources and recognize the complexity of processes they are examining.

The chart on the following pages provides some suggestions for ways of approaching each of these skills in the AP U.S. History course.

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

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Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Contextualization	What was happening at the time the event occurred or the document was written/created that might have had an influence?	Historians examine the historical context of events to understand why things happened the way they did. Context is different from causation in that instead of focusing on specific events or actions that may have caused another event to occur, historians refer to context as the larger constellation of developments and processes that may not have served as a specific cause but may still have influenced an event. In other words, the context of an event often influences its course, even if it did not cause the event. Context can operate on many different levels, from the local to the global. Context is crucial in making sense of primary sources. It is also important to remember that the same source may have different meanings in different contexts; for example, when read by the wealthy or the poor, or by people in different countries or time periods.	When discussing a specific event, such as the Civil War, have students make a list of 10 things that were happening in the decade before its outbreak. Discuss whether each was a direct cause or part of the larger context. For those that are identified as context, discuss how they influenced the course of the Civil War.
	What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?		Have students research what was happening locally, regionally, and internationally at the time an important work was published. Ask them to explain how a passage from this work reflects one or more of these contexts.
	How does a specific event relate to larger processes? How do larger processes shape a specific event?		Have students read a section from the textbook concerning an example of early industrial development such as the Lowell mills and a secondary source that describes the market revolution in the early 19th century in general terms. In class, discuss how the example reflects the more general description of the market revolution. As part of the class discussion, identify other major developments of the period, such as the cult of domesticity or the Second Great Awakening. Ask students how these developments may have influenced the workers in the Lowell mills.
	How does the context in which a source is read or viewed inform how it is understood?		After discussing a propaganda poster from WWI, ask how the poster might be received in a different context, such as during World War II.

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

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

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Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Periodization	When discussing a period of history, what are the specific dates or years chosen to begin and end the period? Why were these dates chosen?	In order to identify significant patterns of continuity and change, historians organize the past into specific periods that share a set of common characteristics. These periods begin and end with what historians consider turning points, or dates when a number of important and long-lasting changes can be identified. The years 1492, 1776, 1788, 1865, and 1989 can all be considered turning points in U.S. history. Periodization requires identifying the set of common characteristics that define a period and assessing the significance of dates chosen to begin and end the period.	When beginning instruction on each period in U.S. history, give students the beginning and end dates of the period and discuss with them why historians generally agree on these dates. When completing the instruction of a period, ask students to go back to the dates and assess whether they are appropriate to begin and end the period.
	What are the common characteristics of a time period identified by historians (e.g., the Jacksonian Era or the Second Industrial Revolution)?		Have students read a short secondary source that defines the characteristics of a period such as the Gilded Age. Discuss these in class. As you cover the period, ask students to keep a list of examples of characteristics identified in the passage. After having covered the period, have students discuss their examples. Ask them if there are important aspects of the Gilded Age that were not identified by the historian.
	Why did a source define a specific date as the beginning of a period but another source starts the period with another date?		Compare two sources — primary or secondary — that give different start dates for a period. Put students in small groups to identify what was significant about each date. Then, in discussion with the entire class, analyze why each author chose the date he or she did. In both cases, ask what the choice of date tells us about what the author considered important or unimportant about the period.
	How would choosing a different beginning/ end change the story of what happened?		For a complex event such as Reconstruction, ask each student to write down two possible beginning and/or end dates. Create a timeline on the board with the dates students propose. Discuss how choosing different beginning and/ or end dates changes our understanding of what Reconstruction was about.

In developing an effective historical argument, students must first be able to formulate a coherent thesis that provides structure to the entire essay. To further develop student proficiency in formulating a sustained argument in writing assignments, the teacher should encourage students to develop arguments throughout an essay, and not just in the thesis or introduction. Students can demonstrate their understanding of historical complexity and nuance by:

1. Evaluating the relative importance of multiple factors; and
2. Qualifying their claims by recognizing disparate, diverse, or contradictory evidence or processes.

