

AMSCO[®]

ADVANCED PLACEMENT[®] EDITION

UNITED STATES HISTORY

JOHN J. NEWMAN

JOHN M. SCHMALBACH

PERFECTION LEARNING[®]

Advanced Placement[®] and AP[®] are trademarks registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

Page intentionally left blank.

AMSCO®

ADVANCED PLACEMENT® EDITION

UNITED STATES HISTORY

JOHN J. NEWMAN
JOHN M. SCHMALBACH

PERFECTION LEARNING®

© 2021 Perfection Learning

Please visit our website at:
www.perfectionlearning.com

When ordering the student book, please specify:

ISBN: 978-1-6903-0550-7 or **T168801**
ebook ISBN: 978-1-6903-0551-4 or **T1688D**

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher. For information regarding permissions, write to: Permissions Department, Perfection Learning, 2680 Berkshire Parkway, Des Moines, Iowa 50325.

2 3 4 5 6 7 SBI 25 24 23 22 21 20

Printed in the United States of America

Authors

John J. Newman, Ed.D., served for many years as an Advanced Placement® U.S. History teacher and the Department Coordinator of Art, Foreign Language, and Social Studies at Naperville North High School, Naperville, Illinois. He continued his career as Adjunct Professor of History at the College of DuPage and Adjunct Assistant Professor of History Education at Illinois State University.

John M. Schmalbach, Ed.D., taught Advanced Placement® U.S. History and was Social Studies Department head at Abraham Lincoln High School, Philadelphia, Pennsylvania. He continued his career as Adjunct Assistant Professor at Temple University.

*This book is dedicated to our wives,
Anne Newman and Rosemarie Schmalbach;
our children, Louise Newman, and
John, Suzanne, and Robert Schmalbach; and
our students, who share our study of America's past.*

Reviewers and Consultants

Chris Averill, Former Member of the AP® U.S. History Development Committee
Cosby High School | Midlothian, Virginia

Paul Faeh, AP® U.S. History Exam Leader
Hinsdale South High School | Darien, Illinois

Kamasi Hill, AP® U.S. History Teacher
Evanston Township High School | Evanston, Illinois

John P. Irish, Former Co-Chair of the AP® U.S. History Development Committee
Carroll Senior High School | Southlake, Texas

Michael Kim, AP® U.S. History Exam Table Leader
Schurr High School | Montebello, California

Susan Pingel, AP® U.S. History Exam Table Leader
Skaneateles High School (retired) | Skaneateles, New York

James Sabathne, Former Co-Chair of the AP® U.S. History Development Committee
Hononegah Community High School | Rockton, Illinois

Contents

<i>Preface</i>	xxv
<i>Introduction</i>	xxvi

UNIT 1—Period 1: 1491–1607

Topic 1.1 Contextualizing Period 1	1
Learning Objective: <i>Explain the context for European encounters in the Americas from 1491 to 1607.</i>	
<i>Analyze the Context and Landmark Events</i>	2
Topic 1.2 Native American Societies Before European Contact	3
Learning Objective: <i>Explain how various native populations interacted with the natural environment in North America in the period before European contact.</i>	
Cultures of Central and South America	3
Cultures of North America	4
<i>Topic Review and Practice</i>	6
Topic 1.3 European Exploration in the Americas	8
Learning Objective: <i>Explain the causes of exploration and conquest of the New World by various European nations.</i>	
The European Context for Exploration	8
Expanding Trade	9
Developing Nation-States	10
Dividing the Americas	10
<i>Topic Review and Practice</i>	12
Topic 1.4 Columbian Exchange, Spanish Exploration, and Conquest	14
Learning Objective: <i>Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.</i>	
Christopher Columbus	14
The Columbian Exchange	15
The Rise of Capitalism	15
Historical Perspectives: <i>Was Columbus a Great Hero?</i>	15
<i>Topic Review and Practice</i>	16
Topic 1.5 Labor, Slavery, and Caste in the Spanish Colonial System	19
Learning Objective: <i>Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</i>	
Spanish Exploration and Conquest	19
Spanish Caste System	20
<i>Topic Review and Practice</i>	20
Topic 1.6 Cultural Interactions in the Americas	23
Learning Objective: <i>Explain how and why European and Native American perspectives of others developed and changed in the period.</i>	
European Treatment of Native Americans	23

Survival Strategies by Native Americans	25
The Role of Africans in America	25
<i>Topic Review and Practice</i>	25
Topic 1.7 Causation in Period 1	27
Learning Objective: <i>Explain the effects of the development of transatlantic voyages from 1491 to 1607.</i>	
<i>Questions About Causation</i>	27
Think as a Historian: <i>Analyzing Evidence</i>	28
UNIT 1—Period 1 Review: 1491–1607	30
Write As a Historian: <i>Checklist for a Long Essay Answer</i>	30
<i>Long Essay Questions</i>	31
UNIT 2—Period 2: 1607–1754	
Topic 2.1 Contextualizing Period 2	32
Learning Objective: <i>Explain the context for the colonization of North America from 1607 to 1754.</i>	
Early Settlements	32
Sources of Labor	33
<i>Analyze the Context and Landmark Events</i>	33
Topic 2.2 European Colonization in North America	34
Learning Objective: <i>Explain how and why various European colonies developed and expanded from 1607 to 1754.</i>	
Spanish Colonies	34
French Colonies	35
Dutch Colonies	35
British Colonies	36
<i>Topic Review and Practice</i>	36
Topic 2.3 The Regions of British Colonies	38
Learning Objective: <i>Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.</i>	
Early English Settlements	38
Development of New England	41
Restoration Colonies	43
Early Political Institutions	46
<i>Topic Review and Practice</i>	46
Topic 2.4 Transatlantic Trade	49
Learning Objective: <i>Explain the causes and effects of transatlantic trade over time.</i>	
Triangular Trade	49
Mercantilism and the Empire	50
The Dominion of New England	52
Ongoing Trade Tensions	52
<i>Topic Review and Practice</i>	52

Topic 2.5 Interactions Between American Indians and Europeans	54
Learning Objective: <i>Explain how and why interactions between various European nations and American Indians changed over time.</i>	
Conflict in New England	54
Conflict in Virginia	55
Spanish Rule and the Pueblo Revolt	56
<i>Topic Review and Practice</i>	56
Topic 2.6 Slavery in the British Colonies	59
Learning Objective 1: <i>Explain the causes and effects of slavery in the various British colonial regions.</i>	
Learning Objective 2: <i>Explain how enslaved people responded to slavery.</i>	
Demand for Labor	59
The Institution of Slavery	60
<i>Topic Review and Practice</i>	61
Topic 2.7 Colonial Society and Culture	63
Learning Objective 1: <i>Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.</i>	
Learning Objective 2: <i>Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.</i>	
Population Growth	63
The Structure of Colonial Society	65
The Great Awakening	67
Cultural Life	68
The Enlightenment	70
The Colonial Relationship with Britain	70
Politics and Government	71
Historical Perspectives: <i>Was Colonial Society Democratic?</i>	72
<i>Topic Review and Practice</i>	73
Topic 2.8 Comparisons in Period 2	75
Learning Objective: <i>Compare the effects of the development of colonial society in the various regions of North America.</i>	
<i>Questions About Comparison</i>	76
Think as a Historian: <i>Argumentation</i>	77
UNIT 2—Period 2 Review: 1607–1754	78
Write As a Historian: <i>Historical Thinking Skills and Long Essays</i>	78
<i>Long Essay Questions</i>	79
<i>Document-Based Question</i>	80

UNIT 3—Period 3: 1754–1800

Topic 3.1 Contextualizing Period 3	84
Learning Objective: <i>Explain the context in which America gained independence and developed a sense of national identity.</i>	
<i>Analyze the Context and Landmark Events</i>	85
Topic 3.2 The Seven Years' War	86
Learning Objective: <i>Explain the causes and effects of the Seven Years' War (the French and Indian War).</i>	
Empires at War, 1689–1763	86
The First Three Wars	86
The Decisive Conflict	87
Reorganization of the British Empire	89
<i>Topic Review and Practice</i>	90
Topic 3.3 Taxation Without Representation	92
Learning Objective: <i>Explain how British colonial policies regarding North America led to the Revolutionary War.</i>	
British Actions and Colonial Reactions	92
New Revenues and Regulations	93
Second Phase of the Crisis, 1767–1773	94
Renewal of the Conflict	95
Intolerable Acts	96
The Demand for Independence	96
<i>Topic Review and Practice</i>	97
Topic 3.4 Philosophical Foundations of the American Revolution	100
Learning Objective: <i>Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.</i>	
Enlightenment Ideas	100
Thomas Paine's Argument for Independence	101
Historical Perspectives: <i>Why Did the Colonies Rebel?</i>	101
<i>Topic Review and Practice</i>	102
Topic 3.5 The American Revolution	104
Learning Objective: <i>Explain how various factors contributed to the American victory in the Revolution.</i>	
The First Continental Congress	104
Fighting Begins	105
The Second Continental Congress	106
Peace Efforts	106
The Declaration of Independence	106
The Revolutionary War	107
The Competing Sides	107
Initial American Losses and Hardships	108
Alliance with France	108

Victory	109
<i>Topic Review and Practice</i>	109
Topic 3.6 The Influence of Revolutionary Ideals	111
Learning Objective 1: <i>Explain the various ways the American Revolution affected society.</i>	
Learning Objective 2: <i>Describe the global impact of the American Revolution.</i>	
Women in the Revolutionary Era	111
The Status of Enslaved African Americans	112
Native Americans and Independence	112
International Impact of the American Revolution	112
Historical Perspectives: How Unusual Was the Revolution?	113
<i>Topic Review and Practice</i>	114
Topic 3.7 The Articles of Confederation	117
Learning Objective: <i>Explain how different forms of government developed and changed as a result of the Revolutionary Period.</i>	
Organization of New Governments	117
State Governments	117
The Articles of Confederation	118
The United States Under the Articles, 1781-1789	118
Weaknesses of the Articles	120
<i>Topic Review and Practice</i>	120
Topic 3.8 The Constitutional Convention and Debates Over Ratification	123
Learning Objective: <i>Explain the differing ideological positions on the structure and function of the federal government.</i>	
The Annapolis Convention	123
Drafting the Constitution at Philadelphia	123
The Delegates	124
Key Issues at the Convention	125
Federalists and Anti-Federalists	126
The Federalist Papers	127
The Path to Ratification	127
<i>Topic Review and Practice</i>	128
Topic 3.9 The Constitution	130
Learning Objective: <i>Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.</i>	
Federalism	130
Separation of Powers	131
The Bill of Rights	131
<i>Topic Review and Practice</i>	132

Topic 3.10 Shaping a New Republic	135
Learning Objective 1: <i>Explain how and why competition intensified conflict among peoples and nations from 1754 to 1800.</i>	
Learning Objective 2: <i>Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.</i>	
Washington’s Presidency	135
Organizing the Federal Government	135
Hamilton’s Financial Program	136
Foreign Affairs Under Washington	137
Domestic Concerns under Washington	138
The First Political Parties	139
Origins	140
Differences Between the Parties	140
Washington’s Farewell Address	141
John Adams’ Presidency	141
<i>Topic Review and Practice</i>	142
Topic 3.11 Developing an American Identity	145
Learning Objective: <i>Explain the continuities and changes in American culture from 1754 to 1800.</i>	
Social Change	145
Political Change	146
Cultural Change	147
<i>Topic Review and Practice</i>	147
Topic 3.12 Movement in the Early Republic	149
Learning Objective 1: <i>Explain how and why migration and immigration to and within North America caused competition and conflict over time.</i>	
Learning Objective 2: <i>Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.</i>	
Migration and Settlement	149
American Indians	149
Population Change	151
Slavery	151
<i>Topic Review and Practice</i>	152
Topic 3.13 Continuity and Change in Period 3	155
Learning Objective: <i>Explain how the American independence movement affected society from 1754 to 1800.</i>	
<i>Questions About Continuity and Change</i>	155
Think As a Historian: <i>Developments and Processes</i>	156
UNIT 3—Period 3 Review: 1754–1800	157
Write As a Historian: <i>Analyze the Question</i>	157
<i>Long Essay Questions</i>	158
<i>Document-Based Question</i>	159

