

2024 APUSH Exam Strategic Review



Contents Include:

Key Concepts, Explicit Terms, Skill Review, Test Strategies, Sample Test Items, etc.

How to Use this Review beyond Mrs. Richardson's seminar:

1. Use the list of terms in each section to generate discussion. *This tool is very effective for study groups. If you use it alone, consider talking out loud (auditory can increase your processing and moving more to long term memory!)*
2. If you do not know the simple definition and/or historical context for any of the items, look them up! These are items you are likely to be DIRECTLY and SPECIFICALLY asked about.
3. Remember your skills... HOW will they test your understanding of each item? *Talk through cause/effect, similarities/difference, changes/continuities... consider contextualizing wherever possible.*
 - a. Causation
 - b. Comparison
 - c. Change Over Time
 - d. Contextualization
 - e. Interpretation
 - f. Argumentation
 - g. Use of Evidence-Document Analysis

On Test Day... Arrive early to the test location, **eat a good breakfast** (don't set yourself up for sugar crash), sit and talk with your peers about any last minute topics or skills. Consider bringing chewing gum and/or mints in addition to a drink/snack for the 10 minute break

Be confident and take the opportunity to show off what you know and how skilled you are at analyzing documents and history!

Know What to Expect, and Set Strategic Goals!

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

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

Part 1 of the exam:

55 stimulus based multiple choice in 55 minutes = 40% of exam score

Three stimulus based short answer questions in 40 minutes = 20% of exam score

Part 2 of exam: 100 minutes for three questions – you must manage your time!

DBQ = 25% of exam score

LEQ = 15% of exam score

Section I Part A: 55 Multiple-choice questions in 55 minutes = 40% of total score (*Recommended goal ... AT LEAST 35 of the 49 scored... 70% CORRECT*)

Remember... if you hit a question or set of questions that you do not know... do your best to make an educated guess and move on. Don't lose confidence... you do not have to get them all correct, so don't let yourself get stuck in high school "A" mindset.

Multiple Choice Questions -- TIPS

1. **Read and analyze the document carefully.** Don't assume you know what it's about just by reading the first few lines or by looking at the title. Pay attention to details such as author, date, etc. Connect to what you know and don't miss important clues by ignoring sources or only skimming documents. *All of your multiple choice questions will be grouped with a document. Most will address the document in some way, but you may have a few questions that can be answered independently.*
2. **Read the question carefully and more than once.** Identify the **skill, the theme, and the era.** *If you understand what is being tested it may help you eliminate choices.*
3. **Pay more attention to the documents and the questions than you do to the answers.** *(most students spend the majority of their time on the answers and often miss the significance of the document, the skill being tested, or the purpose of the question)*
4. **Don't over-analyze!** They are not trying to trick you.
5. **Don't change your mind!** *The odds are against you. Go with your first choice!*
6. **Bubble as you go!** *Many students wait until the end, and when time is called you cannot continue to bubble.*
7. There is **no guessing penalty.**
8. **If you have extra time, brainstorm & brain dump... what eras/events were NOT on the multiple choice? The SAQs and Essays will not overlap topics!**

Section I Part B: 3 Short-answer questions in 40 minutes = 20% of total score (*Recommended goal ... AT LEAST 2/3 of the possible points... goal of 70% CORRECT*)
Two short answer questions will have a document. (stimulus based) The third one will not, and you will have a choice between two.

Section II: DBQ and LEQ: Question #1 in this section will be the DBQ. You will complete that first before moving to the last two SAQs. You cannot go back, so you must answer the questions in order. **100 minutes for all three questions including DBQ.** Don't spend more than 60 minutes on DBQ. The last two SAQs may only be worth 14% of your score... but earning those points may be the difference between passing and failing!

Short Answer Questions --TIPS

On the AP exam, only the last SAQ without documents. At least one SAQ will have two documents (interpretation) and the other will be graphic, image, chart. Question 1: periods 1491-1980 with primary source, Question 2: periods 1754-1980 with a map, Question 3: 1491-2001 with an image, Question 4: 1754-1980 with chart/table/graph, Question 5: 1754-1980 with secondary sources

1. **Read the questions carefully and more than once.** Identify the **skill** and **topic**. If the topic does not have a document, contextualize it. If there is a document, analyze context, point of view, purpose, and/or audience. This step will help you **connect to what you know!** Jot down any term, person, or event that comes to mind as you break the document and question down.
2. **Plan your answer before you write!** You have approximately 10-15 minutes per SAQ. **If you have document(s), remember to analyze carefully and make sure your answers go beyond the obvious! If it's obvious... it's not analysis! Make sure each answer has one piece of specific evidence or analysis that goes beyond the obvious!**
3. Write in **complete sentences**, and **separate your answers** (Don't treat it as one paragraph... approach it as three separate answers).
4. **ATFP! And use the lingo from the prompt! This will help ensure you Address The Full Prompt!**
5. **EXPLAIN HOW OR WHY!** It's not an essay... make concise points... but you must explain how or why... each answer will likely need two sentences... the second one including your explanation.
6. **If it says "ONE" ... ONLY discuss ONE!** If you talk about three things, and one is incorrect and two are correct... you won't get the point! **POINTS ARE ALL OR NOTHING!**

Section II

Timing your DBQ... Spend the first 10-15 minutes in part 2 minutes reading and planning your DBQ... if you start writing too quickly you may end up story-telling or not addressing the prompt. **MANY students score very low on essays, because they don't ATFP! Make sure you clearly and fully understand your purpose! Identify and target the skill!**

Planning Your DBQ in 4 Strategic Steps

1. **Read the prompt not once, not twice, but thrice!** Make sure you understand the entire prompt, and make sure you identify the skill. Make note qualifiers and categories. Make sure you understand your purpose and avoid going down the path of worthless story-telling!
2. **Read and analyze the documents.** *As you do this, Ask yourself, "How does this document answer the question?"* Describe the document and explain how it relates to the overall topic ...**Make inferences** --identify the context/topic/event-- and **determine how the document can be used as a piece of evidence to defend an argument.** If the prompt provides categories, use them when grouping your documents. Otherwise simply determine how the document can be used to address the prompt. **If a document confuses you... skip it...** it's not worth wasting your time. Use the template to organize your thoughts. **You'll use these notes to help you**
3. **When you finish analyzing the documents, brainstorm one to three pieces of evidence NOT given to you in the documents and NOT inferred from a document.** Ask yourself what is missing or what could be added. *How many pieces you have will help you determine which points to target!*
4. **Now... plan on which points you will target! Be strategic!** You don't need all 10 points to earn a 5 on the exam! You want at least six but shoot for seven if you have the time.

... then start writing...

College Board Directions for the DBQ (what you will likely see on the AP exam will not be identical to what I have here)

You are advised to spend 10 minutes reading the documents and 35 minutes writing. Note: You may begin writing your response before the reading period is over. Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:**
Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.
- **Contextualization:**
Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the questions.
- **Use of Evidence:**
Describe at least three of the documents to address the topic of your essay, and use those descriptions to defend an argument.
Utilize the content of at least four of the documents to support the stated thesis or a relevant argument.
Provide one example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Analysis and Reasoning:**
Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least two of the documents, and use that analysis to defend your argument.
Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

On the AP exam, you will NOT be provided with a rubric. Use the directions as a checklist OR use the template provided! Strategically target each point.

A CAUSATION PROMPT WILL INCLUDE WORDS LIKE “REASONS FOR,” “CAUSES,” RESULTS OF,” “IMPACT OF,” OR OTHER WAYS TO ASK ABOUT CAUSES AND EFFECTS... KEEP IN MIND... IT WILL NOT INCLUDE THE KEY WORDS FOR THE OTHER THREE!

Don't use up all of your time and miss out of valuable points from the last two SAQs! Aim for 60 minutes on DBQ!

More on Contextualization...

[1 or 2 sentences from Prelude is your best strategy! Remember you are setting the scene!]

The best strategy for contextualizing...

1. Start with a simple definition of the topic from the prelude (before the parameters of essay),
2. then go broad by linking it to a theme or general development in the era...
3. IF your topic is not obviously relevant or from the prelude... add a linkage statement... **“This relates to (topic) because...”**

TIPS:

- A. **Go Broad!** Go beyond the topic of the prompt, making a connection to an overarching theme or development that is relevant to the topic.
- B. **Do Not Defend Your Thesis!** The purpose of contextualization is to show understanding of overarching themes and developments from the time period or in reference to the topic. Your purpose here is NOT to defend your thesis. Don't mention your thesis in these sentences.
- C. **Evidence!** You need at least ONE piece of specific, outside evidence not found in the documents within your contextualization.
- D. **You are the Historian!** Do not say, “historians would characterize this era...” YOU are the historian. Do not say, “some may say...” We don't care about the mysterious “some,” we only care about your ability to analyze history!

2023 Updated Rubrics

2023 Changes to the LEQ Rubric:

What has stayed the same?

Basically everything...

- Thesis, Contextualization,
- Two Pieces of Evidence to support argument,
- Analysis/Skill, Complexity

What is your BEST bet?

What has changed?

More ways to earn the unicorn!

SAME

NEW!

Demonstrates a **complex understanding** of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence. **Aim for TWO methods.**

To earn the second point, the response must demonstrate a complex understanding through sophisticated argumentation that is relevant to the **prompt**. This can be accomplished in a variety of ways, such as:

- Explaining **multiple themes or perspectives** to explore complexity or nuance.
- Explaining **multiple causes or effects, multiple similarities or differences, or multiple continuities or changes.**
- Explaining **both cause and effect, both similarity and difference, or both continuity and change.**

Address both sides of the skill!

- Explaining relevant and **insightful connections** within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. **Ping-Pong!**

A response may demonstrate a complex or nuanced understanding through **effective use of evidence** relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:

- Explaining how **multiple pieces of specific and relevant evidence (at least four)** support a nuanced or complex argument that responds to the prompt.
- Using evidence effectively to demonstrate a sophisticated understanding of **different perspectives** relevant to the prompt.

This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.

DBQ Rubric What's Changed?