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For the skills in the chart above, students could:

- Employ sophisticated comparisons (I.e., "On the one hand … while on the other …", etc.). — *Comparison*
- Address the regional, national, or global context of an event, and weigh the relative significance of each for understanding that event. — *Contextualization*
- Address not only the most immediate causes or effects of an event or development, but also how the event or development is part of longer-term processes. — *Causation*
- Identify areas of continuity even during periods of profound change and vice versa. — *Continuity and Change over Time*
- Recognize competing models of periodization and analyze the reasons why those models differ. — *Periodization*

Using Evidence to Support an Argument

Historians use these skills — comparison, contextualization, causation, patterns of continuity and change over time, and periodization — in tandem with their analysis of historical evidence, to develop and support a historical argument. As historians analyze primary sources, they recognize and account for disparate, sometimes contradictory evidence and recognize the complexity of processes they are examining. They organize the evidence from historical sources in meaningful and persuasive ways to support a thesis that addresses one of these skills. This ability to select and use relevant historical evidence to support an argument is one of the most challenging aspects of the skill of historical argumentation.

The chart below lists some of the possible ways students might demonstrate their ability to relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument, as well as suggestions for developing student proficiency in this skill.

Students can	Students should be encouraged to:
Employ a style of writing that shows that he or she is capable of sophisticated comparisons. (For example, "While Historian A advocates … Historian B criticizes …"; "On the one hand … while on the other hand …"; etc.).	Think about differences in opinions as they read and analyze sources.
Clearly state how one perspective or argument might undermine another or lead to different conclusions.	Look for relationships between sources and be attentive to the ways in which different sources might approach the same topic from very different perspectives.
Illustrate how one source functions as an explicit or implicit critique of another.	Think of sources as being in dialogue with each other.
Demonstrate how different types of sources (e.g., texts, images, maps) can be used to create a coherent argument.	Practice using a variety of sources, not just written texts, to craft coherent arguments.

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Synthesis

The skill of synthesis can be the most challenging of the skills outlined in the *AP U.S. History Curriculum Framework*. While complete mastery of this skill is the hallmark of professional historians, there are a variety of ways that a student at the AP/introductory college level can begin to demonstrate proficiency in this skill, including but not limited to the following:

- Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.
- Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.
- Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue. *(Note: Proficiency is defined in this area for World and European Histories only).*

In many but not all cases, the student will demonstrate the skill of synthesis in the conclusion of an essay or presentation, after the major lines of the main argument have been developed. While synthesis is typically evident in written arguments, other forms of expression, including oral or visual, can also provide opportunities for demonstrating this skill.

The chart below lists some of the possible ways of demonstrating the skill of synthesis, as well as suggestions for developing student proficiency for each.

	Students can	**Students should be encouraged to:**
Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.	Compare developments in one region with developments in another, even when not asked for in the prompt.	Consistently consider the different ways in which Americans experienced global phenomena.
	Illustrate how developments in one period might be compared to those in another; for example, by drawing attention to a major difference in the peace settlements following the first and second world wars.	Perform a variety of comparative exercises (by creating charts, etc.) that allow them to see and illustrate difference across time periods.

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	Students can	Students should be encouraged to:
Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.	Discuss how cultural attitudes accounted for political differences.	Think about multiple perspectives on any given topic.
	Offer descriptions of the ways in which economic concerns may have affected political decisions.	Remember that historical subjects do not function in isolation. In other words, political leaders always need to be located in their social, intellectual, and cultural contexts.
	Pay attention to how gender, race, or ethnicity shaped cultural attitudes.	Think about how social identities (race, ethnicity, and gender) may have conditioned the responses of historical actors.

Increasing Depth through Instructional Choices

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

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

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

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Strategies for Instruction

Discussion-Based Instructional Strategies

In order for students to develop the full range of historical thinking skills and understandings needed for the AP U.S. History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities. Effective discussion and collaboration go beyond summary and comprehension by requiring students to grapple with others' ideas as they formulate their own perspectives on an issue. The table below defines and describes in general terms the purpose of several effective instructional strategies.

Strategy	Definition	Purpose
Socratic Seminar	A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion continues with student responses and, when needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking.	To help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe perspectives and point of view; probe facts, reasons, and evidence; or examine implications and outcomes.
Debate	The presentation by two or more groups of an informal or formal argument that defends a claim with evidence. The goal is to debate ideas without attacking the people who defend those ideas.	To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.
Fishbowl	Some students form an inner circle and model appropriate discussion techniques, while an outer circle of students listens, responds, and evaluates.	To provide students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.
Shared Inquiry	Students read a provocative text and are asked interpretative questions (questions for which there are no predetermined right answers). Students offer different answers and debate one another, supporting their positions with specific evidence from the text.	To allow a teacher to lead a deep discussion of a text and encourage a diversity of ideas to emerge as students think deeply and share interpretations.
Discussion Group	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.	To allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives.