UNIT 4—Period 4: 1800–1848

Topic 4.1 Contextualizing Period 4	163
Learning Objective: <i>Explain the context in which the republic developed from 1800 to 1848.</i>	
<i>Analyze the Context and Landmark Events</i>	164
Topic 4.2 The Rise of Political Parties and the Era of Jefferson	165
Learning Objective: <i>Explain the causes and effects of policy debates in the early republic.</i>	
The Election of 1800	165
Jefferson’s Presidency	166
Aaron Burr	169
John Marshall’s Supreme Court and Federal Power	170
Madison’s Presidency	172
<i>Topic Review and Practice</i>	172
Topic 4.3 Politics and Regional Interests	175
Learning Objective: <i>Explain how different regional interests affected debates about the role of the federal government in the early republic.</i>	
The Era of Good Feelings	175
Western Settlement and the Missouri Compromise	178
<i>Topic Review and Practice</i>	180
Topic 4.4 America on the World Stage	182
Learning Objective: <i>Explain how and why American foreign policy developed over time.</i>	
Jefferson’s Foreign Policy	182
President Madison’s Foreign Policy	183
The War of 1812	184
Monroe and Foreign Affairs	189
<i>Topic Review and Practice</i>	191
Topic 4.5 Market Revolution	193
Learning Objective: <i>Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.</i>	
Development of the Northwest	193
Transportation	194
Communication	195
Growth of Industry	195
Commercial Agriculture	197
Cotton and the South	197
<i>Topic Review and Practice</i>	197
Topic 4.6 Effects of the Market Revolution on Society and Culture	200
Learning Objective: <i>Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.</i>	
Women	200
Economic and Social Mobility	201

Population Growth and Change	201
Organized Labor	202
<i>Topic Review and Practice</i>	203
Topic 4.7 Expanding Democracy	205
Learning Objective: <i>Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.</i>	
Greater Equality	205
Changes to Parties and Campaigns	206
Historical Perspectives: <i>The Jacksonians and Expanding Democracy</i>	207
<i>Topic Review and Practice</i>	208
Topic 4.8 Jackson and Federal Power	210
Learning Objective: <i>Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.</i>	
Jackson Versus Adams	210
The Presidency of Andrew Jackson	211
The Two-Party System	214
The Western Frontier	216
<i>Topic Review and Practice</i>	218
Topic 4.9 The Development of an American Culture	222
Learning Objective: <i>Explain how and why a new national culture developed from 1800 to 1848.</i>	
Cultural Nationalism	222
A Changing Culture: Ideas, the Arts, and Literature	222
<i>Topic Review and Practice</i>	226
Topic 4.10 The Second Great Awakening	229
Learning Objective: <i>Explain the causes of the Second Great Awakening.</i>	
Causes of Religious Reform	229
Revivals	229
New Denominations	231
Reforms Backed by Religion	231
<i>Topic Review and Practice</i>	231
Topic 4.11 An Age of Reform	234
Learning Objective: <i>Explain how and why various reform movements developed and expanded from 1800 to 1848.</i>	
Improving Society	234
Changes in Families and Roles for Women	236
Antislavery Movement	237
Other Reforms	238
<i>Topic Review and Practice</i>	239
Topic 4.12 African Americans in the Early Republic	241
Learning Objective: <i>Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</i>	
Free African Americans	242

Resistance by the Enslaved	242
<i>Topic Review and Practice</i>	244
Topic 4.13 Southern Society in the Early Republic	247
Learning Objective: <i>Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.</i>	
Agriculture and King Cotton	247
Slavery, the “Peculiar Institution”	248
White Society	249
<i>Topic Review and Practice</i>	250
Historical Perspectives: <i>What Was the Nature Of Slavery?</i>	250
Topic 4.14 Causation in Period 4	253
Learning Objective: <i>Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.</i>	
<i>Questions About Causation</i>	253
Think As a Historian: <i>Claims and Evidence in Sources</i>	254
UNIT 4—Period 4 Review: 1800–1848	255
Write As a Historian: <i>Gather and Organize the Evidence</i>	255
<i>Long Essay Questions</i>	256
<i>Document-Based Question</i>	257
UNIT 5—Period 5: 1844–1877	
Topic 5.1 Contextualizing Period 5	260
Learning Objective: <i>Explain the context in which sectional conflict emerged from 1844 to 1877.</i>	
<i>Analyze the Context and Landmark Events</i>	261
Topic 5.2 The Idea of Manifest Destiny	262
Learning Objective: <i>Explain the causes and effects of westward expansion from 1844 to 1877.</i>	
Conflicts Over Texas, Maine, and Oregon	262
Settlement of the Western Territories	265
Expansion After the Civil War	268
<i>Topic Review and Practice</i>	268
Topic 5.3 Manifest Destiny and the Mexican–American War	271
Learning Objective: <i>Explain the causes and effects of the Mexican–American War.</i>	
Conflict with Mexico	271
Consequences of the War	272
Historical Perspectives: <i>Why Was Manifest Destiny Significant?</i>	273
<i>Topic Review and Practice</i>	273
Topic 5.4 The Compromise of 1850	276
Learning Objective: <i>Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.</i>	

Southern Expansion	276
Conflict Over Status of Territories	277
Compromises to Preserve the Union	278
<i>Topic Review and Practice</i>	279
Topic 5.5 Sectional Conflict: Regional Differences	282
Learning Objective 1: <i>Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.</i>	
Learning Objective 2: <i>Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.</i>	
Immigration Controversy	282
Ethnic Conflict in the Southwest	284
The Expanding Economy	284
Agitation Over Slavery	285
<i>Topic Review and Practice</i>	287
Topic 5.6 Failure of Compromise	289
Learning Objective: <i>Explain the political causes of the Civil War.</i>	
National Parties in Crisis	289
Extremists and Violence	290
Constitutional Issues	292
<i>Topic Review and Practice</i>	294
Topic 5.7 Election of 1860 and Secession	297
Learning Objective: <i>Describe the effects of Lincoln's election.</i>	
The Road to Secession	297
A Nation Divided	300
Historical Perspectives: <i>What Caused the Civil War?</i>	301
<i>Topic Review and Practice</i>	302
Topic 5.8 Military Conflict in the Civil War	304
Learning Objective: <i>Explain the various factors that contributed to the Union victory in the Civil War.</i>	
War	304
First Years of a Long War: 1861–1862	305
Foreign Affairs and Diplomacy	308
The Union Triumphs, 1863–1865	309
<i>Topic Review and Practice</i>	310
Topic 5.9 Government Policies During the Civil War	313
Learning Objective: <i>Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.</i>	
The End of Slavery	313
Effects of the War on Civilian Life	315
Assassination of Lincoln	317
<i>Topic Review and Practice</i>	318
Topic 5.10 Reconstruction	320
Learning Objective: <i>Explain the effects of government policy during Reconstruction on society from 1865 to 1877.</i>	

Postwar Conditions	320
Reconstruction Plans of Lincoln and Johnson	321
Congressional Reconstruction	322
Reconstruction in the South	326
The North During Reconstruction	328
Women’s Changing Roles	329
<i>Topic Review and Practice</i>	330
Topic 5.11 Failure of Reconstruction	332
Learning Objective: <i>Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.</i>	
Lincoln’s Last Speech	332
Evaluating the Republican Record	332
The End of Reconstruction	333
Historical Perspectives: <i>Did Reconstruction Fail?</i>	335
<i>Topic Review and Practice</i>	336
Topic 5.12 Comparison in Period 5	339
Learning Objective: <i>Compare the relative significance of the effects of the Civil War on American values.</i>	
<i>Questions About Comparison</i>	339
Think As a Historian: <i>Support, Modify, and Refute Claims</i>	340
UNIT 5—Period 5 Review: 1844–1877	341
Write As a Historian: <i>Develop a Thesis</i>	341
<i>Long Essay Questions</i>	342
<i>Document-Based Question</i>	343
UNIT 6—Period 6: 1865–1898	
Topic 6.1 Contextualizing Period 6	346
Learning Objective 1: <i>Explain the historical context for the rise of industrial capitalism in the United States during the period from 1865 to 1898.</i>	
Learning Objective 2: <i>Explain a historical context for the increased international and internal migration in the United States during the period from 1865 to 1898.</i>	
<i>Analyze the Context and Landmark Events</i>	347
Topic 6.2 Westward Expansion: Economic Development	348
Learning Objective: <i>Explain the causes and effects of the settlement of the West from 1877 to 1898.</i>	
Transcontinental Railroads	348
Settlement of the Last West	349
Farmers Organize	352
<i>Topic Review and Practice</i>	354
Topic 6.3 Westward Expansion: Social and Cultural Development	357
Learning Objective: <i>Explain the causes and effects of the settlement of the West from 1877 to 1898.</i>	

The Closing of the Frontier	357
American Indians in the West	358
Mexican Americans in the Southwest	361
The Conservation Movement	361
<i>Topic Review and Practice</i>	362
Topic 6.4 The “New South”	365
Learning Objective: <i>Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.</i>	
Growth of Industry	365
Agriculture and Poverty	366
Segregation	367
Responding to Segregation	368
<i>Topic Review and Practice</i>	369
Topic 6.5 Technological Innovation	371
Learning Objective: <i>Explain the effects of technological advances in the development of the United States over time.</i>	
Inventions	371
Technology and Growth of Cities	372
Marketing Consumer Goods	373
<i>Topic Review and Practice</i>	373
Topic 6.6 The Rise of Industrial Capitalism	375
Learning Objective: <i>Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</i>	
The Business of Railroads	375
Industrial Empires	377
Laissez-Faire Capitalism	379
Business Influence Outside the United States	380
<i>Topic Review and Practice</i>	380
Topic 6.7 Labor in the Gilded Age	383
Learning Objective: <i>Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</i>	
Challenges for Wage Earners	383
The Struggles of Organized Labor	384
<i>Topic Review and Practice</i>	387
Topic 6.8 Immigration and Migration in the Gilded Age	389
Learning Objective: <i>Explain how cultural and economic factors affected migration patterns over time.</i>	
Growth of Immigration	389
Immigration and Growth of Cities	390
<i>Topic Review and Practice</i>	392
Topic 6.9 Responses to Immigration in the Gilded Age	394
Learning Objective: <i>Explain the various responses to immigration in the period over time.</i>	

Opposition to Immigration	394
Boss and Machine Politics	395
Settlement Houses	396
Historical Perspectives: Was the United States a Melting Pot?	396
<i>Topic Review and Practice</i>	397
Topic 6.10 Development of the Middle Class	400
Learning Objective: <i>Explain the causes of increased economic opportunity and its effects on society.</i>	
The Expanding Middle Class	400
The Gospel of Wealth	400
Working Women	401
Impact of Income on Urban Development	401
Changes in Education	402
Growth of Popular Culture	404
<i>Topic Review and Practice</i>	405
Topic 6.11 Reform in the Gilded Age	408
Learning Objective: <i>Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.</i>	
Awakening of Reform	408
Literature and the Arts	410
<i>Topic Review and Practice</i>	412
Topic 6.12 Role of Government in the Gilded Age	415
Learning Objective: <i>Explain the continuities and changes in the role of the government in the U.S. economy.</i>	
Government Actions	415
Political Issues: Civil Service, Currency, and Tariffs	416
<i>Topic Review and Practice</i>	419
Topic 6.13 Politics in the Gilded Age	421
Learning Objective: <i>Explain the similarities and differences between the political parties during the Gilded Age.</i>	
Political Stalemate	421
Rise of the Populists	422
Depression Politics	423
Turning Point in American Politics: 1896	424
<i>Topic Review and Practice</i>	427
Topic 6.14 Continuity and Change Period 6	430
Learning Objective: <i>Explain the extent to which industrialization brought changes from 1865 to 1898.</i>	
<i>Questions About Continuity And Change</i>	430
Think As a Historian: Contextualization	431
UNIT 6—Period 6 Review: 1865–1898	432
Write As a Historian: Write the Introduction	432
<i>Long Essay Questions</i>	433
<i>Document-Based Question</i>	434