THESIS → SAME

CONTEXTUALIZATION → SAME

STEP 1/DESCRIPTION → SAME

STEP 3/DOCS AS EVIDENCE → FOUR INSTEAD OF SIX

EBD → SAME

STEP 2/HIPP → TWO INSTEAD OF THREE

UNICORN → SLIGHTLY DIFFERENT WORDING BUT ESSENTIALLY THE SAME WITH NEW OPTIONS INCLUDING USING ALL SEVEN DOCUMENTS TO DEFEND ARGUMENT OR HIPPING FOUR DOCS

DOCUMENT BASED QUESTION (DBQ) Rubric, 7 possible points

<p>THESIS/CLAIM (1 point) Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. STEP!</p>
<p>CONTEXTUALIZATION (1 point) Describes a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference. Clearly link your contextualization to the topic of the essay!</p>
<p>EVIDENCE (3 points) Using Evidence FROM the Documents: Uses the content of at least three documents to address the topic of the prompt. To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. Make sure you explain its relevance to the topic of your essay! Supports an argument in response to the prompt using at least four documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least four documents. In addition, the response must use the content of the documents to support an argument in response to the prompt. Close the loop!</p> <p>Evidence Beyond the Documents: Uses at least ONE additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</p>
<p>ANALYSIS AND REASONING (3 points) For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. HIPP at least three! To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt, through sophisticated argumentation and/or effective use of evidence. A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance. Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes. Explaining both cause and effect, both similarity and difference, or both continuity and change. Address both sides of the skill! Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. Ping-Pong! A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Effectively using seven documents to support an argument that responds to the prompt. Explaining multiple themes or perspectives, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt. (HIPPING) Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</p>

KEY CONCEPTS, TERMS, OBJECTIVES, AND STRATEGIES

PERIOD 1

1491 = one year before major turning point of Christopher Columbus's "discovery" of America; this year represents the Pre-Columbian Era and all of the societies that developed over thousands of years.

1607 = Jamestown, first permanent English colony in the America's (prior to this, the colony of Roanoke failed/disappeared), major turning point representing the beginning of English settlement and eventual domination of North America

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.

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.

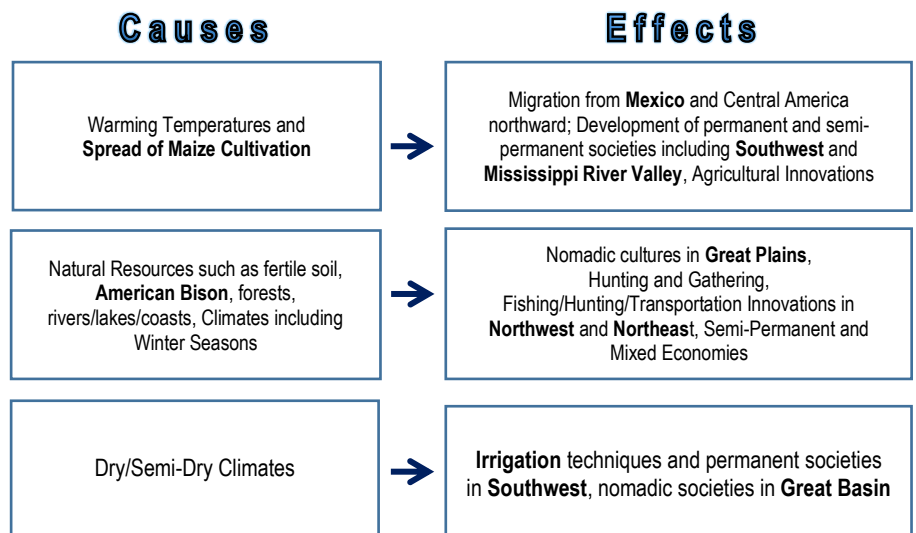
GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

Maize cultivation

Mexico	American Southwest
Great Basin	Great Plains
Northeast	Mississippi River Valley
Northwest	Atlantic seaboard
California	

What caused internal migration of Native Americans in the America's prior to European settlement?

How did the geography and environment impact the development of Native American communities?



Historical Causation – Remember you don't want to just explain how one variable led to another... you also want to be able to evaluate (GIVE VALUE). Which one was the **MOST** significant? Are they long term or short term causes or effects?

Can you identify the Native American cultural regions and provide an example of how Natives adapted to their environment?

Northwest and California (including the Chinook): wet and cool climate, fishing and whaling, hunting and gathering, developed tools such as nets and spears for hunting and fishing, bears, moose, elk, lived in longhouses made of wood, permanent and semi-permanent settlements California dryer and warmer with lots of fishing and hunting

Mississippi River Valley (including the Mississippian mound builders and empire of Cahokia) hunting, agriculture, complex religion, political systems, gender roles, social hierarchy, mound builders, permanent villages with agriculture and trade, cleared land for agriculture

Northeast and along Atlantic seaboard - Eastern Woodland Indians (including the Iroquois, Pequot, and Wampanoag in the north and The Powhatan, Cherokee, and Seminole in the south) Forests, deer, fishing, mixed agriculture and hunters, bow and arrow, canoe, permanent and semi-permanent, some matrilineal, some with political and trading alliances among tribes

American Southwest - (including Anasazi, Apache, and Pueblo): Anasazi were ancestors of the Pueblo, cliff dwellers, farming, irrigation, maize, complex religion and culture, their descendants are the Pueblo, adobe structures, warm climate, few trees



Great Basin?

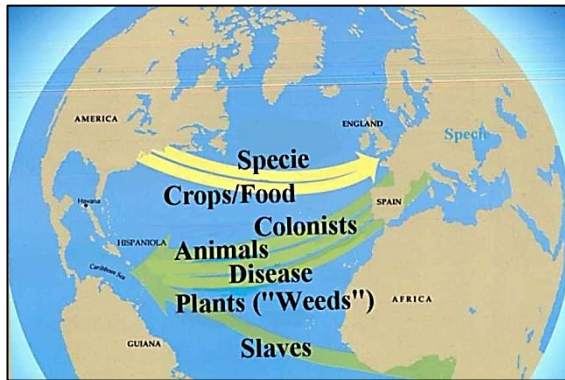
Great Plains?

Mexico?

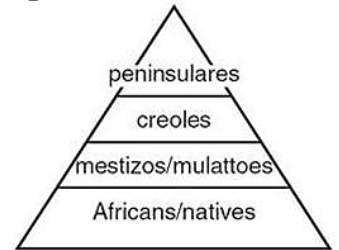
Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

- 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-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.
- 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.
- 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-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.

European expansion
Western Hemisphere
European nations
Worldviews
New World
Christianity
Columbian Exchange
Europe
Americas
Feudalism
Capitalism



Maritime technology
Joint-stock companies
Spanish Empire, Spanish exploration
Encomienda system
Native Americans
European traders
West African groups
Slavery
Caste system
European encroachments



Contextualization—Skill Review

Prompt: Compare and Contrast the development of Spanish and English colonies in North America.

Local Context *Start by simply defining your topic or era... who/what/when/where... make sure you have at least one piece of specific evidence...AND LINK IT!*

Example: *During the Colonial Era both Spanish and English empires developed colonies in North America.*

Historical Themes

- Migration (Internal and International)
- America in the World (foreign policy)
- Geography & Environment
- Politics and Power
- Identity (national and groups)
- Economics (work, exchange, technology)
- Society and Culture

Broad Context

Next, describe the “big picture” or theme of your topic or era... Combined with your local context, your contextualization should be at least four sentences...

Example: *This era witnessed massive changes for the environment and people of North and South America as the Columbian Exchange introduced new animals, plants, and diseases.*

Connecting to other eras...

Example: *The Native American population dropped dramatically due to the development of Spanish and English colonies as these two empires came to dominate much of the New World. This decline continued into the nineteenth century as migration and warfare continued. In the United States the Native population was also subjected to a Reservation System which threatened their culture and attempted to force them to assimilate. In both eras, Native Americans were negatively impacted the development of colonies and then the expansion of new nations such as the USA. This relates to the topic of colonies, because it began a long history of encroachment and White domination.*

Period 2, 1607 -1754

1607 = Jamestown, first permanent English colony in the America's (prior to this, the colony of Roanoke failed/disappeared), major turning point representing the beginning of English settlement and eventual domination of North America

1754 = The Seven Years War (French and Indian War) began in 1754, a war between the French & their Indian allies and the English and colonists for domination of North America (land, fur trade, resources, power; extension of European conflict/competition)

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.

(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.

(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.

(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.

(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 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.

Compare and contrast the development of different colonial regions. Consider motivations for settlement, interactions, geography, economic development, political systems, culture, and identity.

