

2020 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

NOTE: The items I have underlined reflect topics covered most in class, they do not indicate topics you are more likely to see on the exam.

Test Day Tips: Know What to Expect, and Set Strategic Goals!

1. Put your computer near your WiFi box.
2. Minimize distractions (noise, pets, siblings, TV, etc.)
3. Have DBQ template and other resources open and ready to access.
4. Be mindful of the timer, but do not let it stress you out!
5. Do not waste time Googling... they will be looking for this, and it will also slow you down. Have concise notes ready. We will make sure you have good resources.
6. Do not collaborate, do no text others, do not cheat! Assume they have invested millions on multiple high-tech strategies to detect cheating (they have). Assume they will be able to track your searches, texts, keystrokes... Assume there is no chance cheating will pay off.
7. Be confident and take the opportunity to show off what you know and how skilled you are at analyzing documents and history!

DBQ = 100% of total score *The DBQ will focus on a topic or development from periods 3-7.*

Timing... Spend the first 10 minutes reading and planning... 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 two 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 two examples or additional pieces 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!

More on Contextualization...

[4 or more sentences... setting the scene!]

Many students try for this point and fail, because they simply don't elaborate and are too brief... some don't earn it because they don't remain relevant to the prompt.

For your DBQ, make sure you have one piece of evidence NOT found in the documents ... take the time to go after this point! In the long essay, also ensure you have one piece of evidence.

The best strategy for contextualizing...

1. Start with a simple definition of the topic,
2. then go broad by linking it to a theme or general development in the era...
3. then explain how that concept preceded or followed the era. [You are allowed to go beyond the parameters of the prompt in your contextualization, and this approach can help you avoid discussing topics that defend the thesis or are included in documents.]
4. **And, don't forget to link it! “This relates to (topic) because...”**

TIPS:

- A. **Link it!** After you set the scene – discussing a broad topic/event/development from the era... say, “This relates to the _____ (topic of essay NOT THESIS), because....” Make sure you explain how or why it is relevant to the topic.
- B. **Go Broad!** Go beyond the topic of the prompt, making a connection to an overarching theme or development that is relevant to the topic.
- C. **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.
- D. **Evidence!** You need at least ONE piece of specific, outside evidence not found in the documents within your contextualization.
- E. **Elaborate!** Your contextualization should be 3 to 5 sentences.
- F. **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!

KEY CONCEPTS, TERMS, OBJECTIVES, AND STRATEGIES

PERIOD 1 – NOT TESTED IN 2020 BUT YOU CAN USE IT TO CONTEXTUALIZE:

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.

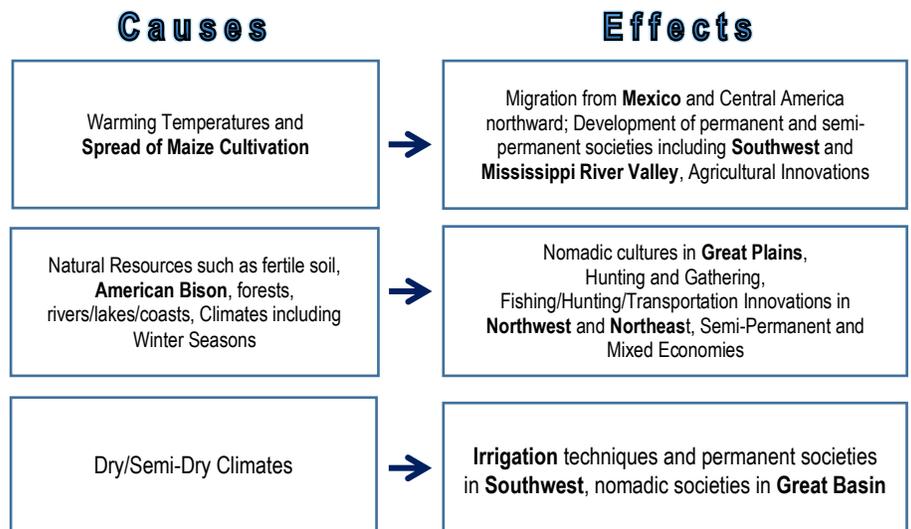
GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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?