UNIT 7—Period 7: 1890–1945

Topic 7.1 Contextualizing Period 7	438
Learning Objective: <i>Explain the context in which America grew into the role as a world power.</i>	
<i>Analyze the Context and Landmark Events</i>	439
Topic 7.2 Imperialism: Debates	440
Learning Objective: <i>Explain the similarities and differences in attitudes about the nation’s proper role in the world.</i>	
Expansion after the Civil War	440
The Era of “New Imperialism”	441
Opposition to Imperialism	442
Latin America	443
<i>Topic Review and Practice</i>	444
Topic 7.3 The Spanish-American War and U.S. Foreign Policy to 1917	446
Learning Objective: <i>Explain the causes and effects of the Spanish-American War.</i>	
Spanish-American War	446
Open Door Policy in China	451
Theodore Roosevelt’s “Big Stick” Policy	452
Roosevelt and Asia	453
William Howard Taft and Dollar Diplomacy	454
Woodrow Wilson and Foreign Affairs	455
<i>Topic Review and Practice</i>	457
Topic 7.4 The Progressives	461
Learning Objective: <i>Compare the goals and effects of the Progressive reform movement.</i>	
Origins of Progressivism	461
Who Were the Progressives?	462
The Muckrakers	463
Political Reforms in Cities and States	465
Political Reform in the Nation	468
African Americans in the Progressive Era	472
Women and the Progressive Movement	474
<i>Topic Review and Practice</i>	474
Topic 7.5 World War I: Military and Diplomacy	478
Learning Objective: <i>Explain the causes and consequences of U.S. involvement in World War I.</i>	
Neutrality	478
Economic Links with Britain and France	479
Public Opinion	480
The War Debate	481
The Election of 1916	481
Peace Efforts	482
Decision for War	482

Fighting the War	483
Making the Peace	484
The Treaty of Versailles	485
The Battle for Ratification	486
<i>Topic Review and Practice</i>	487
Topic 7.6 World War I: Home Front	491
Learning Objective: <i>Explain the causes and effects of international and internal migration patterns over time.</i>	
Mobilization	491
Public Opinion	492
Civil Liberties	493
Armed Forces	493
Effects on American Society	494
Postwar Problems	495
<i>Topic Review and Practice</i>	496
Topic 7.7 1920s: Innovations in Communication and Technology	499
Learning Objective: <i>Explain the causes and effects of the innovations in communications and technology in the United States over time.</i>	
Causes of Economic Prosperity	499
Farm Problems	500
Labor Unions Struggle	501
Technology and Culture	501
<i>Topic Review and Practice</i>	503
Topic 7.8 1920s: Cultural and Political Controversies	505
Learning Objective 1: <i>Explain the causes and effects of international and internal migration patterns over time.</i>	
Learning Objective 2: <i>Explain the causes and effects of the developments in popular culture in America.</i>	
Religion, Science, and Politics	505
Opposition to Immigration	507
Ku Klux Klan	508
Arts and Literature	509
Women, Family, and Education	509
African American Cultural Renaissance	510
Republican Majority	511
Historical Perspectives: How Conservative Were the 1920s?	514
<i>Topic Review and Practice</i>	514
Topic 7.9 The Great Depression	518
Learning Objective: <i>Explain the causes of the Great Depression and its effects on the economy.</i>	
Causes of the 1929 Crash	518
Underlying Causes of the Great Depression	519
Effects of the Great Depression	520
President Hoover's Policies	521

Changing Directions	522
<i>Topic Review and Practice</i>	523
Topic 7.10 The New Deal	525
Learning Objective: <i>Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.</i>	
The Election of 1932	525
Franklin D. Roosevelt as President	526
The Second New Deal	529
The Election of 1936	531
Opponents of the New Deal	532
The Supreme Court	533
Labor Unions and Workers' Rights	534
Recession, 1937–1938	535
Life During the Depression	536
<i>Topic Review and Practice</i>	538
Topic 7.11 Interwar Foreign Policy	541
Learning Objective: <i>Explain the similarities and differences in attitudes about the nation's proper role in the world.</i>	
Post-World War I Agreements	541
Business and Diplomacy	542
War Debts and Reparations	542
Herbert Hoover's Foreign Policy	543
Franklin Roosevelt's Policies, 1933–1939	545
Prelude to Another War	547
Outbreak of War World II in Europe	548
Roosevelt Changes Policies	550
The Election of 1940	550
Arsenal of Democracy	551
Disputes with Japan	552
The War in Europe in 1941–1942	553
<i>Topic Review and Practice</i>	553
Topic 7.12 World War II Mobilization	556
Learning Objective: <i>Explain how and why U.S. participation in World War II transformed American society.</i>	
The Federal Government Takes Action	556
The War's Impact on Society	558
<i>Topic Review and Practice</i>	560
Topic 7.13 World War II: Military	562
Learning Objective: <i>Explain the causes and effects of the victory of the United States and its allies over the Axis powers.</i>	
Fighting Germany	562
Fighting Japan	563
<i>Topic Review and Practice</i>	565

Topic 7.14 World War II and Postwar Diplomacy	567
Learning Objective: <i>Explain the consequences of U.S. involvement in World War II.</i>	
American Leadership	567
Wartime Conferences	568
The War’s Legacy	569
<i>Topic Review and Practice</i>	570
Topic 7.15 Comparison in Period 7	572
Learning Objective: <i>Compare the relative significance of major events of the first half of the 20th century in shaping American identity.</i>	
<i>Questions About Comparison</i>	572
Think As a Historian: <i>Making Connections</i>	573
UNIT 7—Period 7 Review: 1890–1945	574
Write As a Historian: <i>Write the Supporting Paragraphs</i>	574
<i>Long Essay Questions</i>	575
<i>Document-Based Question</i>	576
UNIT 8—Period 8: 1945–1980	
Topic 8.1 Contextualizing Period 8	579
Learning Objective: <i>Explain the context for societal changes from 1945 to 1980.</i>	
<i>Analyze the Context and Landmark Events</i>	580
Topic 8.2 The Cold War from 1945 to 1980	581
Learning Objective: <i>Explain the continuities and changes in the Cold War policies from 1945 to 1980.</i>	
Origins of the Cold War	581
Containment in Europe	583
Cold War in Asia	586
Eisenhower and the Cold War	589
To the Brink of War and Back	593
Lyndon Johnson Becomes President	594
Nixon’s Detente Diplomacy	595
Another Chill in the Cold War	595
<i>Topic Review and Practice</i>	597
Topic 8.3 The Red Scare	600
Learning Objective: <i>Explain the causes and effects of the Red Scare after World War II.</i>	
Rooting Out Communists	600
Espionage Cases	601
The Rise and Fall of Joseph McCarthy	602
<i>Topic Review and Practice</i>	602
Topic 8.4 Economy after 1945	605
Learning Objective 1: <i>Explain the causes of economic growth in years after World War II.</i>	

Learning Objective 2: <i>Explain causes and effects of the migrations of various groups of Americans after 1945.</i>	
Postwar Economy	605
Truman versus the Republican Congress	607
Eisenhower in the White House (1953–1961)	608
Economy under the Democrats (1961–1969)	610
Nixon’s Domestic Policy	611
Ford and Carter Confront Inflation	612
<i>Topic Review and Practice</i>	613
Topic 8.5 Culture after 1945	615
Learning Objective: <i>Explain how mass culture has been maintained or challenged over time.</i>	
Historical Perspectives: <i>A Silent Generation?</i>	618
<i>Topic Review and Practice</i>	619
Topic 8.6 Early Steps in the Civil Rights Movement, 1945–1960	621
Learning Objective: <i>Explain how and why the civil rights movement developed and expanded from 1945 to 1960.</i>	
Origins of the Movement	621
Desegregating the Schools and Public Places	622
<i>Topic Review and Practice</i>	624
Topic 8.7 America as a World Power	626
Learning Objective: <i>Explain various military and diplomatic responses to international developments over time.</i>	
Unrest in the “Third World”	626
The Middle East	627
Latin America	630
Policies in Africa	631
Limits of a Superpower	632
<i>Topic Review and Practice</i>	632
Topic 8.8 The Vietnam War	635
Learning Objective: <i>Explain the causes and effects of the Vietnam War.</i>	
Eisenhower’s Domino Theory	635
Escalation of the Vietnam War in the 1960s	636
America’s War	638
Coming Apart at Home, 1968	639
Richard Nixon’s Vietnam Policy	640
Defeat in Southeast Asia	642
<i>Topic Review and Practice</i>	643
Topic 8.9 The Great Society	646
Learning Objective 1: <i>Explain the causes and effects of continuing policy debates about the role of the federal government over time.</i>	
Learning Objective 2: <i>Explain the contributions and changes in immigration patterns over time.</i>	
The War on Poverty	646

The Election of 1964	646
Great Society Reforms	647
Changes in Immigration	648
<i>Topic Review and Practice</i>	648
Topic 8.10 The African American Civil Rights Movement in the 1960s	651
Learning Objective 1: <i>Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</i>	
Learning Objective 2: <i>Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.</i>	
The Leadership of Dr. Martin Luther King Jr.	651
Federal Civil Rights Acts of 1964 and 1965	652
Black Muslims and Malcolm X	653
Race Riots and Black Power	653
<i>Topic Review and Practice</i>	654
Topic 8.11 The Civil Rights Movement Expands	657
Learning Objective: <i>Explain how and why various groups responded to calls for expansion of civil rights from 1960 to 1980.</i>	
The Women’s Movement	657
Latino Americans	658
American Indian Movement	658
Asian Americans	659
Gay Rights Movement	659
The Warren Court and Individual Rights	660
<i>Topic Review and Practice</i>	661
Topic 8.12 Youth Culture of the 1960s	663
Learning Objective: <i>Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.</i>	
Baby Boom Generation	663
Student Movement and the New Left	663
Students Against the Vietnam War	664
The Counterculture	665
In Retrospect	665
<i>Topic Review and Practice</i>	666
Topic 8.13 The Environment and Natural Resources from 1968 to 1980	668
Learning Objective: <i>Explain how and why policies related to the environment developed and changed from 1968 to 1980.</i>	
Origins of the Environmental Movement	668
Public Awareness	669
Government Environmental Protection	670
Backlash to Environmental Regulations	672
<i>Topic Review and Practice</i>	672
Topic 8.14 Society in Transition	674
Learning Objective 1: <i>Explain the causes and effects of continuing policy debates about the role of the federal government over time.</i>	

Learning Objective 2: <i>Explain the effects of religious movements over the course of the 20th century.</i>	
American Society in Transition	674
The Nixon Presidency	674
Watergate Scandal	675
Gerald Ford in the White House (1974–1977)	677
The Election of 1976	678
An Outsider in the White House	678
The Burger Court	679
Conservative Resurgence	680
A New Era in American Politics	681
<i>Topic Review and Practice</i>	681
Topic 8.15 Continuity and Change in Period 8	684
Learning Objective: <i>Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.</i>	
<i>Questions About Continuity And Change</i>	685
Think As a Historian: <i>Argumentation—Support and Reasoning</i>	685
UNIT 8—Period 8 Review: 1945–1980	686
Write As a Historian: <i>Write the Conclusion</i>	686
<i>Long Essay Questions</i>	687
<i>Document-Based Question</i>	688
UNIT 9—Period 9: 1980–Present	
Topic 9.1 Contextualizing Period 9	692
Learning Objective: <i>Explain the context in which the United States faced international and domestic challenges after 1980.</i>	
<i>Analyze the Context and Landmark Events</i>	693
Topic 9.2 Reagan and Conservatism	694
Learning Objective: <i>Explain the causes and effects of continuing debates about the role of the federal government.</i>	
Ronald Reagan and the Election of 1980	694
The Reagan Revolution	695
President George H. W. Bush	698
Political Polarization	699
<i>Topic Review and Practice</i>	702
Topic 9.3 The End of the Cold War	705
Learning Objective: <i>Explain the causes and effects of the end of the Cold War and its legacy.</i>	
Foreign Policy During the Reagan Years	705
George H. W. Bush and the End of the Cold War	708
Aftermath of the Cold War in Europe	709
<i>Topic Review and Practice</i>	710
Topic 9.4 A Changing Economy	713