Spanish

French

Dutch

British

Native populations

Christianity

Enslaved and free Africans

Spanish colonial society

French and Dutch

Europe

English colonization efforts

Female British migrants

European migrants

17th century

British colonies

Atlantic coast

The Chesapeake

North Carolina

Tobacco

New England colonies

Puritans

Middle colonies

Colonies of the southernmost

Atlantic coast

British West Indies

Plantation economies - staple crops

Enslaved Africans

Self-governing institutions

Colonial legislatures

Southern colonies

Elite planters

Elected assemblies

European rivals

American Indians

Atlantic economy

Epidemic diseases

European leaders

Colonists

British North America

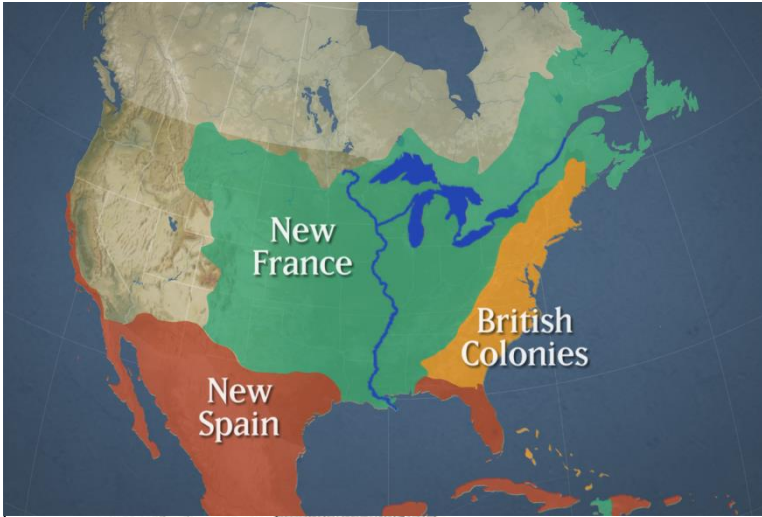
Metacom's War (King

Philip's War) in New England

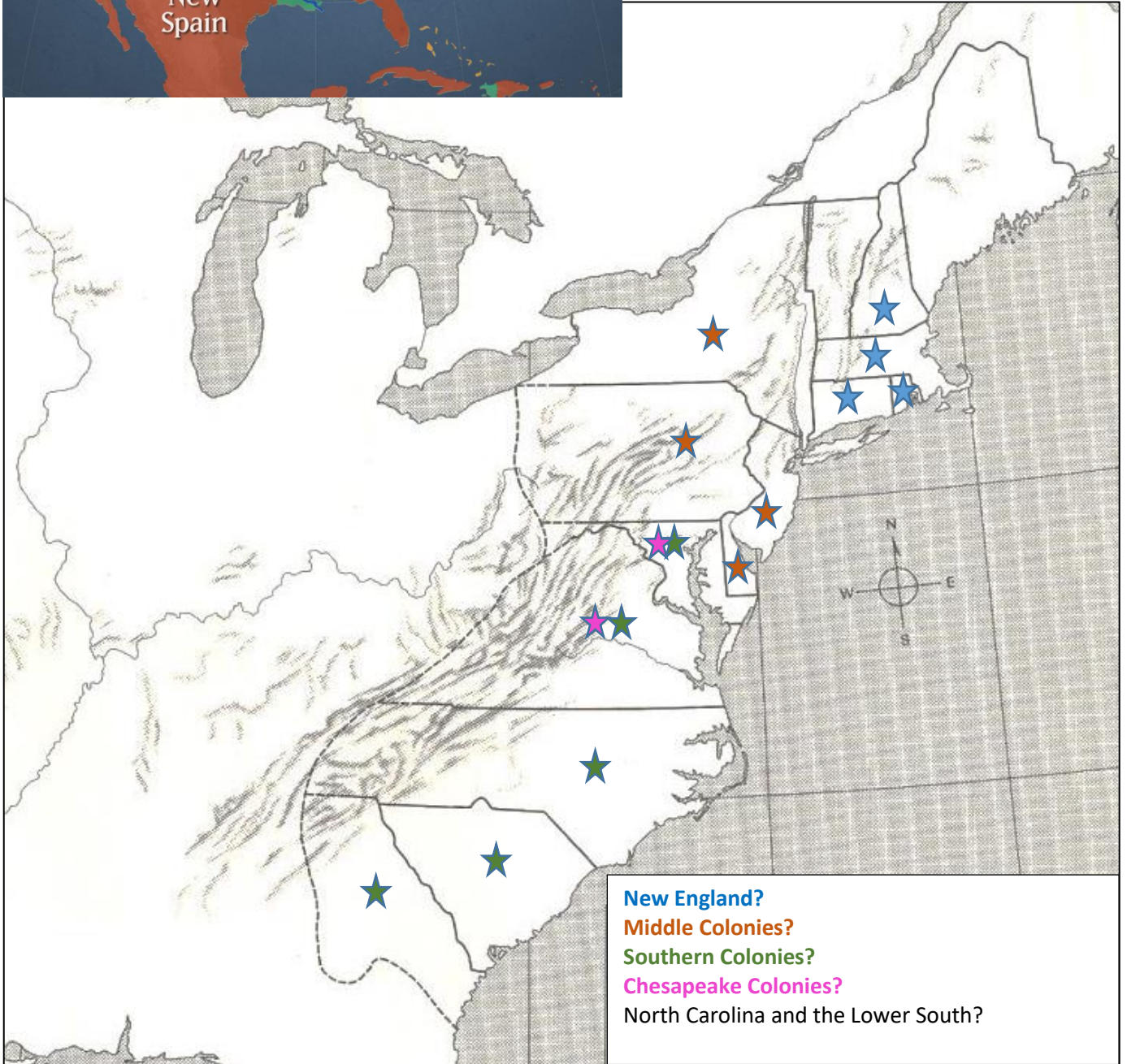
Pueblo Revolt

American Indian culture

Southwest



Make sure you know the Colonial regions!



- New England?**
- Middle Colonies?**
- Southern Colonies?**
- Chesapeake Colonies?**
- North Carolina and the Lower South?**

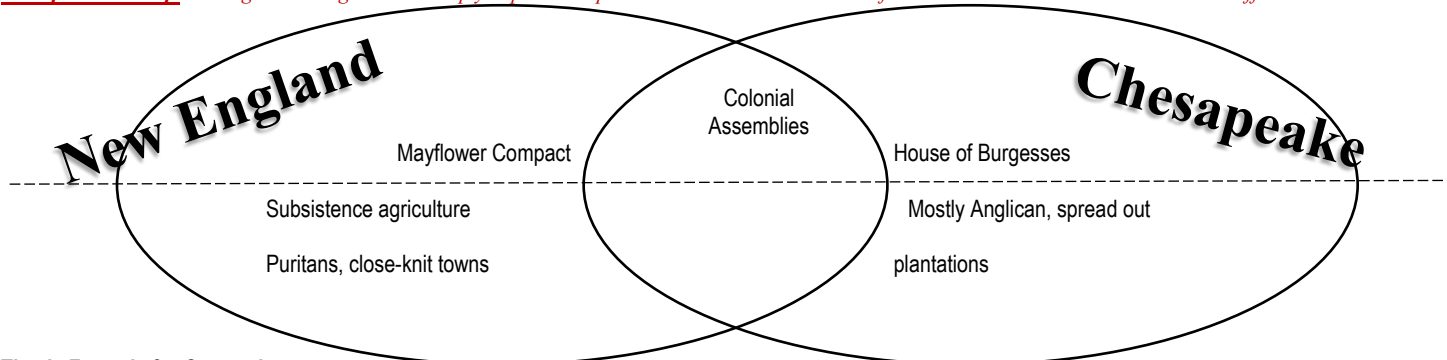
Comparison – Similarities and Differences

Compare New England to the Chesapeake!

Sample Prompt: Compare and Contrast the political and economic development of New England colonies with the Chesapeake colonies.

(the 2021 DBQ will come from 1754-1980... but at least one SAQ is likely to be comparison from this era!)

Comparison Tip: Using Venn Diagrams can help you plan a response... remember to determine if there are MORE similarities or MORE differences!



Thesis Formula for Comparison

Complex: Although X, Y because AB.

What similarities and differences are there between/among two or more things, are there more similarities or differences, and why, account for those similarities or differences?

X = more similar or different, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = similarities or differences between the two things linked to your Y, broken up into organizational categories (topics of your 2nd and 3rd body paragraphs)

Y = your assertion statement (with any additional analysis depending on complexity of prompt)

Simple: Restate the Prompt, take a stand on the qualifier, and provide a line of reasoning

Sample Thesis: Although New England and Chesapeake colonies had some similarities such as both having colonial assemblies with similar political development, the two regions had more differences because of their economic development.

Sample set from College Board's 2015 Practice Test

Questions 43 - 44 refer to the excerpt below.

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

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

43. The excerpt would be most useful to historians as a source of information about which of the following?

- (A) The interaction of English colonial settlers with native populations in the early seventeenth century
- (B) The harsh realities of life in the early seventeenth-century American colonies, including illness, high mortality rates, and starvation
- (C) The role that appeals and advertising played in encouraging men and women to participate in colonization efforts
- (D) The nature of master and apprentice relationships in England in the early seventeenth century

44. Which of the following was a major contrast between the New England colonies and the colonies of France?

- (A) The New England colonies were based on both agriculture and commerce.
- (B) The French settled more often in cities and towns.
- (C) The French had more conflicts with American Indians.
- (D) New England developed a less rigid racial hierarchy.

Colonial comparison questions are frequent flyers!

Multiple Choice Tips:

-Don't ignore the source! Notice the year, 1616... this is BEFORE Plymouth, so "New England" is actually Virginia!

-Remember to spend more time on the documents and the questions than you do studying the answer choices. One little word in a question can be the difference between understanding and misunderstanding a question!

-Some questions are testing your ability to interpret and comprehend a document. #43 requires interpretation and application. When you analyze documents, use your HIPP skills and also think about major themes such as economics or culture.

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.

(NAT-1.0) Explain how ideas about democracy, freedom, and individualism found expression in 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-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-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.

(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.

Sample Prompt: Support, refute, or modify the following statement: “British mercantilism, Anglicization, and the trans-Atlantic print culture strengthened the bond between Great Britain and its North American colonies from 1607-1754.

British colonies

European religious and ethnic groups

Pluralism

First Great Awakening

European Enlightenment ideas

Anglicization

Autonomous political communities

Trans-Atlantic print culture

Protestant evangelicalism

British government

North American colonies

Imperial structure

Mercantilist economic aims

Colonists

American Indians

Imperial policies

Atlantic slave trade

English colonies

Indentured servants

Small New England farms

**Plantation systems of the Chesapeake and
the southernmost Atlantic coast**

West Indies

Chattel slavery

Southern colonies

New [slave codes] laws

Africans

Period 3, 1754-1800

1754 = *The French and Indian War [Seven Years War] started in 1754. This war ended in 1763 and marked the end of salutary neglect. Rebellion and revolution ensued, leading to independence.*

1800 = *The election of 1800, sometimes called the “Revolution of 1800” was the election of Democratic-Republican, Thomas Jefferson. A peaceful exchange of power from the Federalist Party [President John Adams] to the Democratic-Republican Party was revolutionary and illustrated a two-party system that did not result in civil war or destruction of the ideals of the new republic.*

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.

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.

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.

Explain the causes and effects of international and internal migration from 1754-1800.

In what ways did English and French competition and conflict impact the development of North America?

Evaluate the reasons for and the results of colonial rebellion.

British

French

American Indians

North America

Seven years’ War (the French and Indian War)

Colonial rivalry [French and English]

British colonies

Interior of North America

French–Indian trade networks

American Indian autonomy

Imperial efforts to raise revenue and consolidate control over the colonies [New Imperial Policy]

Imperial officials’ attempts to prevent colonists from moving westward [Proclamation Line of 1763]

Colonial opposition

Native groups

Europeans

Encroachments

Self-government

British imperial efforts

Colonial independence movement

War with Britain

Imperial struggles

Taxes

Colonial leaders

Enlightenment

American Revolution

American independence

Benjamin Franklin

British military occupation

Patriot movement

Loyalist opposition

Continental Army

George Washington’s military leadership

European allies

...wars are heavily tested...

...consider causes and effects, wars as turning points, and CCOT for foreign policy...

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.

Evaluate the results of Great Britain's new imperial policy from 1763-1783.

What is the skill being tested?

How do you target this skill?

LC & BC. Although X, Y because AB.

What are the major causes or consequences of "event" and what were the most important causes or consequences of "event"?

LC & BC= local context, then broad context

X = least important cause or consequence, with an explanation why – linked to a theme or organizational category which will also be topic of first body paragraph
A, B = 2 most important causes / consequences linked to Y, explanations why, broken into organizational categories (topics of your 2nd and 3rd body paragraphs)
Y = your assertion statement (with any additional analysis depending on complexity of prompt)

How to Reference the Documents in the DBQ Body Paragraphs

DO NOT quote the documents. Go Beyond the Obvious! GBO!

It is okay to have separate paragraph for each document, or you may group them. You *cannot* group them in order to *generalize* any one step, however.