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Strategy	Definition	Purpose
Debriefing	A facilitated discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.	To solidify and deepen student understanding.
Jigsaw	Each student in a group 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 who have read the same text, then return to their original groups to share their new knowledge. Each group then formulates an answer to a common question.	To have students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.
Questioning a Text	Developing literal, interpretive, and universal questions about a text while reading it.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.

Formative Assessment

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

Formative assessments are often initiated and modeled by teachers, with the goal of having students learn to self-evaluate and address their own learning needs. Steps of formative assessment include identification of a learning goal; monitoring progress toward the goal through observation, questioning, dialogue, record keeping, and reflection; providing feedback in response to the learning data collected; and adjusting teaching and learning strategies to support achievement. Formative assessment, explained and guided by the instructor, develops students' metacognitive abilities; students become aware of their own learning processes as they develop historical knowledge and skills, enabling them to troubleshoot and address problems. They become more independent and successful learners.

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

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The AP U.S. History Exam

Exam Description

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning Is Assessed on the AP Exam

Each AP Exam question will measure students' ability to apply historical thinking skills (section I, pages 7–9) to one or more of the 19 thematic learning objectives (section II, pages 10–21). Both the multiple-choice and free-response questions on the exam require students to apply a historical thinking skill to a learning objective within a particular historical context. Additionally, the free-response section also requires students to provide specific historical evidence.

Student understanding of the course content will be assessed on the AP Exam in one of two ways. First, multiple-choice questions will expect that students are familiar enough with the concepts in each period of American history to be able to analyze related primary and secondary source material. Second, all of the free-response questions will reward students for accurately citing the content and evidence their local curriculum prioritized for each concept statement.

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

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

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

- Students' achievement of the thematic learning objectives will be assessed throughout the exam.
- Students' use of the historical thinking skills will be assessed throughout the exam.
- Students' understanding of all nine periods of U.S. history will be assessed throughout the exam.
- No document-based question or long essay question will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9). However, document-based and long essay questions may span two or more periods, requiring students to address events or documents from these periods (e.g., Periods 1–2 or Periods 7, 8, and 9).
- Students will always write at least one essay (in either the document-based question or long essay question) that examines long-term developments that span historical time periods.
- The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see page 22).

Multiple-Choice Questions

The multiple-choice section will contain a number of sets of questions, with between two and five questions per set, that ask students to respond to stimulus material: a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. The set of multiple-choice questions about the material will draw upon knowledge required by the curriculum framework, and each question will address one of the learning objectives for the course. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Multiple-choice questions will assess students' ability to reason about the stimulus material **in tandem with** their knowledge of the historical issue at hand. The possible answers for a multiple-choice question will reflect the level of detail present in the required historical developments found in the concept outline for the course.

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Short-Answer Questions

Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Document-Based Question

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

Long Essay Question

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

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Sample Exam Questions

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

Section I

Part A: Multiple-Choice Questions

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

Questions 1–3 refer to the excerpt below.

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

— English Parliament, Navigation Act, 1696

1. The excerpt most directly reflects which of the following goals for England's North American colonies?

   (A) Developing them as a producer of manufactured goods

   (B) Aiding them in developing trade with other European nations

   (C) Integrating them into a coherent imperial structure based on mercantilism

   (D) Protecting them from American Indian attacks

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Contextualization	**2.1.III**

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2. One direct long-term effect of the Navigation Act was that it

   (A) promoted commercial treaties with Spain and France throughout the 1700s

   (B) contributed to the rise of opposition that ultimately fostered the independence movement

   (C) encouraged colonists in North America to expand trade agreements with American Indians

   (D) led to the imposition of heavy taxes on the North American colonists in the early 1700s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Causation	**2.1.III**

3. The goals presented in the excerpt from the act have the most in common with which of the following?

   (A) Increases in the federal tariff in the 1820s

   (B) Progressive Era antitrust reforms in the 1900s

   (C) Free-trade policies in the 1990s

   (D) Federal tax reductions in the 2000s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	Comparison	**4.1.I**

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Questions 4–6 refer to the excerpts below.

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

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

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

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

4. The excerpt from James Henry Hammond is most clearly an example of which of the following developments in the mid-19th century?

(A) The decline of slavery in Southern states as a result of gradual emancipation laws

(B) The increasingly restrictive nature of slavery in the South enforced by stronger slave codes

(C) The expanding use of moral arguments by Northern antislavery activists

(D) The growing tendency among Southern slaveholders to justify slavery as a positive good

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	Contextualization	**4.3.II, 5.2.I**

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5. Which of the following groups would be most likely to support the perspective of Frederick Douglass in the excerpt?