Learning Objective: <i>Explain the causes and effects of economic and technological change over time.</i>	
Election of 1992	713
Clinton’s Focus on the Economy	713
Technology and a Changing Economy	715
Income and Wealth	716
<i>Topic Review and Practice</i>	717
Topic 9.5 Migration and Immigration in the 1990s and 2000s	720
Learning Objective: <i>Explain the causes and effects of domestic and international migration over time.</i>	
Changing Immigration Policies	720
Influence of the American South and West	722
American Society in 2000	723
<i>Topic Review and Practice</i>	724
Topic 9.6 Challenges of the 21st Century	726
Learning Objective: <i>Explain the causes and effects of the domestic and international challenges the United States faced in the 21st century.</i>	
Disputed Election of 2000	726
The War on Terrorism	727
Elections of 2004 and a Bush Second Term	729
Election of 2008	731
Foreign Policy of the Obama Presidency (2009–2017)	731
Domestic Policy of the George W. Bush Years (2001–2009)	733
Domestic Policy of the Obama Presidency (2009–2017)	736
The Trump Presidency (2017–Present)	739
Historical Perspectives: What Does Freedom Mean?	742
<i>Topic Review and Practice</i>	742
Topic 9.7 Causation in Period 9	746
Learning Objective: <i>Explain the relative significance of the effects of change in the period after 1980 on American national identity.</i>	
<i>Questions About Causation</i>	747
Think As a Historian: Argumentation—Developing Complexity	747
UNIT 9—Period 9 Review: 1980–Present	748
Write As a Historian: Reread and Evaluate	748
<i>Long Essay Questions</i>	749
U.S. History Practice Examination	750
Index	779

Preface

This new edition of *AMSCO® Advanced Placement® United States History* involved a major revision based on the 2019 College Board Course and Exam Description (CED). The recent CED divided the course into 105 topics. Eighteen of these topics focused on historical thinking skills and reasoning processes. This new edition also includes updated review questions and activities at the end of each topic and the units to increase practice of skills, such as “Think As an Historian” and “Write As a Historian” features.

The other 87 topics provide the essential historical content and accessible explanations of events that have been the heart of this textbook. The topics from the new CED are not equal in length or depth, and therefore the amount of time needed for each one will vary. Many can be treated in one class period or less, but others may take two or more class periods. The College Board recommends that treatment of each topic should be at the pace best suited to the needs of the students and school. There is also a separate teacher resource book that includes an answer key and additional activities on race and justice that is available exclusively for teachers and schools.

Since 1997, this textbook has been used by more than a million students in various ways. Many teachers have successfully used it as a core textbook in conjunction with college-level resources and supplemental materials. Others have used it as a supplemental text to bridge the gap between a college-level textbook and the needs of their AP® high school students. In addition, students have effectively used it on their own to support their study of the content. Given the diverse instructional settings across the nation, the most effective use of this textbook is an instructional decision best made by the educators responsible for their students’ performance.

We continue to be committed to keep this textbook current and to incorporate revisions from the College Board. Teachers and students should also check the College Board websites for the latest updates: AP® Central site (apcentral.collegeboard.com) and the Advances in AP® section (advancesinap.collegeboard.org). We appreciate your feedback on the new edition and how it works for students and teachers during these challenging times.

The authors want to thank the staff of Perfection Learning Corporation for their support and the tireless effort they have put into this new edition. We also appreciate the continued opportunity to support the efforts of high school students and teachers as they strive to meet the challenges of the Advanced Placement® U.S. History examination.

John Newman and John Schmalbach, June 2020

Introduction

Studying Advanced Placement® United States History

Since 1998, the number of high school students taking the Advanced Placement® exam in United States History has more than tripled. Students enroll in AP® U.S. History classes for many reasons. Some of these are related to doing well on the AP® exam:

- to demonstrate one’s ability to succeed as a college undergraduate
- to become eligible for scholarships
- to save on college expenses by earning college credit
- to test out of introductory college courses

The College Board’s website provides a list of colleges and universities that normally use AP® exam grades for determining placement and credits. However, the placement and credit offered vary from school to school. To find out a particular college’s or university’s policy on AP® exams, see that school’s website.

Even within high school, AP® U.S. History classes are beneficial because they enrich a student’s experience. They teach students how to read complex passages, to write clearly and persuasively, and to develop higher level thinking skills. Most students who have taken AP® courses report that these courses are more difficult than regular ones but are worth the extra effort because they are more engaging. The rewards of these challenging classes can foster lifelong reading, thinking, and writing skills and, for many students, an increased interest in and enjoyment of history.

Overview of the AP® U.S. History Exam

This edition of this textbook was revised to address the most recent changes to the *AP® United States History Course and Exam Description* (CED). The revision places a greater focus on the historical thinking skills and reasoning processes used by historians and on historical themes and related concepts in order to deepen a student’s understanding of U.S. history. The 3-hour-and-15-minute exam relies heavily on excerpts, images, and other data sources.

The AP® exam includes the following components, along with the amount of time allotted for each and the percentage each is weighted in the final grade:

- | | | |
|---------------------------------------|------------|-----|
| • 55 Multiple-Choice Questions (MCQs) | 55 minutes | 40% |
| • 3 Short-Answer Questions (SAQs) | 40 minutes | 20% |
| • 1 Document-Based Question (DBQ) | 60 minutes | 25% |
| • 1 Long Essay Question (LEQ) | 40 minutes | 15% |

The multiple-choice section still has the greatest weight in a student's final grade, but students' performances on recent exams suggest that working on writing skills may offer the greatest opportunity for improvement. Each of these components, along with a guide to sequential skill development, will be explained in this Introduction.

The College Board grades student performance on Advanced Placement® examinations, including the AP® U.S. History exam, on a five-point scale:

- 5: Extremely well qualified
- 4: Well qualified
- 3: Qualified
- 2: Possibly qualified
- 1: No recommendation

An AP® grade of 3 or higher is usually considered evidence of mastery of course content similar to that demonstrated in a college-level introductory course in the same subject area. However, since the requirements of introductory courses may vary from college to college, some colleges may accept a 2 on the AP® History exam, while others may require a score of 4.

How This Book Can Help

The goal of this textbook is to provide U.S. history students with the essential content and instructional materials to develop the knowledge, the mastery of historical thinking skills and reasoning processes, and the writing skills needed to understand U.S. history and to approach the past as historians do. The book includes these elements:

Introduction This section introduces students to the historical thinking skills and reasoning processes, course themes, and nine periods of the AP® U.S. History program. A step-by-step skill development guide explains how to answer the four types of questions found on the exam: (1) multiple-choice, (2) short-answer, (3) long essay, and (4) document-based.

Concise History The organization of the content into topics within each unit/period reflects the new Fall 2019 *AP® U.S. History Course and Exam Description*. Each of the nine units/periods is divided into a number of topics based on the new CED. These topics provide the essential historical content and accessible explanations of events that form the heart of this textbook. Each unit begins with an overview of the context of the period and concludes with the practice of one of the three reasoning processes used in argumentation.

Maps and Graphics Maps, charts, graphs, cartoons, photographs, and other visual materials are integrated into the text to help students practice their analytical skills.

Historical Perspectives Certain topics include a Historical Perspective section that introduces students to conflicting interpretations about significant historical issues. These are integral to the content of the book.

Key Terms by Themes Each of the 87 narrative topics includes a list of key names, places, and words, organized by theme, as an aid for student review of the topic.

Multiple-Choice Questions Each of the 87 narrative topics contains at least one set of source-based, multiple-choice questions to evaluate students' historical knowledge and skills using sources.

Short-Answer Questions Each of the 87 narrative topics contains at least one set of short-answer questions for review of the topic and opportunities to apply AP® historical thinking skills and reasoning processes.

Long Essay Questions Periods 2 through 9 conclude with a review section that includes four to eight long essay questions. The long essay questions prompt students to deal with significant issues and to apply course reasoning and writing skills.

Document-Based Questions The reviews for periods 2 through 8 each include one DBQ.

Practice Examination Following the final unit is a complete practice examination using the current format.

Index The index is included to help locate key terms for review.

Answer Key A separate Answer Key is available from the publisher for teachers and other authorized users of the book.

The Study of AP® U.S. History

Historians attempt to give meaning to the past by collecting historical evidence and then explaining how these “facts” are connected. Historians interpret and organize a wide variety of evidence from both primary and secondary sources in order to understand the past. Students should develop their ability to analyze and use historical sources, to answer probing questions about past events, and to demonstrate these abilities in their writing. For many historical questions, no one “answer” is accepted by all historians, nor can one find all answers in any one historical source. AP® teachers and exam readers are looking for a student’s ability to think about history and to support ideas with evidence.

AP® students should appreciate how both participants and historians differ in their interpretations of critical questions in U.S. history. The Historical Perspectives feature introduces readers to some of the issues raised by historians over time. AP® U.S. History does not require an advanced knowledge of historiography, sometimes described as “the history of history.” Nevertheless, prior knowledge of the richness of historical thought can add depth to a student’s analysis of historical questions.

The study of AP® U.S. History includes three basic components that shape the course: (1) the thinking skills and reasoning processes of history, (2) thematic analysis, and (3) the concepts and understandings of the nine periods that organize the content. These three components are explained below for orientation and future reference.

How Historians Think

The Advanced Placement® History courses encourage students to think like historians. The practices and skills that historians use in researching and writing about historical events and developments are the foundation of the AP® U.S. History course and exam. Learning these skills and reasoning processes can be developed over a course of study, but an introduction to them is a good place to start.

- Historians need to be able to **analyze historical evidence** found in a wide variety of **primary sources** from written records to historical images and artifacts. Historians also need to explain and evaluate the evidence from **secondary sources**, especially the work of other historians with differing points of view.
- As historians research the evidence, they look for **connections** and patterns among historical events and developments. They use reasoning processes, such as making **comparisons**, studying **causation**, and analyzing **continuity and change** to find and test possible connections.
- Most historians communicate their findings through publications and presentations. This creative process takes the additional practice of **argument development**, which includes making a defensible claim and marshaling relevant and persuasive evidence to support an argument. Writing about history also challenges one to clarify and refine one’s thinking about the subject or the question under study.

Historical Thinking Skills

The study of history includes the use of many thinking skills. Of these, AP® courses focus on six.

1. Developments and Processes The ability to identify and explain historical concepts, developments, and processes is fundamental to the analysis of historical evidence. For example, “salutary neglect” has proved a useful concept to describe and explain British behavior toward the American colonies before the 1750s. During that period colonists were relatively autonomous. That is, the British allowed colonies to govern themselves with minimal interference. Students need to be able to explain the historical concepts and developments and provide specific historical evidence to illustrate or support such a historical concept or development. For example, a multiple-choice question on the AP® exam might ask “Which of the following is the best example of British salutary neglect in the American colonies before 1750?”

2. Sourcing and Situations The use of historical evidence involves the ability to explain and evaluate diverse kinds of primary and secondary sources, including written works, data, images, and artifacts. Students need to be able to explain (1) the historical setting of a source, (2) its intended audience, (3) its purpose, and (4) the point of view of the original writer or creator. For example, an AP® exam question might ask “Which of the following best reflects the point of view expressed by the author?” Another possible question is “Briefly explain ONE characteristic of the intended audience for this image.”

For secondary sources, this skill also involves understanding how particular circumstances might influence authors. Historians can “rewrite” history because their personal perspective or society’s perspective changes, because they discover new sources and information, and, above all, because they ask new questions.

3. Claims and Evidence in Sources The analysis of either primary or secondary sources also includes the ability to identify the author’s argument and the evidence used to support it. For example, an AP® question might provide short quotations from two secondary sources about the causes of the American Revolution. The reading might be evaluated by a multiple-choice question such as “Which of the following would best support the argument of historian A?” A short-answer question might ask “Briefly explain ONE major difference between historian A’s and historian B’s historical interpretations.” Questions can also ask students to discover patterns or trends in quantitative data found in charts and graphs.