Step 1: Describe the document... GO BEYOND THE OBVIOUS AND DON'T QUOTE. You can say "Document 1..." or use the name of the document.

Then... explain how it relates to the main topic of your essay. Do this for at least three documents.

"Document # ___ shows/explains...."

This document relates to _____ because..."

Step 2: Use the HIPPA strategy to analyze the documents. Choose three to thoroughly source, even though you only need two according to the rubric. Remember you only need *one* of the HIPPA. **Then... explain how or why the HIPPA relates to your argument/thesis. (CLOSE THE LOOP)**

GO BEYOND THE OBVIOUS and explain how or why it is relevant to the argument. **Tip: USE THE LINGO!**

"The _____ of document # ___ was.... because...." This is relevant to the argument that ... because..."

Step 3: Apply your analysis to your essay. How does each document support your thesis or support an opposing view? To get this point you must use *at least four* of the seven documents AS EVIDENCE to support your X or Y. I recommend you use all seven in case you don't get credit for one. **Start with step 1** (description and explanation of how it relates to the topic), and then **CLOSE THE LOOP. If the document is one of the four you HIPPAed, then start with steps one and two, and then close the loop.**

"Therefore, document # ___ supports the argument that ... because...."

Document 2 – Map of Western Lands... Your turn! 3-Step Strategy!

Document 2 shows...

This relates to the topic of imperial policy because...

The _____ (choose one of the HIPPA) of Document #2 was... (go beyond the obvious, don't describe of quote). This supports the argument that _____ because... (thoroughly explain how the document AS A PIECE OF EVIDENCE defends your argument).

Therefore... close the loop clearly using the document as a piece of evidence to defend thesis!

Source: Letter from the Rhode Island Assembly to Congress (November 30, 1782) From the 1985 released exam

"Sir: In obedience to the direction of the lower house of assembly of this State, I enclose their unanimous resolution [to reject] the recommendation of Congress, respecting an impost on imported goods, &c. and to state some of [their] principal reasons. . . .

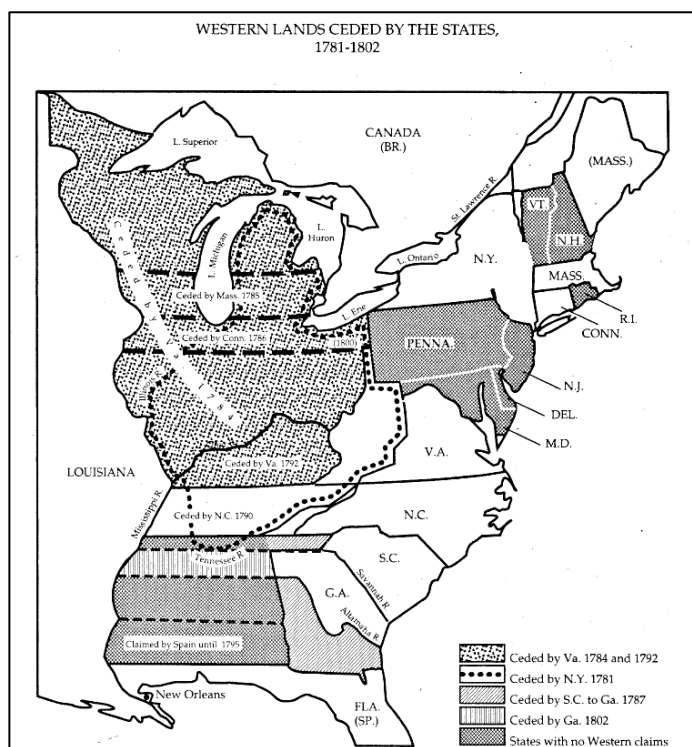
"1st. Because it would be unequal in its operation, bearing hardest on the most commercial states, and so would press peculiarly hard upon this State, which draws its chief support from commerce:

"2dly. Because it proposes to introduce into this and the other states, officers unknown and unaccountable to them, and so is against the constitution of this State: and

"3dly. Because, by granting to Congress a power to collect moneys from the commerce of these states, indefinitely as to time and quantity, and for the expenditure of which they are not to be accountable to the states, they would become independent of their constituents; and so the proposed impost is repugnant to the liberty of the United States."

Sample thesis: "Although British imperial policies following the French and Indian War resulted in taxes and other acts which impacted the colonies by inspiring rebellion and a war for independence, the most significant results regarding those policies were the effects they had on rebellion, independence, and the Articles of Confederation.

Sample using a document to defend an argument: Document 1 is a letter to Congress outlining Rhode Island's views on the Articles of Confederation. This relates to the topic of Britain's new imperial policy, because the young United States was trying to create a very weak government and prevent tyranny as they experienced under the British. The point of view in the 1782 Letter to Congress (Doc. 1) was that the new United States government being debated at the time should not have the power to tax. This view dominated among Americans. This supports the argument that Britain's new imperial policy had a large impact on American politics because the new government was so weak because of the experiences under those imperial policies.



TIPS ON DOCUMENT POINT – DESCRIBING DOCUMENTS

- A. **Describe at least three (shoot for four) and Link to the Topic!** After you describe the document with one solid, complete sentence... **LINK IT** by saying, "This document relates to the _____ (topic-not thesis) because..." Make sure you explain how or why it relates.
- B. **Don't Quote! Go beyond the obvious** and try to insert some sort of inference. This doesn't have to be high level analysis but don't just say, "Document one says that (insert quote)."
- C. **After you describe and relate to topic... add a third sentence closing the loop. This is new for 2020!**

TIPS ON DOCUMENT POINT – HIPPIING

- A. **Go Beyond the Obvious!** If you are simply pulling words from the source title or its contents, you are not analyzing. You must show the reader that you are INTERPRETING the document.
- B. **Use the Lingo!** Use the lingo from the four HIPP choices.
 "The historical context of document 1 was..."
 "The author's purpose in document 1 was..."
 "The author's point of view in document 1 was..."
 "The intended audience for document 1 was..."
- C. **Link to X or Y in your thesis!** Don't just HIPP... add a sentence explaining how it is relevant to your thesis (your X or your Y). Say, "This context/purpose/POV/audience is relevant to.... Because..."
- D. **Don't forget to explain HOW or WHY.** You want to show the reader HOW you figured out the HIPP. If you insert a quote to show how you figured it out, make sure the quote is very brief. Remember, quoting is bad form!
- E. **Don't Repeat Yourself!** You can use the same HIPP for multiple documents, but you cannot say the same thing. Do NOT group and summarize. HIPP individually! Also make sure you do not have a replica statement addressing multiple documents. There is no double-dipping when it comes to skill points.

TIPS ON DOCUMENT POINT – USING 4 TO DEFEND THESIS

- A. **No Grouping!** Do NOT group documents and then generalize how they defend your thesis. The only exception to this is if you are running out of time and have done all three steps for three documents. In that case, grouping three more and generalizing MIGHT help you get the point.
- B. **Don't Oversimplify!** Make sure you are clearly explaining the significance of the document as you defend your thesis. You cannot simply say, "Therefore document 1 supports the argument..." You must explain HOW or WHY in a sophisticated way.
- C. **Close the Loop!** There is no point in analyzing the documents if you are not fulfilling the purpose. The purpose of the essay is to present and DEFEND a thesis.
- D. **Don't Substitute the document for the topic of the essay!** Remember you are evaluating similarities and differences (comparison essay), continuities and changes (CCOT essay), or causes and effects (causation essay). Apply the skill to the topic in the prompt, NOT the topic of the document.
- E. **Don't sacrifice the first two document steps and points in order to go after this point!** This point is difficult to earn. Ensure you do NOT oversimplify steps 1 and 2.

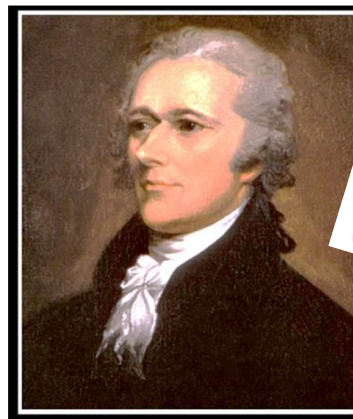
Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

NAT-1.0: Explain how ideas about democracy, freedom, and individualism found expression in 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.
 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.
 POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
 POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.
 WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.
 WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
 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.

Revolutionary cause
Enlightenment ideas
Individual talent
Hereditary privilege
Religion
Liberty
Republican forms of government
Natural rights
Thomas Paine's *Common Sense*
Declaration of Independence
American Revolution
Abolition of slavery
Political democracy
State and national governments
Women's participation in the American Revolution
Women's appeals for expanded roles
"Republican motherhood"
Republican values / ideals
American political culture
France
Haiti
Latin America
Independence movements
American political leaders
State constitutions
Legislative branch and Property qualifications
Articles of Confederation
Constitutional Convention
Federalism
Separation of powers
Three branches
Representation of slave states [3/5 Compromise]
Prohibition of the international slave trade after 1808 [Slavery Compromise]

Anti-Federalists
Federalists
Federalist Papers
Alexander Hamilton
James Madison
Bill of Rights
Federal government
National culture
Political institutions
United States
George Washington
John Adams
Political parties
Federalists
Alexander Hamilton
Democratic-Republican Party
Thomas Jefferson
James Madison
Expansion of slavery
Deep South
Western lands
Antislavery sentiment
Regional attitudes
National identity
Art, literature, and architecture

Alexander Hamilton!



DUEL AARON BURR
THEY SAID...
IT'LL BE FUN
THEY SAID...
NOW DBQS ARE FUN!

Federalist Papers & Federalists
 Arguments for Constitution...
 (Can you compare Anti-Federalists to Federalists?)
 Hamilton's Financial Plan and the formation of the First Two Party System...
 (Can you compare Federalists and Dem.-Reps.?)

Rebecca Richardson, Allen High School

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

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.

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

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.

Competition for resources

Shifting alliances (Indian tribes, Europeans, U.S.)

Cultural blending

American Indian groups

Migration of white settlers

Tribal lands

Natural resources

British alliances with American Indians

Tensions between the U.S. and Britain

[Westward migration]

Frontier cultures

Social, political, and ethnic tensions

Settlers

Northwest ordinance

Northwest Territory

Slavery

Public education

Statehood

Relationship between the federal government and American Indian tribes

Treaties

American Indian legal claims

Spanish

Bonded labor of the local American Indians

Mission settlements into California

Social mobility among soldiers

Cultural blending

European powers in North America

United States

Diplomatic initiatives

British and Spanish presence in North America

U.S. settlers

Appalachians

Mississippi River

War between France and Britain

French Revolution

Free trade

Foreign policy

George Washington's Farewell Address

Political factions

Permanent foreign alliances

Questions 30 - 33 refer to the excerpt below.