(A) Southern Democrats

(B) Southern planters

(C) Northern abolitionists

(D) Northern merchants

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Analyzing Evidence, Contextualization	**5.2.I**

6. The language used in both excerpts most directly reflects the influence of which of the following?

(A) The Second Great Awakening

(B) States' rights

(C) Manifest Destiny

(D) American nationalism

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-1.0 Explain how religious groups and ideas have affected American society and political life.	Comparison	**4.1.II**

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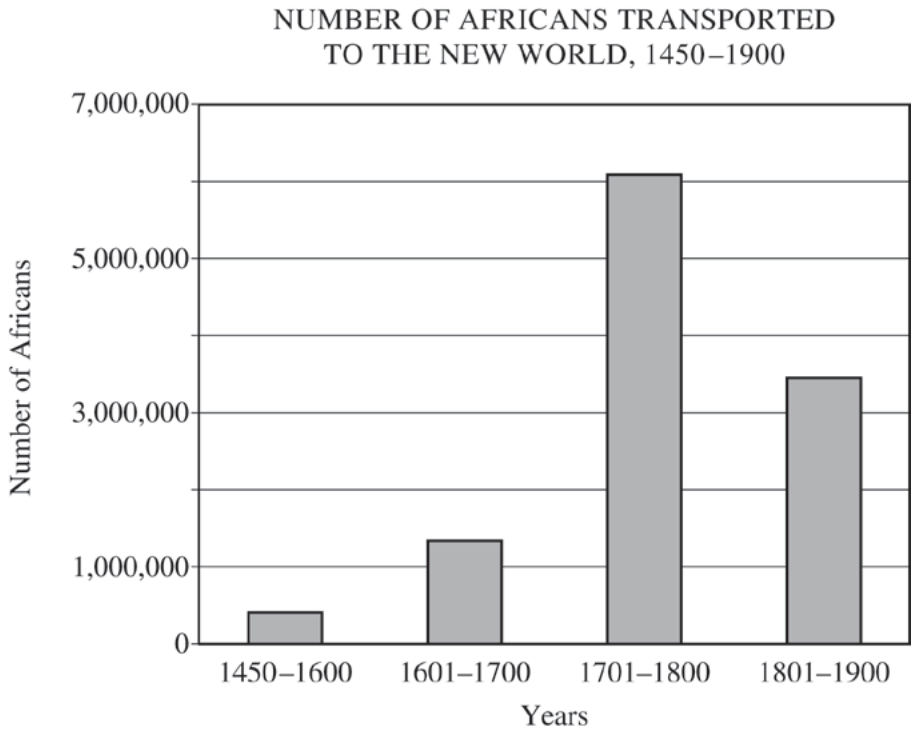
Questions 7 and 8 refer to the graph below.



7. The pattern depicted on the graph from 1450 to 1800 best serves as evidence of which of the following?

   (A) The replacement of indigenous labor and indentured servitude by enslaved Africans in New World colonies

   (B) The development of varied systems of racial categorization in the European colonies

   (C) The effectiveness of the abolitionist movement in Europe and the Americas

   (D) The susceptibility of enslaved populations to New World diseases

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	Analyzing Evidence, Contextualization	**1.2.II, 2.2.II**

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8. Which of the following contributed most directly to the change in the number of Africans transported to the New World after 1800?

(A) The emergence of a more industrial economy in Great Britain and the United States

(B) The outlawing of the international slave trade by Great Britain and the United States

(C) The increased resistance to slavery within African nations

(D) The influence of major slave rebellions in Haiti and elsewhere

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	Causation	**3.2.II**

Questions 9–11 refer to the excerpt below.

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

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

9. Women working in settlement houses such as Hull House initially sought to help

(A) formerly enslaved men and women adjust to life after slavery

(B) immigrants adapt to American customs and language

(C) farmers fight unfair banking practices

(D) American Indians resist encroachment on their lands

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Contextualization	**6.3.II**

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10. Settlement house work as described by Muncy had the most in common with women's activism during which of the following earlier periods?