4. Contextualization The skill of contextualization involves the ability to accurately and explicitly explain how a historical event, policy, or source fits into the broader historical picture, often on the regional, national, or global level. Placing the specifics of history into their larger context gives them additional usefulness and significance as historical evidence. Contextualization is evaluated through questions such as this: “(The excerpt) best reflects which of the following developments in U.S. foreign policy?” or “The conditions shown in the image depict which of the following trends in the late 19th century?”

5. Making Connections This skill involves identifying and analyzing patterns and connections between and among historical developments and processes, and how one development or process relates to another. Making connections on the AP® exam will use the three reasoning processes of comparisons, causation, and continuity and change (see below). For example, the developments of large-scale industrial production, concentration of wealth, and the labor movement were taking place during the same period from 1865 to 1900. Are any patterns and connections common among these developments? The exam could ask an essay question such as this: “To what extent was the rise of labor unions related to the development of large corporations during the period from 1865 to 1900?”

6. Argumentation Developing an argument includes the skill of using evidence effectively to make a point. Students need to recognize that not all evidence has equal value in support of a position. Writers need to select examples that are accurate and relevant to their argument. Making judgments about the use of relevant historical evidence is an essential skill in free-response questions on the AP® exam.

Again, the focus of the question will be not on the simple recall of facts but on a conceptual understanding of the evidence and the ability to link that understanding to the argument. For example, to support the argument about the impact of technology from 1865 to 1900, it is not enough to describe the technologies of the period. In addition, one should explain the connection of specific new technologies, such as railroads or electric power, to the changes in the economy. The AP® exam also values the use of diverse and alternative evidence to qualify or modify an argument in order to develop a more complex insight into history.

Reasoning Processes

The study of history includes the use of several reasoning processes. Of these, AP® courses focus on three very important ones.

1. Comparison Thinking about comparison involves the ability to describe and evaluate similarities and differences between two or more historical developments. The developments might be in the same era or in different ones. This process also asks one to explain the relative significance of similarities and differences between historical developments and to study a given historical event or development from multiple perspectives.

The ability to make a comparison is evaluated in questions such as “The ideas expressed in the excerpt were most similar to those of which of the following?” or “Compare and contrast views of the United States’ overseas expansion in the late 19th century.” Expect AP® questions to test similarities and differences of conceptual understandings rather than simple recall.

2. Causation The study of causation is the primary tool of historians to explore the connections—both causes and effects—among events. Historians are often challenged to make judgments between primary and secondary causes and between short-term and long-term effects for developments such as the American Civil War or the Great Depression.

Students will need to not only identify causes or effects but also explain the relationship between them. For example, it will not be enough to state that either imperialist attitudes or idealistic beliefs led to U.S. involvement in the War in Vietnam. One must be able to explain the connections of specific evidence to one’s position. At the AP® level, a causation question might ask “Which of the following most strongly influenced A?” or “B contributed most directly to which of the following trends?” The use of causation as a reasoning process is used with all historical thinking skills.

3. Continuity and Change The study of history also involves the ability to describe and explain patterns that reveal both continuity and change over time. The study of themes especially lends itself to discovering continuity and change in varying lengths of time from a few decades to hundreds of years.

For example, one might argue that President Washington’s foreign policy from the 1790s continued as the standard for American foreign policy into the mid-20th century. The AP® exam might evaluate the understanding of continuity and change by asking “Which of the following developments best represents the continuation of A?” or “Which of the following best represents a later example of the change B?” A more complex essay question can ask “Evaluate the extent to which C contributed to maintaining continuity as well as fostering change in D.” Responding to this item involves understanding not only an event but also its significance in longer trends in United States history.

Thematic Learning Objectives

Just as historians combine the use of multiple historical thinking skills and reasoning processes, they address multiple themes in their work. Questions on the AP® exam will focus on one or more of eight themes that recur throughout U.S. history. Following are analyses of each of the eight. The quotations are from the AP® *U.S. History Course and Exam Description*.

1. American and National Identity (NAT) “This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.” Students should be able to explain how identities related to American values and institutions, regions, and societal groups developed in response to events and how they have affected political debates. For example, the American Revolution changed the identity of Americans from British colonial subjects to citizens of a free and independent republic.

2. Work, Exchange, and Technology (WXT) “This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.” Students should understand how the economy has shaped society, labor systems, government policy, and innovation. For example, the transportation revolution in the 1800s transformed the economy and the lives of farmers, workers, and consumers.

3. Geography and the Environment (GEO) “This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.” Students need to examine how geography and climate have contributed to regional differences and how debates over the use and control of natural resources have impacted different groups and government policies. For example, how did the frontier experience shape early settlers’ attitudes toward the natural environment?

4. Migration and Settlement (MIG) “This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.” Students should be able to answer questions about the peoples who have moved to and lived in the United States. For example, they should be able to explain how Irish and German Catholics in the 19th century, southern and eastern Europeans in the early 20th century, and Hispanics and Asians in recent decades have each affected U.S. society.

5. Politics and Power (PCE) “This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.” Students need to understand the debates over power between branches of government, between the national and state governments, and among voters and special interest groups. For example, the debate over government policies in Congress during the 1790s led to the development of political parties in the United States.

6. America in the World (WOR) “This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.” Students need to understand key developments in foreign policy as well as domestic debates over these policies. For example, they need to understand how the French Revolution and the Napoleonic Wars challenged U.S. efforts to remain neutral and ultimately contributed to U.S. involvement in the War of 1812.

7. American and Regional Culture (ARC) “This theme focuses on how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.” It also addresses how various identities, cultures, and values have shaped the lives of citizens, politics, and the economy. Students should be able to explain why and how cultural components both hold constant and change over time, as well as the conflicts between traditional and modern values. For example, “In what ways did artistic expression change in response to war and to the growth of industry and cities from 1865 to 1898?”

8. Social Structures (SOC) “This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.” It involves the study of the roles of men, women, and other categories of family and civic units, and how they have been maintained, challenged, and transformed throughout American history. This theme could be evaluated with questions such as “To what extent were the roles of women in the United States transformed during the period from 1890 to 1945?” Another question might ask “In what ways did government policies change the role of children in American society during the Progressive Era?”

Using the Themes The tracing of multiple themes through each period of U.S. history is an effective way to study and review content throughout the course. A thematic approach encourages one to think about specific events in a larger framework and to make judgments about comparison, causation, and continuity and change over time. A theme also provides a frame in which to view issues. Students can use themes to organize an essay.

Historical Periods

The content of AP® U.S. History is also organized by the AP® unit framework of nine chronological periods.

Period 1: 1491–1607 The period from before Columbus arrived in the Americas to the founding of the English colony at Jamestown covers the interaction of Native American, European, and African cultures to create a “new” world.

Period 2: 1607–1754 The mixtures of people from various heritages living in different geographic settings created colonies with distinctive cultures, economies, and populations.

Period 3: 1754–1800 Wars over empires provided the context for the American Revolution and the founding of the United States, including the political struggles to form a “more perfect union.”

Period 4: 1800–1848 The promise of the new republic played out during a period of rapid economic, territorial, and population growth that tested the political institutions that held the nation together.

Period 5: 1844–1877 A war with Mexico intensified the conflict over slavery and states’ rights, which led to the Civil War and then to struggles to reconstruct the Union and address the legacy of slavery.

Period 6: 1865–1898 Industrialization, the rapid growth of cities, and a large new wave of immigration transformed the American economy, society, culture, and regional identities.

Period 7: 1890–1945 While the United States responded to the impact of industrialization during the Progressive Era and New Deal years, it also became deeply involved in world affairs during World Wars I and II.

Period 8: 1945–1980 The United States assumed a world leadership role during the Cold War while society became more divided over issues of economic and social justice, especially for minorities and women.

Period 9: 1980–Present A renewed conservative movement challenged the efficacy of government at home while the end of the Cold War, the spread of globalization, and the increase in terrorism prompted the federal government to redefine its policies.

The text does not attempt to cover every historical fact, but it includes all of the essential evidence and understandings needed to address the challenges of the AP® U.S. History exam.

The College Board provides a key to the amount of emphasis to be put on each period of history, but it also recognizes that the allocation of time will vary from class to class. Usually the emphasis will fall within these ranges:

- Period 1, 1491–1607: between 4% and 6%
- Period 2, 1607–1754: between 6% and 8%
- Periods 3 to 8, 1754 to 1980: each between 10% and 17%
- Period 9, 1980–Present: between 4% and 6%

In the AP® U.S. History exam, some multiple-choice and short-answer questions will be based on periods 1 and 9, and content from these periods may be used in the long essays and DBQs. However, no long essay or DBQ will focus exclusively on these two periods of history.

History, like any other field of study, is a combination of subject matter and methodology. The practices, skills, and themes are methods or tools to explore the subject matter of history. One cannot practice these skills without knowledge of the historical situation and understanding of specific historical evidence. The following section provides suggestions for development of another set of skills useful for answering the questions on the exam. Again, the “mastery” of these skills, particularly writing answers to AP® questions, takes practice.

Keeping Perspective

The skills and understandings required for learning AP®-level U.S. history may strike many students as overwhelming at first. Mastering them takes time. Working on the AP® U.S. History skills and understandings will take an ongoing step-by-step effort throughout the course of study. While the effort may seem challenging, what keeps students and teachers in the program is the impressive intellectual growth that can be achieved during an AP® course.

Some students also may become discouraged with the difficult level of AP® exams. AP® exams are unlike most classroom tests. They are not designed to measure mastery of a lesson or unit on which 90 percent or more correct may receive an “A,” 80 percent a “B,” etc. Rather, the AP® exams are more difficult than most classroom tests. Only a small percentage of students will gain more than 80 percent of the possible points. Further, they are deliberately constructed to provide a wider distribution of scores and higher reliability (the likelihood that a test-taker repeating the same exam will receive the same score). AP® students who are having difficulty with a large number of the questions on the practice AP® exams should not be discouraged.

A specific grade on the AP® exam is also not the main purpose of the course. What is most important in the long run are the thinking and writing skills, understandings of the complexities of historical developments, and habits and appreciation of lifelong learning. Students’ educational and personal development during the course will have a greater impact on their futures than a number.

To the Student: The Course and Exam Description

The CED describes the four types of questions on the AP® U.S. History exam: (1) multiple-choice, (2) short-answer, (3) long essay, and (4) document-based. On the exam, the long essay questions are last. Once you have developed the long essay writing skills, you are more than halfway to writing a competent answer to the DBQ. For this reason, in the following section, the long essay is presented before the DBQ.

Answering the Multiple-Choice Questions

The AP® exam asks 55 multiple-choice questions (MCQ), and you will have 55 minutes to answer them. The value of the MCQs is 40 percent of your score. Each question is related to the analysis of a stimulus, which is a primary or secondary source such as a text excerpt, image, chart, graph, or map. Three or four questions will be asked about each stimulus. Each MCQ assesses one or more historical thinking skills but also requires historical knowledge you have learned studying U.S. history.

Each question will have one BEST answer and three distractors. Compared to most history tests, the AP® exam will place less emphasis on simple recall and more emphasis on your ability to analyze primary and secondary sources and to use history reasoning processes.

This book includes 87 topics that are each followed by MCQs based on sources. The MCQs in the topic reviews are similar to ones on the AP® exam but are also designed to review the content and understanding of the topic. In addition to the MCQs in the topics, the practice AP® exam includes 55 multiple-choice questions.

Analyzing Historical Evidence Below is one example of a primary source, a political cartoon from 1934. Your first step in analyzing this kind of evidence, whether an image or a reading, is to ask these questions: What was the historical situation in which it was created? Who was the intended audience? What was the point of view of the author? What was the author’s purpose? The development of these four skill-building questions is part of the foundation of studying U.S. history at the AP® level.

You might recognize the patient in the cartoon as Uncle Sam, a characterization used by political cartoonists since the early 19th century as a stand-in for the United States. The doctor (President Franklin D. Roosevelt) is clearly under pressure from “Old Lady” Congress to cure the ills of the United States. However, in order to interpret and use the evidence in this cartoon, you need knowledge about the 1930s. You need to understand both the economic problems of the era known as the Great Depression and about Roosevelt’s New Deal program that were a response to these problems. A source by itself will not reveal the answers to the MCQs: You will also need to call upon your knowledge and skills to effectively unlock and use the evidence.