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

George Washington, Farewell Address, 1796

30. The concerns expressed by Washington were a response to the
- (A) debate over the proper treatment of American Indian tribes in the trans-Appalachian West
- (B) dispute over the possibility of annexing Canada from Great Britain
- (C) controversy regarding support for the revolutionary government of France
- (D) conflict with Great Britain over the treatment of American Loyalists
31. The ideas expressed in Washington's address most strongly influenced which United States foreign policy decision in the twentieth century?
- (A) The establishment of the United Nations in 1945
- (B) The formation of the NATO alliance between the United States and Western Europe in 1949
- (C) The refusal to join the League of Nations in 1919
- (D) The oil embargo against Japan in 1941
32. Which of the following groups most strongly opposed Washington's point of view in the address?
- (A) Democratic-Republicans
- (B) New England merchants
- (C) Southern plantation owners
- (D) Federalists
33. Most historians would argue that the recommendations of Washington's address ceased to have a significant influence on United States foreign policy as a result of
- (A) westward expansion in the nineteenth century
- (B) support for Cuban revolutionaries in the Spanish-American War
- (C) Woodrow Wilson's support for international democratic principles during the First World War
- (D) involvement in the Second World War

Questions clearly linked to the Content Outline! The Content Outline is your friend!

**Explicit Proper Nouns...
Good Clues for
Central Topics on the Exam!**

Period 4 Content Outline, 1800-1848

1800 = Revolution of 1800 (election of Thomas Jefferson and peaceful exchange of power from Federalist Party, John Adams, to Democratic-Republican Party.

1848 = Seneca Falls, the beginning of the women's movement

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

NAT-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-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.

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.

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.

Participatory democracy [universal white male suffrage]

Political parties

Tariffs

Powers of the federal government

Relations with European powers

Supreme Court decisions

Primacy of the judiciary [judicial review]

Constitution

Democrats

Andrew Jackson

Whigs

Henry Clay

National bank

Federally funded internal improvements

Slavery

Economic policy

Modern democracy

New national culture [American elements, European influences, and regional cultural sensibilities]

Democratic ideals

Democratic and individualistic beliefs

Rationalism

Market revolution

Social and geographical mobility
Second Great Awakening

Protestants

Moral and social reforms

Utopian communities

Religious movements [Mormons, for example]

Liberal social ideas

Romantic beliefs in human perfectibility

Literature

Art

Philosophy

Architecture

Enslaved blacks and free African Americans

[Black communities, abolition efforts]

Voluntary organizations

Temperance

Abolitionist and antislavery movements

Emancipation in the North

Free African American population

State governments restricted African Americans' rights

Antislavery efforts in the South

Slave rebellions

Women's rights movement

Seneca Falls Convention

Can you compare the reforms of this era to the reforms of the Progressive Era?

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

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

WXT-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.

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.

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.

New transportation systems and technologies

Manufacturing

Agricultural production

Entrepreneurs

Market revolution

Textile machinery

Steam engines

Interchangeable parts

Telegraph

Agricultural inventions

Roads, canals, and railroads

Regional interdependence

Transportation networks

North

Midwest

South

U.S. society

Workers’ lives

Gender and family relations

Semi-subsistence agriculture

Growth of manufacturing

Middle class

Business elite

Laboring poor

Domestic ideals that emphasized the separation of public and private spheres [Cult of Domesticity]

Economic development

Settlement and trade patterns

International migrants

Industrializing northern cities

[Westward migration] west of Appalachians

Ohio and Mississippi river communities

Southern cotton

Northern manufacturing, banking, and shipping industries

National and international commercial ties

Southern business leaders

Agricultural staples

Southern regional identity

American System [Debates on impacting agriculture or industry, potentially favoring different sections of the country]

Can you evaluate the impact of the Market Revolution?

Can you evaluate CCOT for role of government and political parties in connection to the American System?

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.

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.

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.

Foreign trade

Foreign Policy

Louisiana Purchase

United States government

North America and the Western Hemisphere

Exploration [Lewis and Clark]

**Military actions [Seminole Wars, War of 1812,
Northwest Indian Wars]**

American Indian removal [Trail of Tears]

Monroe Doctrine

Frontier settlers

American Indian resistance

Lands in the West

Extension of slavery

Over-cultivation

Southeast

Slaveholders

Plantations

West of the Appalachians

Antislavery efforts

North

South

Southern way of life

Congressional attempts at political compromise

Missouri Compromise

[Sectionalism; regional tensions over the issue of slavery]

How did the Missouri Compromise maintain continuity and foster change for the role of the U.S. government?

How did competition for land and resources impact the development of the young republic?

Source: David Walker, *Appeal to the Colored Citizens of the World*, 1829.

For my own part, I am glad Mr. Jefferson has advanced his positions for your sake; for you will either have to contradict or confirm him by your own actions, and not by what our friends have said or done for us; for those things are other men's labors, and do not satisfy the Americans, who are waiting for us to prove to them ourselves that we are MEN, before they will be willing to admit the fact; for I pledge you my sacred word of honor, that Mr. Jefferson's remarks respecting us, have sunk deep into the hearts of millions of the whites, and never will be removed this side of eternity. — For how can they, when we are confirming him every day, by our *groveling submissions* and *treachery*?

Remember Americans, that we must and shall be free and enlightened as you are, will you wait until we shall, under God, obtain our liberty by the crushing arm of power? Will it not be dreadful for you? I speak, Americans, for your good. We must and shall be free I say, in spite of you. You may do your best to keep us in wretchedness and misery, to enrich you and your children; but God will deliver us from you. And woe, woe, will be to you if we have to obtain our freedom by fighting.

From the 2009 DBQ

Answer (a), (b), and (c).

- Briefly explain David Walker's purpose in his *Appeal to the Colored Citizens of the World*.
- Briefly explain how ONE of the following impacted debates on the issue of slavery in the early nineteenth century: Louisiana Purchase, Second Great Awakening, Market Revolution.
- Briefly explain how ONE specific historical event from the period 1830-1860 supports Walker's plea.

Sample Answers:

David Walker's purpose in his *Appeal to the Colored Citizens of the World* was to persuade Americans to end slavery by explaining that attaining liberty was destined by God no matter how hard Whites try to maintain it.

The Louisiana Purchase impacted debates on the issue of slavery in the early nineteenth century, because adding new states in that territory led to the expansion of slavery in Missouri. The Missouri Compromise increased sectionalism, because many did not want slavery to expand.

One specific historical event from the period 1830-1860 that supports Walker's plea that slavery must and will end was John Brown's raid. He attempted to start a slave rebellion, because he believed slavery must end and slave-owners' would never agree to end it willingly.

SAQ--TIPS

Read the questions carefully. On the AP exam, you will likely only have one SAQ without documents. At least one SAQ will have two documents. If you have documents, remember to analyze it carefully and go beyond the obvious!

- Identify the **skill** and **topic**. If the topic does not have a document, contextualize it. If there is a document, analyze context, point of view, purpose, audience.
- Plan your answer before you write!** You have approximately 10-15 minutes per SAQ.
- Write in **complete sentences**, and **separate your answers** (it is not one paragraph... it is three separate answers!) Make concise points. *It is not an essay.*
- ATFP! And use the lingo from the prompt!**
- EXPLAIN HOW OR WHY!**
- If it says "ONE" ... **ONLY discuss ONE!** If you talk about three things, and one is incorrect and two are correct... you won't get the point! **Make sure to have specific evidence!**

If you are completely lost on a set... skip it and focus on the ones you know. Then, come back to the one you skipped and at least set up general answers to the best of your ability. Your goal is to earn at least 2/3 of the possible points on this section to stay on track for a 4 or a 5.

Remember you likely see pair of documents in the last SAQ. and potentially one multiple choice set. Usually they will illustrate opposing views, but other times it may illustrate something else such as continuity or change over time.

Period 5 Content Outline, 1844-1877

- 1844 = *The election of James K. Polk, Democrat, illustrates Manifest Destiny, he ran on platform for expansion and led U.S. to victory in Mexican-American War; with more land, sectional tensions continued to rise eventually leading to Civil War, 1861-1865.*
- 1877 = *The Compromise of 1877 included Rutherford B. Hayes, Republican, being chosen President in contested election in exchange for the troops withdrawing from the South, marking the end of radical reconstruction*

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

NAT-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.

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.

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.

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

U.S. expansion

Migration westward

New overseas initiatives [transcontinental railroad]

Natural and mineral resources [gold, silver, arable land, wild horses, wild cattle]

Economic opportunities [agriculture, ranching, mining]

Religious refuge [Mormons]

Settlement in the West

Manifest Destiny

Pacific Ocean

Mexican–American War

Slavery

American Indians

Mexicans

Civil War

New legislation promoting

Western transportation and economic development [Pacific Railway Act, Homestead Act]

Expanding trade

Ties with Asia [Commodore Perry, 1854; missionaries, trade]

International migrants

Europe

Asia

Ireland

Germany

Ethnic communities

Anti-Catholic nativist movement

Conflict with Mexican Americans

Conflict with American Indians

EXPANSION OF THE UNITED STATES OF AMERICA: 1607-1853

Consider CCOT for foreign policy and expansion... and causes and effects of Civil War!



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.

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.

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.

North

South

Manufacturing economy

Free labor [wage labor]

Southern economy

Slave labor

Free-soil movement

African Americans

White abolitionists

Moral arguments [Bible; republican ideals]

Slaves' escapes [Underground Railroad]

Violence [John Brown]

Defenders of slavery

Racial doctrines

Positive social good

States' rights

Mexican-American War

Mexican Cession

Compromise of 1850

Kansas–Nebraska Act

Dred Scott decision

Second Party System

Anti-immigrant nativism

Sectional parties

Republican Party

Abraham Lincoln

Republicans' free-soil platform

Election of 1860

Secede [secession]

Civil War

Questions 40 - 42 refer to the excerpt below.