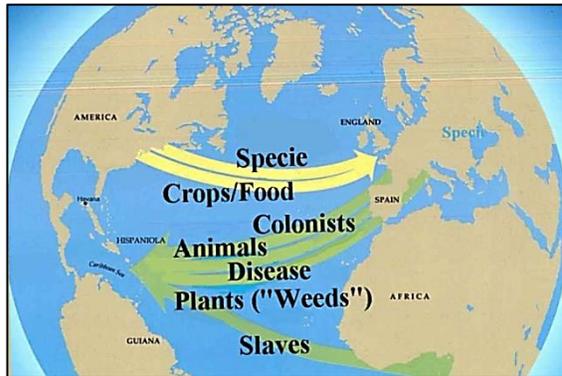
Great Plains?

Mexico?

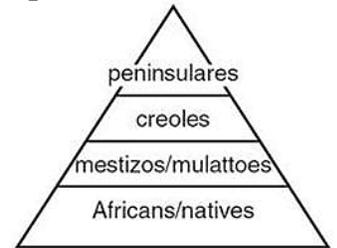
Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

- 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

NOT TESTED IN 2020 BUT YOU CAN USE IT TO CONTEXTUALIZE

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

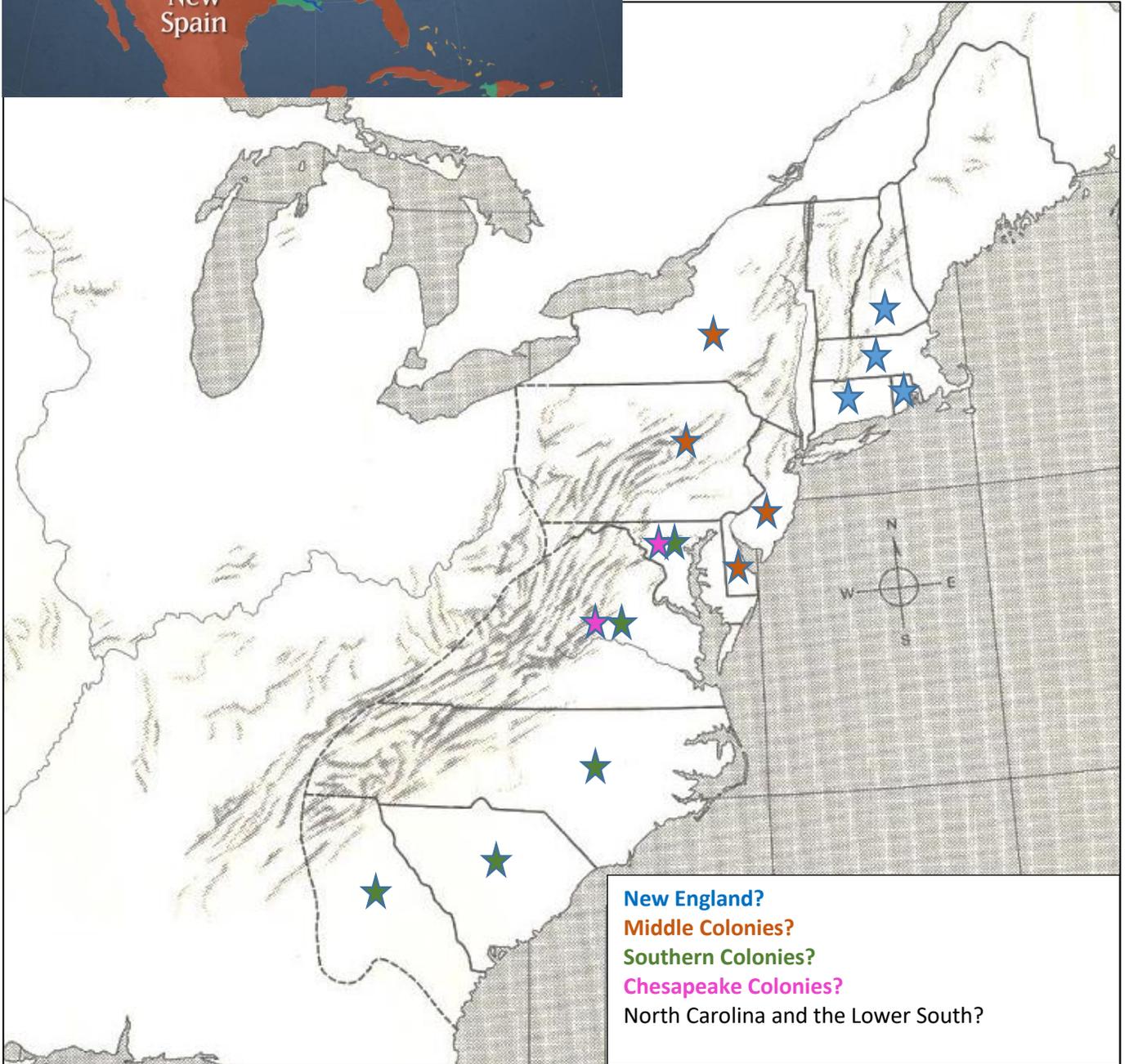
Pueblo Revolt

American Indian culture

Southwest



Make sure you know the Colonial regions!



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 THE 2020 DBQ WILL COVER DEVELOPMENTS FROM PERIOD 3-7.

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 every document, unless you are not targeting the use of six documents point.

"Document #__ shows/explains...."

This document relates to _____ because..."