(A) The Protestant evangelism of the mid-1700s

(B) The decade leading up to the American Revolution

(C) The two decades following the American Revolution

(D) The Second Great Awakening in the first half of the 1800s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Comparison	**4.1.III**

11. Which of the following was the most direct effect of the trend described in the excerpt?

(A) The development of the Progressive movement to address social problems associated with industrial society

(B) The emergence of the Populist Party's efforts to increase the role of government in the economy

(C) The election of large numbers of women to political offices

(D) The increased participation of women in factory work

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Causation	**7.1.III**

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Questions 12–15 refer to the excerpt below.

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

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

12. Which of the following factors most directly contributed to the economic trend that Patterson describes?

(A) A surge in the national birthrate

(B) The expansion of voting rights for African Americans

(C) Challenges to conformity raised by intellectuals and artists

(D) The gradual emergence of détente with the Soviet Union

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	Causation	**8.3.I**

13. One significant result of the economic trend described in the excerpt was the

(A) rise of the sexual revolution in the United States

(B) decrease in the number of immigrants seeking entry to the United States

(C) rise of the Sun Belt as a political and economic force

(D) decrease in the number of women in the workforce

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	Causation	**8.3.I**

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14. Many of the federal policies and initiatives passed in the 1960s address which of the following about the economic trend described in the excerpt?

(A) Affluence had effectively eliminated racial discrimination.

(B) Pockets of poverty persisted despite overall affluence.

(C) A rising standard of living encouraged unionization of industrial workers.

(D) Private industry boomed in spite of a declining rate of federal spending.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Contextualization	**8.2.II**

15. The increased culture of consumerism during the 1950s was most similar to developments in which of the following earlier periods?

(A) The 1840s

(B) The 1860s

(C) The 1910s

(D) The 1920s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WXT-3.0 Analyze how technological innovation has affected economic development and society.	Periodization	**7.2.I**

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Questions 16–19 refer to the excerpt below.

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

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

16. In the speech, Lease was reacting primarily to the problems faced by which of the following groups?

(A) Bankers

(B) Southern European migrants

(C) Farmers

(D) African Americans

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Analyzing Evidence, Contextualization	**6.1.III**

17. Lease's views best reflect the influence of which of the following developments in social and political movements in the 1890s?

(A) Increased calls for radical overthrow of the federal government

(B) Rising grassroots challenges to the dominant economic system

(C) Greater support for corporate power in agriculture

(D) Emerging ideological justifications for inequities of wealth

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Analyzing Evidence, Contextualization	**6.3.II**

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18. People who agreed with the argument made in the speech would most likely have recommended which of the following solutions?

(A) Separate but equal segregated facilities to increase job opportunities for white workers

(B) Continuation of the gold standard as the basis for money

(C) Reduced government involvement in the economy in order to create more competition

(D) A stronger government role in the economic system

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	Contextualization	**6.1.III**

19. The economy described in the speech is most similar to the economy in which of the following decades?

(A) 1910s

(B) 1930s

(C) 1950s

(D) 1960s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	Comparison	**7.1.III**

Answers to Multiple-Choice Questions

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

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Part B: Short-Answer Questions

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

1. Answer a, b, and c.

   (A) Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.

   (B) Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.

   (C) Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Patterns of Continuity and Change over Time	**1.2.III, 2.1.II**

What Good Responses Will Include

A) A good response would describe **one** of several possible strong examples of how contact with Europeans changed Native American societies between 1492 and 1700, such as:

- Native American population declined as a result of disease and warfare (leading to "mourning wars" between Native American tribes).
- Many Native Americans were enslaved and/or subjected to forced labor (the *encomienda* system).
- Traditional tribal economies changed as a result of increased trade with Europeans.
- Native Americans and Europeans began to intermarry in Spanish and French colonies, producing racially mixed populations and caste systems.

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- Some Native Americans converted to Christianity.
- The introduction of new crops and livestock into Native American societies changed settlement patterns.
- Domestic animals brought by Europeans changed the environment and destroyed Native American crops.
- Views on gender roles, family, and property changed as a result of European influence.
- The introduction of guns, other weapons, and alcohol stimulated cultural and demographic changes in some Native American societies.
- Alliances with European nations changed politics and policies within and among tribes.

B) A good response would describe **one additional** example from the same time period, as described above.