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

John C. Calhoun, political leader, 1844

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

Sample set from College Board released practice exam, 2015

MC's... READ, ANALYZE, PLAN, ANSWER

- Read and analyze the document carefully.** Don't assume you know what it's about just by reading the first few lines or by looking at the title. Pay attention to details such as author, date, etc.
All of your multiple choice questions will be grouped with a document. Most will address the document in some way, but you may have a few questions that can be answered independently.
- Read the question carefully. Pay more attention to the question than you do to the answers. Note the verbs!** Look for key words like "except," "all but," etc. If you know the era... make a note of it. (you may not see any "except" questions on this year's test... they are moving away from those, FYI.)
- Identify the **skill, the theme, and the era**. If you understand what is being tested it may help you eliminate choices.
- Don't over-analyze!** They are not trying to trick you. Answers will likely emphasize a theme. **Know your MAGPIES and objectives!**
- Don't change your mind after you bubble!** The odds are against you. Go with your first choice!
- There is **no guessing penalty**. If you are unable to eliminate choices, have a plan beforehand to guess the SAME letter on all questions that you cannot answer or to guess the shortest or longest answer.
- If you have extra time, brainstorm & brain dump... what eras/events were NOT on the multiple choice? Your SAQs and Essays will not overlap topics!**
- Spend MORE time analyzing documents and questions than you do choosing the answer.** Most students spend 80% of their time on the answer choices and only 20% on the document and the question. **FLIP THAT!**

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.

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.

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

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.

North

Abraham Lincoln

Union military victory

Confederacy

Civil War

Union

Preserve the Union

Emancipation Proclamation

European powers

African Americans

Union Army

Gettysburg Address

America's founding democratic ideals

Key victories [Gettysburg, Vicksburg, Anaconda Plan]

Wartime destruction of the South's

infrastructure [Sherman's March to the Sea]

Reconstruction

Relationships between the states and the federal government

New definitions of citizenship

**The Objectives,
Key Concepts,
And Key Terms
Provide clues...**

African Americans

Women

13th Amendment

14th and 15th amendments

Women's rights movement

Radical and moderate Republicans

Balance of power between Congress and the presidency

Race relations

Southern resistance

North's waning resolve

Southern plantation owners

Former slaves

Self-sufficiency

Sharecropping system

Blacks' and poor whites' [disenfranchised]

Segregation

Violence [KKK]

Supreme Court decisions [found Civil Rights Acts unconstitutional]

Political tactics [Black Codes, Jim Crow laws]

African American rights

In what ways did African Americans shape the course and consequences of the Civil War?

Documents and summaries from the 2009 released exam and scoring guidelines

Source: Republican Party platform, 1864.

... 3. Resolved, That as slavery was the cause, and now constitutes the strength of this Rebellion . . . justice and the National safety demand its utter and complete extirpation from the soil of the Republic; and that, while we uphold and maintain the acts and proclamations by which the Government, in its own defense, has aimed a deathblow at this gigantic evil, we are in favor, furthermore, of such an amendment to the Constitution . . . [that] shall terminate and forever prohibit the existence of Slavery . . .

7. Resolved, That the Government owes to all men employed in its armies, without regard to the distinction of color, the full protection of the laws of war . . .

Document Summary:

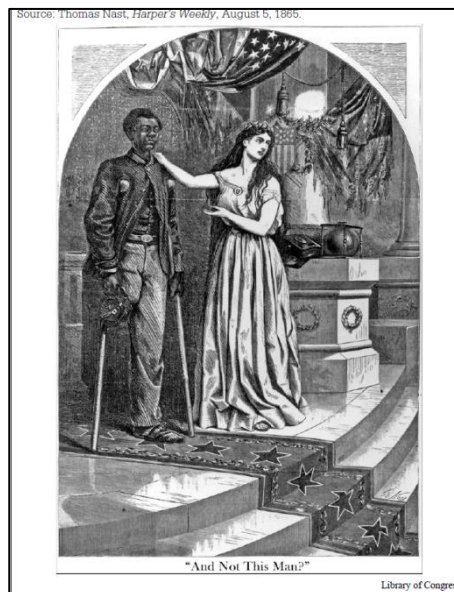
In its reelection platform, the Republican Party—the party of freedom—blamed slavery for causing the Civil War and sustaining the Confederate war effort. With the stakes so high, Republicans urged passage of a constitutional amendment to abolish slavery permanently. The Republican Party had come some distance in its thinking about slavery since its previous platform had been promulgated. In 1860 the Republicans believed that slavery would gradually die out if it was kept from spreading like cancer to the territories; in 1864 the Republicans could no longer tolerate human bondage and sought to end it everywhere with a single stroke of the constitutional pen. Another objective of the 1864 Republican platform was to afford all races who fought for the Union every available protection, an apparent reference to African American troops who were sometimes mutilated or massacred in combat.

What skills are being tested?

What main ideas are being tested? What theme is being tested?

List of Key Terms and Thematic Learning C

Reformatting, rewording, and emphasis by Rebecca Richardson, Allen High School; Graphic organizers and thesis formulas adapted from strategies in *Historical Thinking Skills: a Workbook for U.S. History* by John P. Irish; Sample questions from College Board's 2015 Practice Test and previously released exams posted by College Board; other sources cited in document or public domain; more Writing Activities for Skill Mastery Available at FFAPUSH.com. Essay strategies adapted to the 2023 updated rubrics from College Board.



Document Summary:

A Thomas Nast cartoon that depicts Lady Liberty in a chamber bedecked with United States flags, pointing to an African American soldier who has lost a leg and is on crutches. Lady Liberty wonders why this impassive, disabled veteran in uniform—"This Man"—is not considered fit for American democracy. The cartoon reflects the empathetic view that the North had toward African Americans for a short time after the Civil War.

PERIOD 6, 1865-1898

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.

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

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.

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

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.

Large-scale industrial production

Technological change & innovations

International communication networks

[trans-Atlantic cable]

Pro-growth government policies

Business consolidation

Government subsidies for transportation and communication systems [Pacific Railway Act]

New markets in North America

Greater access to natural resources

Financial and management structures

Marketing

Growing labor force

Production of goods increased, price decreased

Workers' real wages increased

Standards of living

Gap between rich and poor

Business leaders

Consolidating corporations

Trusts and holding companies

Concentrated wealth

Businesses and foreign policymakers

Overseas markets and natural resources in

Pacific Rim, Asia, and Latin America

Financial panics

Laissez-faire policies

Competition

Government intervention

Industrial workforce

Internal and international migration

Child labor

Labor [vs] management

Wages

Working conditions

Local and national unions

Business leaders

Southern economy

Southern leaders

"New South"

Sharecropping

Tenant farming

New systems of production and transportation

Consolidation within agriculture

Responses from farmers

Mechanization

Agricultural production

Food prices

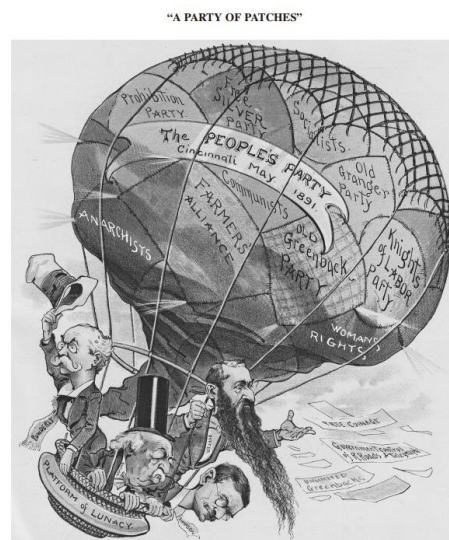
Railroad system

Local and regional cooperative organizations

Agrarian activists

People's (Populist) Party

American economic system



Kansasmemory.org, Kansas State Historical Society. Copy and Reuse Restrictions Apply

***Remember... causes and effects of Populists
ARE TESTED MORE OFTEN THAN OTHER PARTIES!!!***

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.

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, transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

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-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-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.

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.

International and internal migration

New urban culture -Urban atmosphere

Cities

Immigrants –Asia, southern and Eastern Europe

African American migrants

Urban neighborhoods

Debates over assimilation and Americanization

Political machines

Social services

Managers

Female clerical workers

Educational institutions

Middle class

Leisure time

Consumer culture

Migrants

The West

Transcontinental railroads

Mineral resources

Government policies commercial activity

Rural and boomtown areas of the West

Railroads, mining, farming, and ranching

American bison

White settlers, American Indians, and

Mexican Americans

Treaties with American Indians

Reservations

Tribal sovereignty

Tribal identities

Assimilation

Self-sustaining economic practices

1992 DBQ prompt:

To what extent did the natural environment shape the development of the West beyond the Mississippi and the lives of those who lived and settled there? How important were other factors? Use the documents and your knowledge of history from the 1840s through the 1880s to answer this question.

What is the skill being tested?

How do you target this skill?

LC & BC. Although X, Y because AB.

What are the major causes or consequences of "event" and what were the most important causes or consequences of "event"?

LC & BC= local context, then broad context

X = least important cause or consequence, with an explanation why – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = 2 most important causes / consequences linked to Y, explanations why, broken into organizational categories (topics of your 2nd and 3rd body paragraphs)

Y = your assertion statement (with any additional analysis depending on complexity of prompt)

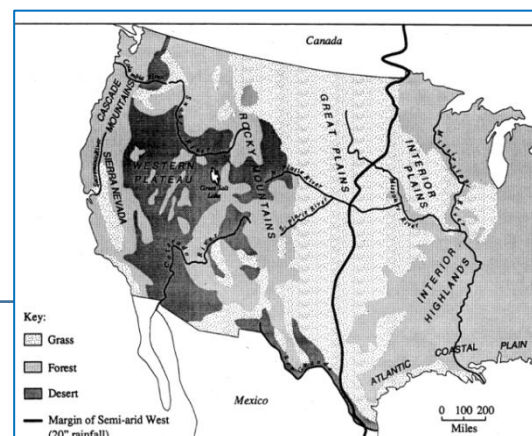
How to Reference the Documents in the DBQ

DO NOT describe or quote the documents. In order to get full credit (3 points) for document usage on the DBQ, you must **HIPP at least two**, use **at least four documents to defend your thesis or your opposing view**, and **explain corroborations and contradictions among pieces of evidence from documents and your outside information.**

Analyzing EVIDENCE... 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. **MAKE INFERENCES!** Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions. (below is the first document from the 1992 DBQ)

You can get your contextualization point by thoroughly explaining the context of your topic in the introduction!

Sample intro: From Manifest Destiny in the 1840s to the enclosure of the West by 1890 marks an era of westward migration fueled by Manifest Destiny, the desire for economic opportunity, and escape from persecution for many Americans and international migrants. This relates to the topic of the natural environment because it was a pull factor for this expansion as were economic forces such as the desire to connect American markets to Asia by acquiring California. Although the environment in the West with its vast resources of arable land, minerals, forests, and animals shaped the lives of both Native Americans living there and settlers to a large extent, economic forces including new technologies such as the railroad and government policies such as the Homestead Act and Indian Wars shaped these peoples' lives to a much greater extent.



How would you use the 3-step process to analyze the map?