Source: C.K. Berryman, *Washington Star*, 1934. Library of Congress

Below are examples of the kinds of MCQs that might be asked on the AP® exam about a source and the skills being assessed. Each would be followed by four possible answers:

- *Analyzing Historical Evidence:* Which of the following statements most directly supports the argument in the cartoon?
- *Causation:* Which of the following events most clearly explains what caused the cartoonist to take the point of view reflected in the cartoon?
- *Comparison:* Which of the following ideas most closely resembles the point of view of the cartoon?
- *Contextualization:* Which of the following developments most clearly provided the context for the cartoonist’s point of view?
- *Continuity and Change:* Which of the following events represents a continuation of the ideas expressed in the source?

Making a Choice Read the stem of the question and all four choices carefully before you record your answer. A number of choices may appear to be correct, but you should select the BEST answer. Choices that reflect absolute positions, such as “always,” “never,” and “exclusively,” are seldom correct because historical evidence rarely offers such complete certainty. Keep in mind the need to make judgments about the significance of a variety of causes and effects.

Should you guess on the AP® exam? The current format does not penalize guessing. Obviously, the process of first eliminating a wrong answer or two increases your chances of guessing correctly.

Budgeting Your Time The AP® History exam gives you 55 minutes to answer the 55 questions. You will not have enough time to spend two or three minutes on difficult questions. Follow a relaxed but reasonable pace rather than rushing through the exam and then going back and second-guessing your decisions. Avoid skipping questions and be careful changing answers.

Recommended Activity Become familiar with the type of multiple-choice questions on the exam before taking it. This will reduce the chance of surprises over the format of the questions.

However, for many students, reviewing content through multiple-choice questions is not the most productive way to absorb the information. The purpose of the content in this textbook is to provide a useful and concise presentation of the essential concepts and evidence needed for the exam. By reviewing the essential facts in their historical situations, you will better recall and understand the connections between events—so important for applying the history reasoning processes.

Answering the Short-Answer Questions

The short-answer questions (SAQ) section of the AP® U.S. History exam will have three sets of questions and allow you 40 minutes to answer them. They will count for 20 percent of your final score. The first two sets of questions are **required**, but in the third set, you can **choose** between question 3 from periods 1–5 and question 4 from periods 6–9. This option gives students an opportunity to write in an area of their strength. Each question consists of three tasks, and you receive one point for a successful response to each task, so each question is worth three points.

In the format for the current exam, question 1 will involve analyzing a secondary source. Question 2 will involve analyzing a primary source and the reasoning process of either causation or comparison. Questions 3 and 4 will involve the reasoning process of either causation or comparison without a reference to a source.

Below is an example of how an SAQ without a source could be structured. It consists of three tasks, labeled (a), (b), and (c). All involve the reasoning process of comparison.

1. Answer (a), (b), and (c).
 - (a) Briefly describe ONE difference between the economies of the British North American colonies in the Chesapeake region and in New England in the period from 1607 to 1754.
 - (b) Briefly describe ONE similarity between the economies of the British North American colonies in the Chesapeake region and in New England in the period from 1607 to 1754.

- (c) Briefly explain ONE reason for the difference between the economy of the Chesapeake colonies and the economy of the New England colonies.

Writing Short Answers

SAQs, unlike DBQs and long essay questions, do not require the development of a thesis statement. However, they do need to be answered in complete sentences. An outline or bulleted list alone is not acceptable. Students have a total of 40 minutes to answer three questions, each of which consists of three tasks. “Briefly” is a key direction in most short-answer questions. The number of sentences that it will take to answer the question will depend on the task in the question. As you write responses to SAQs, work on your ability to write clear and complete sentences supported with specific and accurate evidence. If the question calls for specific evidence, try to provide it using the proper names of persons, places, and events.

While the College Board does not give specific directions, most exam readers recommend labeling the three tasks in your answer A, B, and C. You will have one page in the exam booklet that includes approximately 23 lines on which to write your answers to the three tasks of each SAQ.

Recommended Activity Each of the 87 topics in this textbook contains short-answer questions based on the models provided by the College Board. Some questions contain greater emphasis on reviewing content than the questions found on the AP[®] exam. As you answer the SAQs, first identify the reasoning process used in the question. This will help orient you to the purpose of the question, whether it involves comparison, causation, or continuity and change. To evaluate your progress in answering these short-answer questions, use this simple scoring standard:

- 1 point for accomplishing the task identified in the prompt
- 0 points for each task that is not accomplished or completed

You might need to answer many short-answer questions over several weeks to learn how to budget the 12 to 14 minutes available to answer each of the three-point questions.

Answering the Long Essay Question

In the current format of the AP[®] U.S. History exam, students choose ONE long essay question (LEQ) from among THREE options. Each option will focus on the same theme and same reasoning process, but the options will be about different sets of periods. This means that students choose to answer a question from periods 1–3 (1491–1800), from periods 4–6 (1800–1898), or from periods 7–9 (1890–2001). The suggested writing time is 40 minutes. The long essay represents 15 percent of the final grade on the exam. An edited copy of the current format released by the College Board is reproduced below:

Students will choose one of the three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument.

Question from periods 1–3: Evaluate the extent to which transatlantic interactions fostered change in the labor systems in British North American colonies from 1600 to 1763.

Question from periods 4–6: Evaluate the extent to which new technology fostered change in the United States economy from 1865 to 1898.

Question from periods 7–9: Evaluate the extent to which globalization fostered change in the United States economy from 1945 to 2000.

In the sample above, all three essays are based on the same theme—Work, Exchange, and Technology (WXT)—and the same reasoning process—Continuity and Change. Much like the SAQ format, the LEQ format gives students the choice to answer a question from a period that best reflects their understanding of the relevant examples from that period.

Requirements of the Long Essay Question The AP® exam is very specific in what is expected in answering an LEQ. The grading rubric is based on a six-point scale, which is worth 15 percent of one’s final grade. While the traditional model of writing an essay with an introduction, body, and conclusion is still useful in the overall organization of your essay, the AP® U.S. History exam rubrics for the LEQ clearly define what you need to do to gain each point.

- **Point 1: Thesis** Earn one point for making a historically defensible thesis or claim that establishes a line of reasoning and how it will be argued. This thesis must do more than restate the question. It must create an argument. The thesis must consist of one or more sentences in either the introduction or the conclusion.
- **Point 2: Contextualization** Earn one point for describing a broader historical context that is relevant to the question. This context might be events or development before, during, or after the time frame of the question. This requires more elaboration than a mere reference.
- **Points 3 and 4: Evidence** Earn one point for describing at least two specific examples that are relevant to the question. For two points, you must explain how the specific examples support your arguments stated in the thesis.
- **Points 5 and 6: Historical Reasoning and Complexity** Earn one point for using the reasoning process in the question (comparison, causation, or continuity and change) to frame your arguments that address the question. To gain a second point, you must demonstrate a complex understanding that uses evidence to corroborate, qualify, or modify your argument, such as using an additional historical reasoning process.

The next section on writing long essay question answers explains how to achieve each of these points.

Practice Writing Long Essay Question Answers The long essay question (LEQ) and the document-based question (DBQ) have proven to be the two parts of the exam on which students need to improve the most. Although the DBQ is worth more than the LEQ, it is better to start with learning how to master the LEQ skills, because they include the fundamental skills for writing the DBQ and also have fewer elements to handle. For many students, writing an AP® history essay is much different from writing an essay for an English or literature class.

The skills you need to write AP® history essays take time and practice to master, so you will benefit from starting to work on them as early as possible. Instead of writing and rewriting complete essays until all elements are mastered, break down the essay writing into sequential steps to develop the skills needed for each point. The following steps have proven useful in developing the skills needed to answer the AP® long essay question:

1. Analyze the Question
2. Organize the Evidence
3. Write the Thesis Statement
4. Provide Context
5. Use Evidence
6. Address Historical Reasoning and Complexity
7. Evaluate a Long Essay Answer

Let's look at the sequential steps that you can use to develop your skill at writing long essays.

1. Analyze the Question Students who rush to start writing risk overlooking what the question is asking. Take time to fully understand the question in order to avoid the mistake of writing an excellent essay that receives little or no credit because it answered a question that was not asked. Consider this sample long essay question:

Evaluate the extent to which transatlantic interactions fostered change in the labor systems in British North American colonies from 1600 to 1763.

Before writing, ask yourself, “What are the key words in the question? What is the targeted history reasoning process in the question?” Underline words related to the reasoning process and the time frame, such as “evaluate the extent,” “change,” and “from 1600 to 1763.” Next, circle the content words, such as “transatlantic interactions,” “labor systems,” and “British North American colonies.” During this step, identify all parts of the question. In the answer to the above essay question, the writer should apply the reasoning process of continuity and change over time.

Simply describing transatlantic interactions and labor systems in the colonies is not enough for a good essay. You must also explain and evaluate how interactions, such as trade and migration, contributed to continuity and change in labor systems such as free labor, indentured servitude, and slavery.

Recommended Activity As an initial skill-building activity, analyze the LEQs in the period review sections throughout this book.

- *Underline* the key words that indicate the targeted reasoning process. These say what the writer should do.
- *Circle* the words that indicate the specific aspects of the content that need to be addressed. These say what the writer should write about.

2. Organize the Evidence Many students start writing their answers to an essay question without first thinking through what they know, and they often write themselves into a corner. Directions for the AP[®] History exam suggest you spend some time reading and planning before starting to write. Take a few minutes to identify what you know about the question and organize your information by making a rough outline in the test booklet, using abbreviations and other memory aids. This outline is not graded. Taking a few minutes to organize your knowledge can help you answer an important question: Do you have enough evidence to select a certain essay or to support your argument?

Below is a sample list of items that could be used in answering the long essay question about the impact of transatlantic interactions on the continuity and changes in the labor systems in the British North American colonies.

Transatlantic Interactions	Labor Systems	British North American Colonies
<ul style="list-style-type: none"> • Migration over time • Mercantilism • Triangular trade • Navigation Acts • Slave trade • Racial prejudices • Cash crops such as tobacco 	<ul style="list-style-type: none"> • Adventurers • Free labor • Family units • Indentured servants • Headright system • Slavery • Native Americans • Labor shortages 	<ul style="list-style-type: none"> • Plantation system • Raw materials for export • New England • Middle Colonies • Chesapeake region • Carolina and Georgia

Facts are important. However, the key to writing an effective long essay answer is that your thesis and arguments drive your writing so that you do not simply list information.

Recommended Activity Create a list of the kinds of relevant information that could be incorporated into the responses to the long essay questions found in the period reviews. Organize the information under headings that reflect the major parts of the question. This activity parallels the lists developed by AP[®] consultants before readers start scoring essays. It is a very useful prewriting activity.

3. Write the Thesis Statement The development of a strong claim or thesis is an essential part of every AP® History essay answer. Some students have difficulty taking a position because they are afraid of making a mistake. Remember, understanding different interpretations of events is part of the study of history. AP® readers are looking not for the “right answer.” Rather, they want to see a writer’s ability to interpret the historical evidence and marshal it into a persuasive argument.

A thesis must be more than a restatement of the question. The AP® scoring guide requires that the thesis address the history reasoning process in the question, such as causation, comparison, or continuity and change over time. The following thesis is one effort to address the long essay question presented earlier:

Transatlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1783 but also fostered change in the kinds of labor systems in use.

This statement is straightforward, and it takes a position on the question and the reasoning process of continuity and change, but does it provide a well-developed line of reasoning? Below is an example of how to extend and develop the short thesis statement from the question about labor systems:

Not surprisingly, the colonies from New England to Georgia tried different labor systems, such as indentured servitude, slavery, and free labor. Changes in these labor systems were affected by changes in trade and migrations, but the racial attitudes of the period also hardened the institution of slavery against change, especially in the Southern colonies.