C) A good response would provide a brief explanation of one example of Native American resistance to changes brought about by contact with Europeans in this period, such as:

- Tribes sometimes worked to preserve their traditional tribal culture, beliefs, language, and worldviews rather than accept or adapt to European ways and beliefs.
- Some Native American people responded to European contact with violence and warfare, as in Metacom's Rebellion (King Philip's War) and the Pueblo Revolt (Popé's Rebellion).
- Some Native Americans maintained their traditional religions rather than converting to Christianity.
- Native Americans sometimes chose to flee rather than accept enslavement by Europeans.
- Tribes sometimes formed alliances with one another, such as Metacom's alliance of tribes in New England, in order to resist encroaching European colonial societies.
- Some tribes formed alliances with some Europeans to resist and wage war on other Europeans (or to play one European nation against another).

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2. Answer a, b, and c.

   (A) Briefly explain why ONE of the following options most clearly marks the beginning of the sectional crisis that led to the outbreak of the Civil War.

   - Northwest Ordinance (1787)
   - Missouri Compromise (1820)
   - Acquisition of Mexican territory (1848)

   (B) Provide an example of an event or development to support your explanation.

   (C) Briefly explain why one of the other options is not as useful to mark the beginning of the sectional crisis.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	Periodization	**3.3.I, 4.3.II, 5.2.II**

What Good Responses Will Include

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

Northwest Ordinance (1787)

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

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Missouri Compromise (1820)

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

Acquisition of Mexican territory (1848)

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

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

Northwest Ordinance (1787)

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

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Missouri Compromise (1820)

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

Acquisition of Mexican territory (1848)

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

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

Northwest Ordinance (1787)

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

Missouri Compromise (1820)

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

Acquisition of Mexican territory (1848)

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

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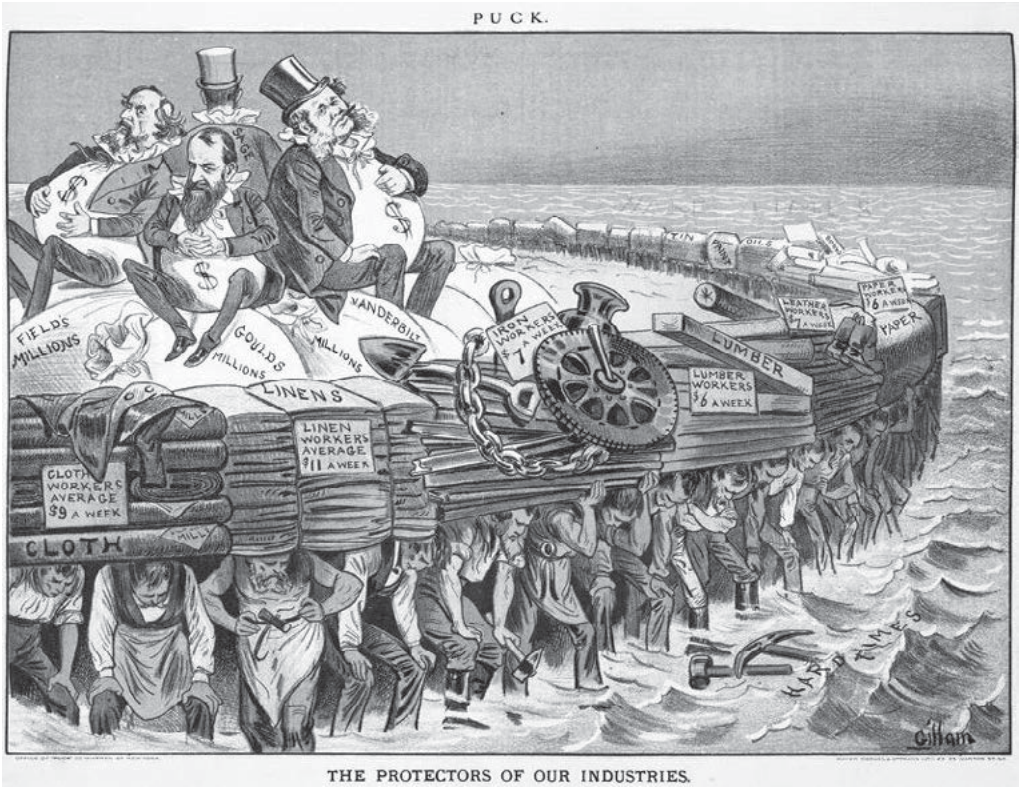

Courtesy of the Library of Congress, LC-USZC4-3108

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

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	Analyzing Evidence	**6.1.II**

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What Good Responses Will Include

A) A good response would present a brief explanation of the elements in the cartoon that express the artist's point of view on a particular economic topic.