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

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.

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.

Cultural and intellectual movements

Social order

Gilded Age

Social commentators

Social Darwinism

Socioeconomic structure

Business leaders

Gospel of Wealth

Philanthropic contributions

Educational opportunities

Urban environments

Artists and critics

Agrarians, utopians, socialists

Social Gospel

Alternative visions

Social changes

Political parties

Civil War

**REMEMBER...
THERE ARE THREE
SUPREME COURT CASES
THAT ARE HEAVILY
EMPHASIZED...
DRED SCOTT,
PLESSY, AND BROWN!
KNOW THEM... AND HOW
THEY REPRESENT MAJOR
CHARACTERISTICS OF
THEIR RESPECTIVE ERAS!**

Tariffs and currency issues

Political debates over citizenship, corruption, and the proper relationship between business and government

Reformers

Economic greed and self-interest

Women

Voluntary organizations

Jane Addams

Settlement houses

Immigrants

Plessy v. Ferguson

Racial segregation

African Americans

Reconstruction

Discrimination

Scientific theories of race

African American reformers

*Gospel of Wealth,
Social Gospel,
Social Darwinism...
Do you know the
differences?

What is the weakest era
for most students?
The GILDED AGE!
Be ready for it!*

PERIOD 7, 1890-1945

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

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

Rural, agricultural economy
 Urban, industrial economy
 New technologies
 Manufacturing techniques
 Consumer goods
 Contributing to improved standards of living
 Personal mobility
 Communications systems
 Urban centers
 New economic opportunities for women
 International migrants
 Internal migrants
 Credit and market instability
 Financial regulatory system
 Progressive Era
 Progressives
 Political corruption
 Economic instability
 Social concerns
 Greater government action
 Political and social measures
 Progressive Era journalists
 Economic inequality
 Reformers
 Middle and upper classes
 Women
 Social changes in cities and among immigrant populations
 Federal legislation

Regulate the economy
 Expand democracy
 Generate moral reform
 Progressive amendments
 Prohibition
 Woman suffrage
 Preservationists
 Conservationists
 National parks
 Natural resources
 Progressive debates
 Southern segregation
 Popular participation in government
 Professional and technical experts
 Immigration restriction
 Great Depression
 Limited welfare state
 Modern American liberalism
 Franklin Roosevelt's New Deal
 Relief
 Recovery
 Reform
 Radical, union, and populist movements
 Conservatives in Congress and the Supreme Court
 Legacy of reforms and regulatory agencies
 Long-term political realignment
 African Americans
 Working-class communities
 Democratic Party

**CAN YOU COMPARE
 THE PROGRESSIVES
 TO THE NEW DEAL?
 HOW ABOUT NEW DEAL TO
 GREAT SOCIETY?**

**THE ECONOMIC THEME,
 WXT, IS OFTEN THE
 WEAKEST THEME
 FOR STUDENTS.
 MAKE SURE YOU UNDERSTAND
 THE ISSUES!**

Reforms are heavily emphasized in APUSH... from antebellum reforms, Progressive reforms, to the New Deal and the Great Society...

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.

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

Popular culture

American national identity

Mass media

Radio and cinema

National culture

Regional cultures

Great Migration

Harlem Renaissance movement

Official restrictions on freedom of speech

(Espionage Act)

World War I

Red Scare

Labor activism

Immigrant culture

1920s

Cultural and political controversies

Gender roles

Modernism

Science

Religion

Race

Immigration

The last time the 1920's appeared in a DBQ was 1986!

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.

- Popular culture
- American national identity
- Mass media
- Radio and cinema
- National culture
- Regional cultures
- Great Migration
- Harlem Renaissance movement
- Official restrictions on freedom of speech (Espionage Act)
- World War I
- Red Scare
- Labor activism
- Immigrant culture
- 1920s
- Cultural and political controversies
- Gender roles
- Modernism
- Science
- Religion
- Race
- Immigration

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

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

18. The Immigration Act of 1924 produced highly discriminatory results because it
- (A) created a guest worker program that encouraged temporary immigration but denied citizenship
 - (B) relied on a series of literacy tests and physical examinations to manage immigration
 - (C) placed restrictions on immigration by national origin, ethnicity, and race
 - (D) encouraged immigration of people with highly sought after skills or family in the United States
19. The Immigration Act of 1924 most directly reflected
- (A) cultural tensions between scientific modernism and religious fundamentalism in the 1920s
 - (B) conflicts arising from the migration of African Americans to urban centers in the North
 - (C) the emergence of an increasingly national culture in the 1920s shaped by art, cinema, and mass media
 - (D) social tensions emerging from the First World War
20. Which of the following evidence would best support Ngai’s argument in the excerpt?
- (A) Census data showing the changing percentages of the foreign-born population from 1920 to 1930
 - (B) Narratives describing the challenges of immigrant family life in the 1920s
 - (C) Diplomatic correspondence reflecting the increasing isolationism of United States foreign policy in the 1920s and 1930s
 - (D) Census data revealing the Great Migration of African Americans to cities in the North and West in the 1920s

Some require a skill more than knowledge... however you better have understood the document from the get-go, because distractors are devious!

Some MC’s are simply testing your reading

comprehension... most require combination of analysis and outside knowledge, however.

Some questions rely more on your knowledge than the actual document...

Remember a lot of the questions are pretty straightforward... know your content outline... On the next page you will see Quotas listed!

The last time the 1920’s appeared in a DBQ was 1986!

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

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.

Immigration from Europe

Nativist campaigns

Red Scare

Quotas

Southern and eastern Europe

Asian immigration

War production

World War I and World War II

Economic difficulties of the 1930s

Migration

Great Migration

African Americans

Segregation

Racial violence

Limited economic opportunity

South

North

West

Mexico

Contradictory government policies toward

Mexican immigration

(Mexican Repatriation to Bracero Program)

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. 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.

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.

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.

U.S. territorial ambitions

Western Hemisphere

Pacific

Public debates over America's role in the world

Imperialists

Economic opportunities

Racial theories

Competition with European empires

Perception in the 1890s that the Western frontier was "closed"

Anti-imperialists

Self-determination

Racial theories

U.S. foreign policy tradition of isolationism

Spanish–American War

Island territories

Caribbean and the Pacific

Asia

Philippines

Neutrality

World War I

U.S. foreign policy tradition

Woodrow Wilson

Your DBQ topic will come from a main idea... can you see where they got this prompt from?

Humanitarian and democratic principles

American Expeditionary Forces

The Allies

Treaty of Versailles

League of Nations

Unilateral foreign policy

International investment

Peace treaties

Military intervention

International order

U.S. isolationism

Fascism and totalitarianism

Nazi Germany

Japan

Japanese attack on Pearl Harbor

World War II

Unilateralism is any doctrine or agenda that supports one-sided action... i.e. era of isolationism from WWI to WWII

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing time: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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

In your response you should do the following.

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

1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

(from 2015 College Board Practice Test)

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.

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.

World War II

United States and its allies

Axis powers

Survival of freedom and democracy against fascist and militarist ideologies

Japanese wartime atrocities

Nazi concentration camps

The Holocaust

Mass mobilization

Great Depression

Military service

Women and minorities

Debates over racial segregation

Challenges to civil liberties

Internment of Japanese Americans

Allied cooperation

Technological and scientific advances

Pacific "island-hopping"

D-Day invasion

Debates about the morality of using atomic weapons

Asia and Europe

U.S. role in the Allied victory

Postwar peace settlements

The most powerful nation on earth (superpower)

From the 2015 practice test

Questions 48 - 50 refer to the excerpt below.

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

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

President Franklin Roosevelt, Quarantine Speech, 1937

48. The ideas expressed in the excerpt differed from the prevailing United States approach to foreign policy issues primarily in that Roosevelt was

- (A) arguing to expand the role of the United States in the world
- (B) encouraging the United States to avoid political entanglements in Europe
- (C) seeking to promote United States influence throughout Latin America
- (D) encouraging new laws that would give the United States international police power

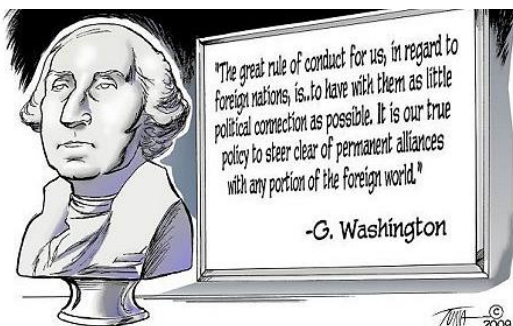
49. The excerpt best reflects an effort by Roosevelt to

- (A) encourage the ratification of the Treaty of Versailles
- (B) promote the acquisition of new territories abroad
- (C) contain the spread of Soviet-dominated communism
- (D) overcome opposition to participation in the impending Second World War

50. Which of the following best represents continuity in the years after 1945 with the ideas that Roosevelt expressed in the excerpt?

- (A) The conviction and execution of suspected Soviet spies in the United States
- (B) United States membership in an international peacekeeping body
- (C) United States military commitment to countries battling communist insurgencies
- (D) The rise of peace organizations opposed to the buildup and use of nuclear weapons

BY GEORGE!



Remember... pay attention to everything – even the source! This speech was given in 1937... When did Americans overwhelmingly support participation in WWII? Not until 1941 after the bombing of Pearl Harbor by Japan.

Stop... Review Big Three... Then move on to periods 8 & 9.

THE BIG THREE

Your essay prompt will test one of the **BIG THREE**... Make sure you **IDENTIFY THE SKILL** and target it appropriately in your thesis and throughout your essay! Use the lingo, and don't get off track as you write! Many students fail to plan and stay focused and end up writing an essay that targets the wrong skill, or they simply "story-tell" instead of defending an argument that **ATFP!** Stay focused on your purpose! You are defending a thesis!

1. Comparison

(Compare and Contrast, similarities and differences) **ARE THEY MORE ALIKE OR MORE DIFFERENT? IS THERE A QUALIFIER? IF SO USE IT!**

Target the skill!

Describes similarities AND differences among historical individuals, events, developments, or processes.

Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes (close the loop!)

OR, DEPENDING ON THE PROMPT...Evaluates the relative significance of historical individuals, events, developments, or processes.

A COMPARISON PROMPT WILL INCLUDE THE WORDS "COMPARE AND CONTRAST!"

2. Continuity and Change over Time

(foster change and maintain continuity) **DID IT MAINTAIN MORE CONTINUITIES OR FOSTER MORE CHANGES? IS THERE A QUALIFIER? IF SO USE IT!**

Target the skill!

--Describes historical continuity AND change over time.