By developing and extending a thesis statement, one both clarifies the thesis and provides the organizing ideas and arguments that will guide the development of the essay.

An effective introductory paragraph should also introduce the main arguments of the essay. The above example of an extended thesis does that by identifying three labor systems, which will be evaluated for continuity and change. This second feature of the introduction is sometimes called the essay’s “blueprint” or “organizing ideas.” By the end of the first paragraph, a reader should not only know your thesis but also have a clear idea of the main arguments to be developed in support of the thesis.

The AP® exam rubric states that the thesis must be “located in one place, either in the introduction or in the conclusion.” Based on experience, most teachers and readers of the exam recommend putting your thesis in the introductory paragraph. While it might seem to create more drama to reveal the thesis in the last paragraph, you are not writing a “who-done-it” mystery.

Recommended Activity Practice writing an introductory paragraph with a thesis statement and introduction of main arguments to support it. Use LEQs from this text and from prior AP® exams. Use the following criteria to assess your work:

- Does the thesis consist of one or more sentences?
- Does the thesis make a historically defensible claim?
- Does the thesis address the history reasoning process?
- Does the thesis address all parts of the question?
- Does the introduction provide a framework for understanding the main arguments that will be used to support the thesis?
- How could you improve the thesis and supporting arguments?

4. Provide Context The AP® program describes the context requirement as “describe a broader historical context relevant to the prompt.” For the above essay question about continuity and change in the “labor systems,” an explanation of the competition among European powers, such as Britain, France, and Spain, could provide context for “transatlantic interactions” and what was happening in the colonies. Explaining the growing political conflicts over slavery after independence could also provide the context for the significance of this question.

Context could become a separate second introductory paragraph, since the AP® exam expects “more than a mere phrase or reference.” However, the placement for the contextualization point should be determined by the logical flow of the essay. Explaining the context from after the time frame of the question may make more sense at the end of the essay than the beginning.

Recommended Activity The first step is to think about the possible historical context that you can provide for the question. It can be historical events or developments before, during, or after the time frame of the question. Next, write a separate paragraph for the context point. For practice use LEQs from this text and from prior AP® exams. Use these criteria to assess your work:

- Is the context more than a phrase or reference?
- Is the context passage or paragraph relevant to the topic of the question?
- Does the response explain broader historical events, developments, or processes that occur before, during, or after the time frame of the question?
- How can the explanation of context for the question be improved?

5. Use Evidence As explained above, to receive at least one point for use of evidence, you should try to describe at least two specific examples of evidence (such as proper nouns, historical terms, and developments) relevant to the topic of the question. However, two examples are the minimum. Most teachers and graders recommend more. What if one example is wrong? For the above LEQ about impact of trade on labor systems in the colonies, a writer could receive one point for describing the three labor systems of free labor, indentured servitude, and slavery in the colonies supported with specific historical facts.

Recommended Activity Before your first efforts to write paragraphs for the evidence points, practice outlining three paragraphs of evidence to back up your thesis and arguments. Incorporate historical terms, such as proper names or terms in each paragraph. Once you understand the reasoning process involved, practice writing complete paragraphs. Use the following criteria to assess your work:

- Does the response earn one point by providing at least two specific examples of historical evidence relevant to the question?
- Does the response earn two points by using examples of specific historical evidence to support the arguments made to support the thesis?
- How effectively is the evidence linked to the arguments?
- How can the variety, depth, and analysis of the evidence be improved?

6. Address Historical Reasoning and Complexity To receive one point for historical reasoning, one must use the appropriate reasoning process (causation, comparison, or continuity and change over time) to structure the argument used to address the question. In the question above on changes in colonial labor systems, the writer should frame the argument using continuity and change over time.

For example, one argument might explain how the growing demand for cash crops from the Britain's American colonies promoted the growth of a plantation system that depended on a large supply of low-cost labor to be profitable. The landowners' desire for labor was then satisfied by slavery. This requirement does not demand writing a separate paragraph for the point, but the historical reasoning process can and should be integrated into your use of evidence.

The second point for complexity is often the hardest one for students to earn. It is not given out just for good essays that are clearly written and organized with no historical errors. The response needs to show a deeper, more complex understanding of the question. The AP® exam rubrics from the College Board state the following ways to demonstrate a complex understanding:

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

For example, a point for a complex understanding of historical developments for this LEQ could be gained by explaining both change and continuity. As another example of complexity, one could explain that the institution of slavery developed in the colonies not only for economic causes but also for social or racial reasons.

However, to receive two points one must explain the relationship of evidence to the arguments used to support the thesis. For example, it is not enough to simply describe the labor systems used in the colonies. You must explain and evaluate, for example, how changes in voluntary and involuntary migration were linked to the growth of free labor and slavery and the decline of indentured servitude. Linking the evidence to your arguments also helps you avoid writing out a “laundry list” of unrelated facts.

Recommended Activity The demonstration of the targeted reasoning process (causation, comparison, or change and continuity over time) and the complex understanding can be integrated into paragraphs using evidence to support one’s arguments. However, for initial practice, write a separate paragraph for each process that demonstrates the use of it to frame the argument and a complex understanding of the question using one of the various ways outlined above. Use the following criteria to assess your work:

- Does the essay use historical reasoning to frame or structure the argument made?
- How could the targeted reasoning process be better analyzed in the arguments?
- Does the response demonstrate a complex understanding of the question using evidence to corroborate, qualify, or modify an argument that addresses the question?
- How could a complex understanding of the question be better demonstrated?

7. Evaluate a Long Essay Answer The feedback from your practice essays—whether from teachers, peers, or self-evaluation—is essential for making the practice produce progress and for learning to master the exam requirements. You might find teacher evaluation and self-evaluation of essays less threatening than peer evaluation. However, once you establish more confidence, peer evaluation is a useful form of feedback. The comments you receive from your peers, as well as the comments you make on their essays, will help you become a better writer.

Recommended Activity Before writing out your first practice essay, it helps to first organize your arguments by outlining each paragraph for the essay. The first effort for writing a complete AP® History essay will be a more positive experience if it is an untimed assignment. After you gain some confidence in writing the long essay, you should apply these skills in a timed test, similar to that of the AP® exam (e.g., 40 minutes for the long essay). The purpose of this practice is to become familiar with the time restraints of the AP® exam.

Use the following practice scoring guide for the LEQ or the most recent rubric released by the College Board to evaluate your own work and to help you internalize the grading standards used on the AP® exam. While the AP® exam booklet will list what needs to be done to gain each point, with effective practice you should know going into the exam what you need to write before opening the booklet.

Scoring Guide for a Long Essay Question Answer

A. Thesis/Claim: 0–1 Point

- 1 point for a historically defensible thesis/claim that establishes a line of reasoning to address the question and not merely restate it. The thesis must be at least one sentence and located in one place, either in the introduction or in the conclusion.

B. Contextualization: 0–1 Point

- 1 point to describe the broader historical context of the question, such as developments either before, during, or after its time frame. Describing the context requires more than a mere phrase or reference.

C. Evidence: 0–2 Points

- 1 point for identifying specific historical examples of evidence relevant to the question.

OR (Either the 1 point above or the 2 points below, but not both.)

- 2 points for using specific and relevant historical examples of evidence that support the arguments used to address the question.

D. Analysis and Reasoning: 0–2 Points

- 1 point for using historical reasoning to frame or structure the arguments that address the question, such as causation, comparison, or continuity and change over time. Reasoning may be uneven or not as complex as needed to gain 2 points.

OR (Either the 1 point above or the 2 points below, but not both.)

- 2 points for using historical reasoning and demonstrating a complex understanding of the historical developments by analyzing the multiple variables in the evidence. This can include analyzing more than one cause, both similarities and differences, both continuity and change, and/or the diversity of evidence that corroborates, qualifies, or modifies an argument used to address the question.

Other Suggestions for Writing Essay Questions

The following suggestions, while not part of the formal rubrics for grading essays, can help or detract from the impact of your essay writing in AP® history.

Be accurate and clear. AP® readers realize that students are writing a first draft under pressure. However, accuracy and clarity become problems when they interfere with the overall quality of the work. Does the historical content of the essay demonstrate accurate knowledge? Do grammar mistakes obscure the demonstration of the content knowledge and thinking skills in the essay? The scoring guidelines allow for some errors in content and grammar, unless they detract from the students' overall demonstration of knowledge and skills.

Follow the writing style used by historians. Avoid use of the first person (“I,” “we”). Rather, use the third person (“he,” “she,” “they”). Write in the past tense, except when referring to documents or sources that currently exist (e.g., “the document implies”). Use the active voice rather than the passive voice because it states cause and effect more strongly (e.g., “Edison developed a practical light bulb” is in the active voice; “a practical light bulb was created” is in the passive voice). The AP® long essays do not call for a narrative style of historical writing or “stories.” Rather, they should be analytical essays that support the writer’s argument with specific knowledge and historical reasoning.

Remain objective. Avoid emotional appeals, especially on social or political issues. The AP® test is not the place to argue that a group was racist or that some people were the “good guys” and others the “bad guys.” Avoid absolutes, such as “all” and “none.” Rarely in history is the evidence so conclusive that you can prove that there were no exceptions. Do not use slang terms!

Communicate awareness of the complexity of history. Distinguish between primary and secondary causes, short-term and long-term effects, and the more and less significant events. Use verbs that communicate judgment and analysis, such as “reveal,” “exemplify,” “demonstrate,” “imply,” and “symbolize.”

Communicate the organization and logical development of your argument. Each paragraph should develop one main point that is clearly stated in the topic sentence. Provide a few words or a phrase of transition to connect one paragraph to another.

Use words that are specific. Clearly identify persons, factors, and judgments. Replace vague verbs such as “felt” and “says” with more precise ones. Do not use words such as “they” and “others say” as vague references to unidentified groups or events.

Define or explain key terms. If the question deals with terms (such as “liberal,” “conservative,” or “Manifest Destiny”), an essential part of your analysis should include an explanation of these terms.

Anticipate counterarguments. Consider arguments that are against your thesis, not to prove them but to show that you are aware of opposing points of view. Doing so demonstrates your complex understanding of a question.

Recognize the role of a conclusion. An effective conclusion should focus on the thesis. Some teachers also recommend that this is fine place to demonstrate your complex understanding (see above rubric). However, if you are running out of time and have written a well-organized essay supporting your argument, do not worry about omitting the conclusion.

Model for Organizing Answers to Essay Questions This model for a five-paragraph expository essay illustrates how an introductory paragraph relates to a well-organized essay. An essay should not always consist of five paragraphs. The total number of paragraphs is for the writer to determine. What the model does suggest is that the introductory paragraph is crucial because it should shape the full essay. An effective introduction tells the reader the arguments you will develop in the body of the essay and then explains how you will develop that view, identifying the main points you will be making in the body of your essay. If your introductory paragraph is properly written, the rest of the essay will be relatively easy to write, especially if you have already organized your information.

Paragraph 1: Introduction Background and context to the question

_____ Thesis statement
_____ Development of the
thesis with preview of main arguments _____

Paragraph 2: First Argument Topic sentence explaining first

argument related to the thesis _____
Evidence to support argument using the targeted reasoning process

Paragraph 3: Second Argument Topic sentence explaining

second argument related to the thesis _____
Evidence to support argument using the targeted reasoning process

Paragraph 4: Third Argument Topic sentence explaining third

argument related to the thesis _____
Evidence to support argument using the targeted reasoning process

Paragraph 5: Conclusion and Complex Understanding

Answering the Document-Based Question

This part of the AP® exam comes closest to the challenges and work of practicing historians. The AP® exam’s document-based question (DBQ) will be drawn from the concepts and content of periods 3 through 8 (1754–1980). Students have no choice of questions, but they are given 60 minutes to write their answers. Directions suggest that students use the first 15 minutes to read and study the seven documents because they are the essential focus for this kind of question. These documents include mostly texts, but they will usually include one or more images, such as cartoons, maps, or graphs. These sources will include differing points of view and often contradictory evidence.

Requirements of the Document-Based Question The rubric used to grade the DBQ includes seven possible points, and the question counts for 25 percent of one’s overall exam grade. Many of the DBQ requirements are the same or similar to ones for the LEQ. However, in addition students need to be able to analyze at least six of the seven historical documents provided and use them to support the arguments of the essay.