- The artist expresses the view that businessmen are exploiting labor by depicting the businessmen as moneybags who are protecting themselves and their wealth from hard times by riding on the backs of low-paid laborers.
- The artist expresses sympathy for the plight of industrial laborers who toil mightily and for low wages to produce the wealth enjoyed by lazy capitalists and keep the tycoons insulated from hard times.
- The artist expresses the view that industrial capitalism is an exploitative and unfair system in which low-paid laborers work hard to build the basis on which wealthy capitalists lounge around, enjoying a life of luxury.

B) A good response would mention one specific development within the period 1865 to 1910 that supports the artist's viewpoint, such as:

- Management's use of armed strikebreakers such as Pinkertons to defeat labor in the Pullman and Homestead strikes
- The dramatic increase in the disparity of wealth between rich and poor through the late 19th century
- The rise of monopolies and trusts and other large corporate businesses such as Standard Oil or U.S. Steel
- The rise of newly rich businessmen such as Gould or Vanderbilt who lived lavish lifestyles

C) A good response would mention one specific development within the period 1865 to 1910 that challenges the artist's viewpoint, such as:

- The articulation of the "Gospel of Wealth" and the philanthropic efforts of Andrew Carnegie
- The benefits that an industrialized economy brought to many people in society through access to cheaper commodities, new technologies, and improvements in the standard of living
- The rise of a middle class composed largely of managers and professionals
- Efforts by the federal government to exercise some control and regulate industries, such as the Sherman Antitrust Act or the Northern Securities Case
- The rise of civic-minded organizations such as the National Civic Federation in 1900 that emphasized cooperation between labor and capital
- The increasing, even massive, number of migrants who chose to enter the United States in the late 19th and early 20th centuries

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

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

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

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

4. Using the excerpts, answer a, b, and c.

   (A) Briefly explain ONE major difference between Wiebe's and Sklar's historical interpretations.

   (B) Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Wiebe's argument.

   (C) Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Sklar's argument.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Interpretation	**7.1.II**

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What Good Responses Will Include

A) A good response would provide an explanation of one major difference in the interpretations presented in the excerpts, such as:

- Wiebe emphasizes that Progressivism was a broadly based middle-class movement, whose members desired to achieve their group's success, while Sklar emphasizes the role of women working in collaboration with grassroots reformers.
- Wiebe emphasizes that Progressives sought solutions that accepted the tenets of modern society and were bureaucratic in nature, while Sklar emphasizes the importance of a moral vision and the interactions of gender, class, and grassroots efforts to achieve greater economic equality.

B) A good response would provide an explanation of one piece of specific evidence — from the period 1880 to 1920 and not mentioned in the excerpts — that supports Wiebe's interpretation, such as:

- Municipal reforms, such as the city manager movement
- Calls for public control of municipal utilities such as electricity and natural gas
- Support for the prohibition of alcohol
- The creation of governmental regulatory agencies such as the Federal Trade Commission and a strengthened Interstate Commerce Commission
- Calls for municipal political reform through the use of the initiative, referendum, and recall
- Efforts to use principles of scientific management and efficiency to improve local and state governments

C) A good response would provide an explanation of one piece of specific evidence — from the period 1880 to 1920 and not mentioned in the excerpts — that supports Sklar's interpretation, such as:

- Support for women's rights, including woman suffrage
- Efforts to reform working conditions, especially with regard to child labor
- The establishment of settlement houses such as Hull House in Chicago and the Henry Street Settlement in New York to provide for the social and intellectual needs of immigrants
- The influence of Socialist writers such as Upton Sinclair and politicians such as Eugene Debs in pointing out economic inequalities in society
- The emergence of the Social Gospel movement as an impetus for social reforms
- The growing influence of "muckrakers" in journalism who exposed what they saw as evil and corruption in politics, the economy, and society in general
- Women's involvement in efforts to prohibit alcohol

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Section II

Part A: Document-Based Question

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

For the sample question shown below, the main historical thinking skill being assessed is **patterns of continuity and change over time**. The directions to students will explain the discrete tasks necessary to score well on this question.

Directions: *Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 40 minutes writing your answer.*

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

In your response you should do the following.