--Explains the reasons for historical continuity AND change over time.

A CCOT PROMPT WILL INCLUDE THE WORDS "MAINTAIN CONTINUITY AND FOSTER CHANGE!" OR... simply "change," "continuity," etc.

3. Causation

(Cause and Effect, reasons for and results of, impact of, led to, etc.) **WHAT IS THE MOST SIGNIFICANT CAUSE? LEAST SIGNIFICANT? GREATEST IMPACT ON WHAT? SMALLEST IMPACT ON WHAT? IS THERE A QUALIFIER? IF SO USE IT!**

Target the skill!

--Describes causes and/or effects of a historical event, development, or process.

--Clearly and specifically explains reasons for the causes and/or effects of the historical event, development, or process. (close the loop!) If the prompt asks for both causes and effects, both must be addressed. If they prompt only asks for one then both are not required.

Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.

A CAUSATION PROMPT WILL INCLUDE WORDS LIKE "REASONS FOR," "CAUSES," RESULTS OF," "IMPACT OF," OR OTHER WAYS TO ASK ABOUT CAUSES AND EFFECTS... KEEP IN MIND... IT WILL NOT INCLUDE THE KEY WORDS FOR THE OTHER THREE!

PERIOD 8, 1945-1980 (15% of exam and hit hard in 2015 & 2016! Be ready for anything!)

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.

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.

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

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.

United States policymakers

Cold War

Soviet Union

Communist military power

Ideological influence

Free-market global economy

International security system

Postwar tensions

Wartime alliance

Western democracies

Collective security

International aid

Economic institutions

Non-Communist nations

Expansionist Communist ideology

Soviet repression

Contain communism

Korea

Vietnam

Cold War

Direct and indirect military confrontation

Mutual coexistence (or *détente*)

Postwar decolonization

Nationalist movements

Asia

Africa

Middle East

Allies among new nations

Cold War competition

Latin America

Non-Communist regimes

Democracy

Public debates over the power of the federal government

International and domestic goals

Civil liberties

Suspected communists (Second Red Scare)

Antiwar protests

Debated merits of a large nuclear arsenal

Military-industrial complex

Executive branch

Foreign and military policy

Middle East

Oil crises

National energy policy

Thesis Formula for Continuity and Change over Time

Although X, Y because AB. *What are the major patterns of continuity or change over the time period and was there more continuity or change over that time period?*

...make sure you **ATFP!** (Address the Full Prompt)

X = continuity or change, what there was less of, your counter-argument explained thoroughly with reference to one of your events/reasons (Your A or B CAN be your X!)

[beef up your X to help ensure you get argumentation point!]

A, B = continuity or change during the specified time period, what there was more of, linked to two of your events/reasons

Y = your assertion statement regarding more change or more continuity (and extent)

Remember on CCOT essays, you will see lingo such as "change" and/or "continuity"

Remember with CCOT you must evaluate what there was **MORE** of... did it foster **MORE** change or maintain **MORE** continuity?



SIMPLE APPROACH also works: Restate the prompt, take a stand on the qualifier, and provide a line of reasoning

Can you evaluate CCOT in foreign policy?
Can you explain causes and effects of Cold War?
Can you explain economic and societal impact of Cold War?
What role does Israel and Oil play in the development of our energy policy?

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.

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-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.

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.

Reconstruction-era promises

Civil rights activists

Political leaders

Racial equality

Martin Luther King Jr.

Racial discrimination

Legal challenges

Direct action

Nonviolent protest tactics

Three branches of the federal government

Desegregation of the armed services (1947)

Brown v. Board of Education

Civil Rights Act of 1964

Racial equality

Desegregation

Social and political unrest

Debates among civil rights activists

Social conditions

African American civil rights movement

Feminists

Gay and lesbian activists

Legal, economic, and social equality

Latino

American Indians (AIM)

Asian Americans

Past injustices

Overall affluence

Poverty

Environmental problems and accidents

Environmental movement

Pollution

Natural resources

Federal government

Environmental programs and regulations

Liberalism

The left

Conservative movement

Efficacy of government

Social goals

Lyndon Johnson's Great Society

Federal legislation and programs

Racial discrimination

Eliminate poverty (War on Poverty/Great Society)

Social issues

Supreme Court decisions (Warren/Burger Courts)

Civil rights

Individual liberties

Conservatives

Role of the federal government

Foreign policies

Public confidence

1970s

Economic challenges [70s-stagflation]

Political scandals [Nixon-Watergate]

Foreign policy crises (COLD WAR-VIETNAM)

Clashes between conservatives and liberals

Social and cultural issues

Power of the federal government

Race

Movements for greater individual rights

Remember...
if there is a
word in the
outline that
you do not
understand...
look it up!

Efficacy
is the power to produce a desired effect.

Period 8 has been heavily tested for many years now. Be ready for anything!
Can you evaluate New Deal as CCOT? Can you evaluate CCOT from Populists to FDR?
Can you evaluate CCOT or causation for environmentalism? How about impact on policy?
Remember to connect African American Civil Rights Movement to Reconstruction!
Remember to connect the other movements to past movements (especially women) as well as to the African American Civil Rights Movement!

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

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.

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.

Economic and social changes

Sense of optimism

Private sector

Federal spending

The baby boom

Technological developments

Higher education

Social mobility

Middle class

Suburbs

Sun Belt

Immigrants

New immigration laws in 1965

Cold War

U.S. culture

Political and moral debates

Mass culture [TV]

Homogeneous

Conformity

Artists

Intellectuals

Rebellious youth

Feminists

Young people

Counterculture of the 1960s

Greater informality

Sexual norms

Evangelical Christian churches and organizations

Political and social activism

Religious conservatives

Students often show weakness when explaining causes and effects of 1950's conformity and 1960's counterculture. Take time to review and be ready to analyze these!

**Can you compare the 1950s to the 1920s?
Can you analyze the impact of Cold War on culture?
Can you compare the 1950s homogeneous society to the 1960s counterculture?
Can you explain how the Vietnam War connects to counterculture?
Can you connect these cultural movements to the Conservative Resurgence?**

PERIOD 9, 1980-Present (only 5% of the AP exam, may be one SAQ or a few multiple choice questions; it could also be a part of a period 8 essay that crosses over into this era)

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

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

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

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

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

Conservative beliefs
 Traditional social values
 Reduced role for government
 Ronald Reagan
 Election of 1980
 Conservatives
 Tax cuts
 Deregulation
 Liberal programs
 Size and scope of government
 Liberal opposition
 Policy debates
 Free-trade agreements

Social safety net
 U.S. financial system

Remember...
 Many key concepts and events
 will appear as distractors!
 All distractors will be
 factually accurate...
 there will be no "nonsense"
 or factually false statements.

Questions 54 - 55 refer to the excerpt below.

From the 2015 College Board Practice Test

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

President Bill Clinton, radio address to the nation, 1996

54. Which of the following actions by the Clinton administration best reflects the ideas about the scope of government expressed in the excerpt?

- (A) The decision to pursue military peacekeeping interventions in the Balkans and Somalia
- (B) The enactment of welfare reform to restrict benefits and encourage self-reliance
- (C) The negotiation of new free trade agreements among North American countries
- (D) The effort to enact universal health care legislation

55. The ideas expressed by Clinton in the excerpt were most similar to those of which twentieth-century president?

- (A) Lyndon Johnson
- (B) Ronald Reagan
- (C) Franklin Roosevelt
- (D) Woodrow Wilson

If you are not
 Sure of an answer...
 ask yourself,
 "Which one of these things is not like the other?"
 Reagan was Republican...
 the others were Democrats.

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

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

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.

Science and technology

Manufacturing

Worldwide economic opportunities

Technological innovations

Computing

Digital mobile technology

Internet

Service sectors

Union membership

Real wages

Working and middle class

Economic inequality

U.S. population

Demographic shifts

Internal migration

American South and West

International migration

Latin America and Asia

U.S. culture

Labor force

Political and cultural debates

Immigration policy

Diversity

Gender roles

Family structures

Technology is an important theme... makes sure you understand some of the major innovations from various eras, and please don't get them mixed up! 😊

For Example:

Market Revolution/Antebellum Era – Telegraph, Morse Code, Canal System, Steamboats, Steam Engines, Railroads, steel plow, factory system

Gilded Age/Industrial Revolution – Telephone, Electric Light Bulb/Electricity, Electric Streetcars/Trolleys, Skyscrapers, Elevators, Stronger Steel (Bessemer Process), Trans-Atlantic Cable, ...

Roaring Twenties... Assembly Line – Model T, Radio

1950's – Television, Two Car Families, Satellites, NASA

Modern Times – Personal Computers, Internet, Wireless Tech.

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.

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.

(from 2015 practice exam)

Reagan administration

Interventionist foreign policy

End of the Cold War

U.S. opposition to communism

Speeches

Diplomatic efforts

Limited military interventions

Buildup of nuclear and conventional weapons

U.S. military spending

Reagan's diplomatic initiatives

Political changes

Economic problems in Eastern Europe and the Soviet Union

New diplomatic relationships

New U.S. military and peacekeeping interventions

Debates over the appropriate use of American power in the world

September 11, 2001

Fighting terrorism

World Trade Center and the Pentagon

Military efforts against terrorism

Afghanistan and Iraq

War on terrorism

Improve security

Civil liberties and human rights

Conflicts in the Middle East

Climate change

Debates over U.S. dependence on fossil fuels

The environment

...the **United States** continued as the world's leading **superpower** in the **21st century**

Questions 21 - 23 refer to the excerpts below.

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

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

"We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace. . . . General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, Mr. Gorbachev, tear down this wall!"

President Ronald Reagan, speech at the Brandenburg Gate in Berlin, Germany, 1987

21. The statements of both Truman and Reagan share the same goal of
- (A) restraining communist military power and ideological influence
 - (B) creating alliances with recently decolonized nations
 - (C) reestablishing the principle of isolationism
 - (D) avoiding a military confrontation with the Soviet Union
22. Truman issued the doctrine primarily in order to
- (A) support decolonization in Asia and Africa
 - (B) support United States allies in Latin America
 - (C) protect United States interests in the Middle East
 - (D) bolster noncommunist nations, particularly in Europe
23. Reagan's speech best reflects which of the following developments in United States foreign policy?
- (A) Caution resulting from earlier setbacks in international affairs
 - (B) Assertions of U.S. opposition to communism
 - (C) The expansion of peacekeeping efforts
 - (D) The pursuit of free trade worldwide

Remember you will see pairs of documents in one SAQ and at least one multiple choice set. Usually they will illustrate opposing views, but other times it may illustrate something else such as continuity or change over time.