Step 2: Use the HIPP strategy to analyze the documents. Choose 4 to thoroughly source, even though you only need three according to the rubric. Remember you only need *one* of the HIPP. **Then... explain how or why the HIPP 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 six* 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 HIPped, 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 HIPP) 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. . . .

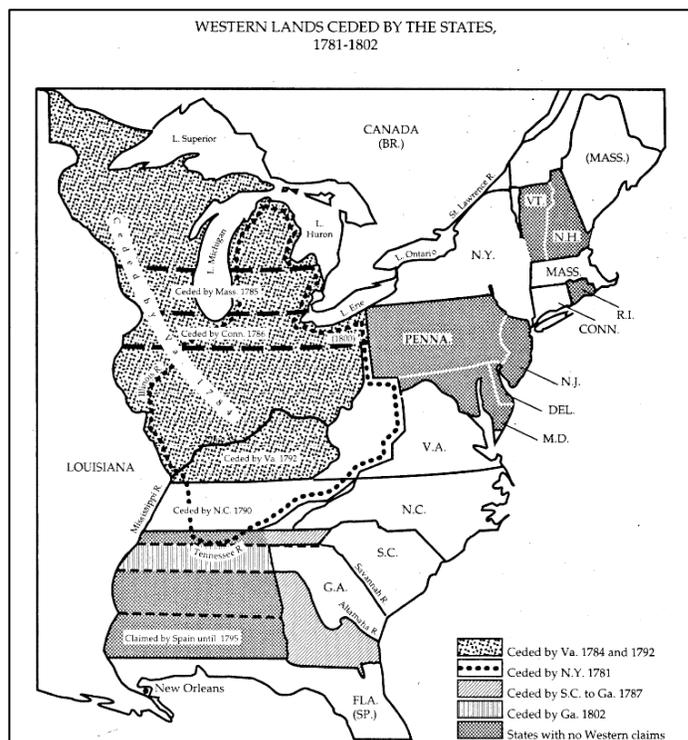
"1st. Because it would be unequal in its operation, bearing hardest on the most commercial states, and so would press peculiarly hard upon this State, which draws its chief support from commerce:

"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 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 6 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

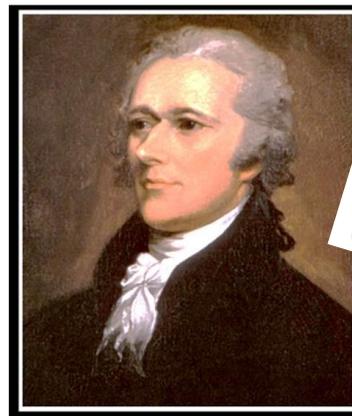
Antislavery sentiment

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.?)