- *State a relevant thesis that directly addresses all parts of the question.*
- *Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.*
- *Supports the thesis or a relevant argument by accounting for historical complexity, relating diverse historical evidence in a cohesive way.*
- *Focus your analysis of each document on at least one of the following: author's point of view, author's purpose, audience, and/or historical context.*
- *Support your argument with analysis of historical examples outside the documents.*
- *Connect historical phenomena relevant to your argument to broader events or processes.*
- *Synthesize the elements above into a persuasive essay.*

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

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Document 1

Source: Southern African American folk saying, 1910s

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

Document 2

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

New Orleans, La., 4/27/17

Dear Sirs:

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

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

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Document 3

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

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

Document 4

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

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

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

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

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

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

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Document 5

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

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

Document 6

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

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

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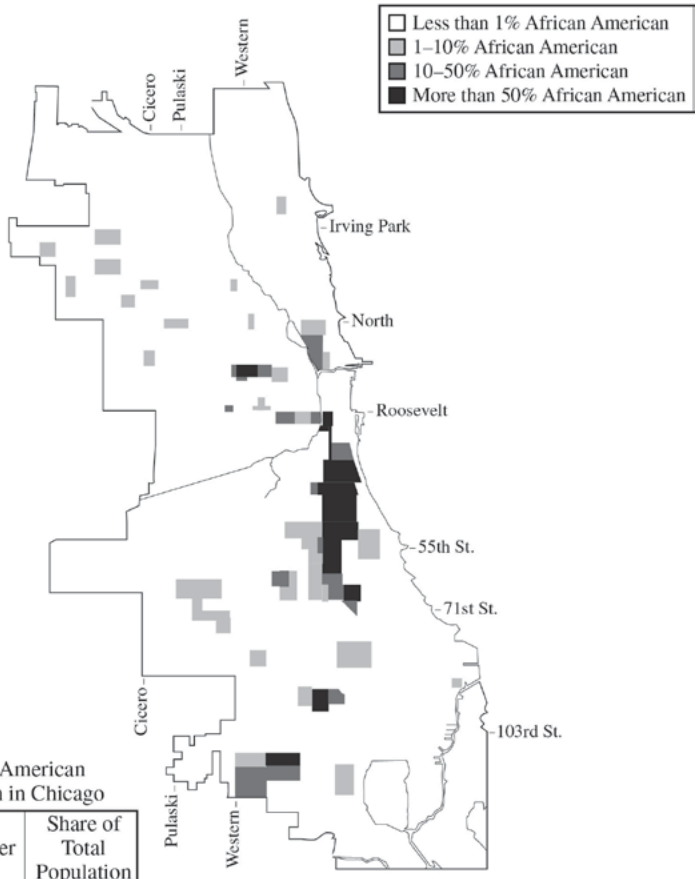
Document 7

DISTRIBUTION OF AFRICAN AMERICAN POPULATION IN CHICAGO, 1930



African American Population in Chicago

Year	Number	Share of Total Population
1910	44,103	2%
1920	109,458	4%
1930	233,903	7%

Learning Objectives	Key Concepts in the Curriculum Framework
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	**7.2.II**

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What Good Responses Will Include

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

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

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

A good essay would observe that the documents also reflect differences in point of view, audience, format, etc. Document 4 is intent on convincing African Americans to remain in the South, or to return there, for their own good. Since the newspaper is owned by whites and its audience is probably white to a large degree, the article might well reflect concerns about the negative economic effect that African American migration will have on the economic situation of Southern whites. Document 3 poses an explanation about why racial segregation in Northern factories is sometimes necessary. But the point of view of the writer, who is white and writing for an audience of industrial managers who are also likely white, raises important considerations in evaluating the document. A good essay will weave crucial observations such as these into the analysis that creates the overall historical argument.

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

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

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Part B: Long Essay Questions

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

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

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

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. **NAT-2.0** Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society. **POL-1.0** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	Patterns of Continuity and Change over Time, Argumentation, Use of Evidence, Synthesis	**3.1.II, 3.2.I**

What Good Responses Will Include

A good response to this question will support, modify, or refute the interpretation that the American Revolution was not revolutionary in nature. An essay **supporting** this interpretation would craft an argument using specific evidence that shows the American Revolution did not foster revolutionary change but instead maintained continuity. Although not required to do so, a good response might also acknowledge that the situation is nuanced and to some degree ambiguous. The essay might therefore

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contend that for the most part, the historical evidence supports the claim made in the question stem, while pointing out that some contrary evidence exists as well.

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

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

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

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

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

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

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

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

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed. **POL-3.0** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	Patterns of Continuity and Change over Time, Analyzing Evidence, Argumentation, Synthesis	**7.1.III**

What Good Responses Will Include

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

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

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

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

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

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

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

Additional questions, sample responses, and scoring guidelines can be found on AP Central.

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