- **Point 1: Thesis** Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- **Point 2: Contextualization** Describe a broader historical context relevant to the prompt.
- **Points 3 and 4: Evidence from the Documents** Earn one point for using the content of at least three documents to address the question. For two points you must use at least six documents and must also explain how the documents are related to the thesis arguments.
- **Point 5: Evidence Beyond the Documents** Use at least one additional piece of specific historical evidence, beyond the evidence found in the documents, that is relevant to your arguments.
- **Point 6: Analysis of the Sources** For at least three documents, one must explain how or why the document’s point of view, purpose, historical situation, or audience (or more than one of these) is relevant to your arguments.
- **Point 7: Complexity** Demonstrate a complex understanding of the question by using the evidence to corroborate, qualify, or modify an argument that addresses the question.

Practice Writing the Document-Based Question Keep in mind that writing a DBQ answer is similar to writing an effective long essay and that many of the same skills apply. As with an LEQ, a DBQ answer needs an effective thesis that addresses all parts of the question and uses a historical reasoning process, usually causation. As in a long essay, you need to make persuasive arguments supported by evidence.

However, in a DBQ much of the evidence can be drawn from the seven documents. You must still utilize your knowledge of history to help you analyze the documents. The better you understand the concepts and evidence from the historical periods used in the question, the greater understanding you are likely to gain from the documents and the less likely you are to misinterpret them.

Below is a sample DBQ prompt. Use the steps following it to develop the skills for writing an effective DBQ answer.

Analyze major changes in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910 to 1930.

1. Analyze the Question and the Documents Besides analyzing the question, as explained under the LEQ section, the preparation for answering a DBQ must include analyzing the seven documents. This is why the directions for the DBQ on the exam recommend taking 15 minutes to read the documents before you begin writing. Use the first 15 minutes not only to read the documents but also to underline and make notes on them in the margin. While reading the documents, note what side of possible arguments each document could be used to support. Also identify at least three documents that you could use to explain the relevance of the source's point of view, purpose, historical situation, or audience to your arguments.

2. Organize the Evidence Unlike the LEQ, the DBQ provides much of the evidence to support a thesis and arguments. The poorest approach to answering a DBQ is to write about just the seven documents from 1 to 7 and hope for the best. Instead, much like with the LEQ, take time during the reading of the documents to organize them into categories such as northern experiences versus southern experiences. You might create a chart or matrix that uses a combination of rows and columns to organize information. For example, you might have one row for each region (South and North). Each column might be a type of information (economic conditions such as jobs) and social conditions (such as degree of prejudice and segregation). If time allows, add short notes about relevant knowledge from outside the documents to support your arguments.

3. Write a Thesis Statement The requirement for gaining the one point for a thesis or claim is the same as the LEQ. The thesis must be historically defensible and establish a line of reasoning. (See the LEQ section for details.)

4. Provide Context As with the LEQ, the DBQ essay also requires you to describe a broader historical context for the question. This involves explaining a relevant historical development not found in the documents. For example, in the response to the sample DBQ, you could broaden the discussion of the African American migrant experience by explaining a context not found in the documents, such as the race riots in northern cities like Chicago during and after World War I. This contextualization point also requires an explanation of multiple sentences or a full paragraph. Most AP® teachers recommend that contextualization should be addressed in the essay's introduction or second paragraph as part of the background to the question.

5. Use Evidence from the Documents You must use six of the seven documents in writing the essay to gain two points for use of evidence. To use the documents well, link the evidence in them to your arguments. Your thesis and arguments, not the arrangement of the documents in the exam booklet, should control the organization of the essay.

To receive two points, it is not enough to accurately explain the content from six documents. You also need to integrate the content into a persuasive argument to support your thesis.

In the use of documents as evidence, you must do more than just quote or paraphrase the documents. The readers already know the content of the documents, so there is no need to quote them. Another novice mistake is to write no more than a description of each document. “Document 1 says . . . Document 2 says . . .” This approach can gain you only one point.

Below is a sample document for the above AP® sample DBQ. It is just one of seven documents that a DBQ would include.

Document 2. Letter from a prospective African American migrant, April 27, 1917, New Orleans, Louisiana

“Dear Sirs:

Being desirous of leaving the South for the betterment of my condition generally and seeking a Home Somewhere in Ill’ Chicago or some other prosperous town, I am at sea about the best place to locate having a family dependent upon me for support. I am informed by the *Chicago Defender* a very valuable paper which has for its purpose the Uplifting of my race, and of which I am a constant reader and real lover, that you were in position to show some light to one in my condition.

Seeking a Northern Home. If this is true, Kindly inform me by next mail the next best thing to do. Being a poor man with a family to care for, I am not coming to live on flowery Beds of ease for I am a man who works and wish to make the best I can out of life. I do not wish to come there hoodwinked not knowing, where to go or what to do, so I Solicit your help in this matter and thanking you in advance for what advice you may be pleased to Give. I am yours for success.”

The sample below illustrates a couple of ways to integrate documents in support of an argument and how to reference them in an essay. Documents 3 and 7 (not included in this book) describe discrimination in employment and housing:

The southern reader of the northern African American newspaper, *Chicago Defender* (Doc. 2), had cause for being suspicious that moving his family North would not be an easy escape from conditions in the South. During this period, black migrants to the North faced racial barriers in finding a place to live in segregated cities like Chicago (Doc. 7) and discrimination on the job in northern industries (Doc. 3).

The documents should influence your arguments to the extent that you will have to deal with the complexity, contradictions, and limitations found in

them. Realize that not all documents will have equal weight. Communicate to the reader your awareness of the contradictions or limitations of a document or how a document might not support your thesis but fits into the historical situation relevant to the question.

6. Use Evidence Beyond the Documents Much like the LEQ, the DBQ does require at least one example of historical evidence to support your arguments, but it should not duplicate the evidence in the documents or their analysis. For example, the documents provided for the sample DBQ might not explicitly address the impact of African American music during the Harlem Renaissance in the North. Explaining how African American music enhanced the image of black artists and changed their experience in northern cities after migration would be going beyond the documents.

You could establish that you understand the era by setting the historical scene early in the essay using “outside” information. However, do not “double-dip” by using the same example from your outside information in the explanation of context. If you do, you will not receive credit for both.

7. Source the Documents One additional point is gained for analyzing at least three of the documents in one or more of the following aspects: a) historical situation for the document, b) intended audience for the document, c) purpose of the document, and/or d) point of view of the author. Identifying one of the sourcing elements, such as historical situation, is not enough to get over the threshold for sourcing. To receive a point, you must also explain how or why this element of the source is relevant to an argument. In the example, for the 1917 letter from a reader of the *Chicago Defender*, you could explain the historical situation of the letter, that it was written during World War I. This was significant because labor shortages in the North encouraged employers to recruit workers from the South, which contributed to the great migration of African Americans.

In this text, you will find dozens of excerpts, cartoons, and other kinds of documents that provide you opportunities to practice sourcing documents as a prewriting activity. In writing the DBQ, the sourcing requirement can be accomplished in the same paragraph in which the document is used as evidence. To explain the historical situation for a document, you need not take more than one sentence or modifying phrase in the paragraph that uses the document as evidence. The readers are looking for the sourcing of three documents for the one point.

8. Provide Complexity As explained before, an essay needs to show a deeper, more complex understanding of the question to gain this point. Refer back to the AP® Guidelines for complexity under “Writing the LEQ” for the many ways to demonstrate a complex understanding. The options are the same for both the LEQ and the DBQ. In recent exams, few students have received the complexity point for their DBQ answers. This suggests that most students should focus on linking the document evidence to their arguments and on achieving both the contextualization and outside evidence points before tackling complexity.

9. Evaluate a DBQ Answer At this point, some students may ask, how can one possibly juggle all the requirements to write a strong DBQ essay? First remember that in writing a DBQ, you apply many of the same skills you learned in writing a strong LEQ answer, such as writing an effective thesis, providing context for the question, and using outside knowledge to support your arguments. As recommended for development of LEQ writing, use a step-by-step skill development approach to the DBQ. It will take time to master each new skill, such as the use of documents as evidence. Only practice can prepare you to answer a challenging DBQ successfully.

After writing your first untimed and timed DBQ essays, use the DBQ practice scoring guide, or the rubrics released by the College Board, to evaluate your essays. Using the scoring guide will help you to internalize the criteria for writing an effective DBQ. Samples of recent DBQ rubrics, scoring guidelines, and graded essays can be found at <https://apcentral.collegeboard.org>.

Finally, AP® readers counsel students to “take ownership of the question.” This means to address the LEQ and DBQ directly and commit your writing to supporting your arguments, rather than just describing documents and other evidence like isolated bits of information. Again, the time you spend on the front end thinking about the question and organizing the documents and other evidence into categories can give your essay purpose, direction, and clarity while you write.

Recommended Activity In this textbook, you will have dealt with more than a dozen excerpts, cartoons, and other forms of sources before practicing the first DBQ. There are DBQs in the reviews at the ends of period 2 through period 8 and in the practice exam. As a prewriting activity, identify and discuss each document’s point of view, historical situation or context, intended audience, and purpose.

In writing a DBQ answer, apply the same skills you use in writing a strong long essay answer. In addition, use the documents to support your thesis. After writing your first DBQ answers, use the scoring guide that follows or the DBQ exam rubrics released by the College Board to help you internalize the criteria for writing a strong DBQ answer.

Scoring Guide for a Document-Based Question Answer

A. Thesis/Claim: 0–1 Point

- ❑ 1 point for a historically defensible thesis/claim that establishes a line of reasoning to address the question and does not merely restate it. The thesis must be at least one sentence and located in one place, either in the introduction or in the conclusion.

B. Contextualization: 0–1 Point

- ❑ 1 point to describe the broader historical context of the question, such as developments either before, during, or after its time frame. Describing the context requires more than a mere phrase or reference.

C. Evidence: 0–3 Points

Evidence from the Documents: 0–2 Points

- ❑ 1 point for accurately describing the content of three documents that address the question.

OR (Either the 1 point above or the 2 points below, but not both.)

- ❑ 2 points for accurately describing the content of six documents and using them to support the arguments used in response to the question. Using the documents requires more than simply quoting them.

Evidence Beyond the Documents: 0–1 Point

- ❑ 1 point for using at least one additional piece of specific historical evidence beyond those found in the documents that is relevant to the arguments for the question. The evidence must be different from evidence used for the contextualization point and more than a mere phrase.

D. Analysis and Reasoning: 0–2 Points (Unlike the LEQ scoring, both points can be gained)

- ❑ 1 point for using at least three documents to explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument used to address the question.
- ❑ 1 point for demonstrating a complex understanding of the historical developments by analyzing the multiple variables in the evidence. This can include analyzing more than one cause, both similarities and differences, both continuity and change, and/or the diversity of evidence that corroborates, qualifies, or modifies an argument used to address the question.

Review Schedule

Under the best conditions, preparation for the AP® U.S. History exam takes place within the context of an Advanced Placement® or Honors course. However, whether this text is used in conjunction with the course or as a review book before the exam, the teacher or students will benefit from organizing a review schedule before the exam. Many AP® candidates find that study groups are helpful, especially if the students bring to the group a variety of strengths.

Following is a sample of a six-week review schedule using this text that either teachers or students might construct to organize their preparation.

Proposed Review Schedule		
Week	Time Period	Content
1	1491 to 1754	Units 1–2
2	1800 to 1848	Units 3–4
3	1844 to 1898	Units 5–6
4	1890 to 1945	Unit 7
5	1945 to the Present	Units 8–9
6	Final Review	Practice Exam

Staying with such a schedule requires discipline. This discipline is greatly strengthened if a study group chooses a specific time and place to meet and sets specific objectives for each meeting. For example, students might divide up the material and prepare outline responses to key terms and review questions. Some individuals may find it more productive to review on their own. Either way, the essential content presented in and the reasoning processes developed through the use of this book should make it a convenient and efficient tool for understanding U.S. history.