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

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

Period 4 Content Outline, 1800-1848

1800 = *Revolution of 1800*

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?

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

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

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 Objectives from 2015 College Reformulating, rewording, and emphasis by Rebecca Richardson, Allen High School; Graphic or 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 FFPUSH.com. This review is not endorsed by College Board. Underlining and stars reflect items emphasized by Rebecca Richardson for various reasons, and do not indicate higher likelihood of being tests.

*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]

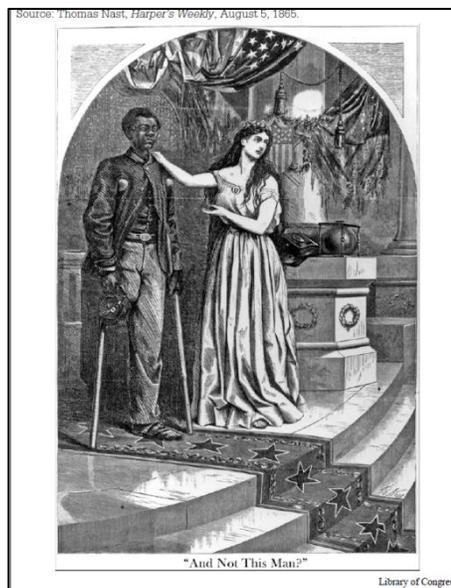
Segregation

Violence [KKK]

Supreme Court decisions [found Civil Rights Acts unconstitutional]

Political tactics [Black Codes, Jim Crow laws]

African American rights



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

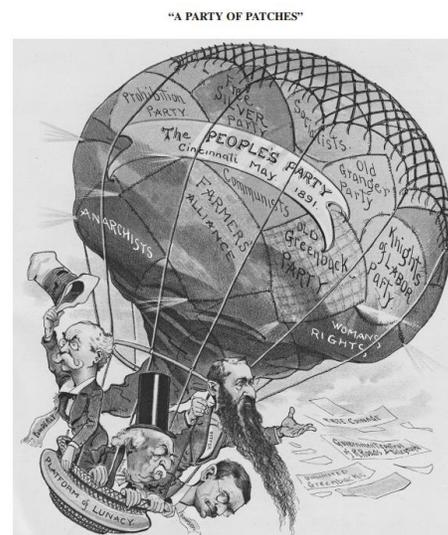
Agricultural production

Food prices

Railroad system

Local and

regional
cooperative



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

organizations

Agrarian activists

People's (Populist) Party ★

American economic system

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)

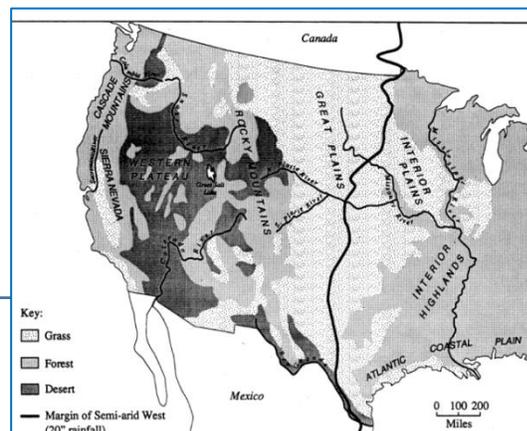
How to Reference the Documents in the DBQ

DO NOT describe or quote the documents. In order to get full credit (3 points) for document usage on the DBQ, you must be **HIPP at least 4**, use **ALL or ALL BUT ONE** 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?**

**REMEMBER...
REFORMS ARE
HEAVILY TESTED!**

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 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 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

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)

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

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)