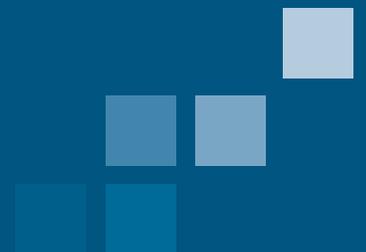




AP[®] UNITED STATES HISTORY
Curriculum Framework
2014–2015



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

The *AP U.S. History Curriculum Framework* is designed to provide educators with a **first** look at essential information needed to understand the design and intent of the AP U.S. History course in advance of its implementation in schools in the 2014-15 academic year. Please be advised that the information contained in this publication is subject to change. The final course and exam information will be available in the *AP U.S. History Course and Exam Description*, which will be published in early 2014.

Version 2: This version includes an addition that was not present in the original version posted on October 4, 2012. It includes an additional set of multiple-choice questions (Set 3), starting on page 77.

Contents

Introduction	1
Overview of the Curriculum Framework.....	1
I. Historical Thinking Skills	3
Skill Type I: Chronological Reasoning.....	4
Skill Type II: Comparison and Contextualization.....	6
Skill Type III: Crafting Historical Arguments from Historical Evidence	8
Skill Type IV: Historical Interpretation and Synthesis.....	9
II. Thematic Learning Objectives	12
Identity	13
Work, Exchange, and Technology	14
Peopling.....	15
Politics and Power	16
America in the World	17
Environment and Geography — Physical and Human	18
Ideas, Beliefs, and Culture.....	19
III. The Concept Outline	20
Period 1: 1491–1607	23
Period 2: 1607–1754.....	27
Period 3: 1754–1800.....	32
Period 4: 1800–1848	38
Period 5: 1844–1877	44
Period 6: 1865–1898	49
Period 7: 1890–1945.....	54
Period 8: 1945–1980	60
Period 9: 1980–Present	65
IV. The AP U.S. History Exam	69
Exam Description	69
Multiple-Choice Questions.....	70
Short-Answer Questions	70
Document-Based Question	70
Long-Essay Question.....	71
Sample Exam Questions	72
Credits	89
Index	90

Introduction

The AP® U.S. History program outlined in this curriculum framework is the product of several years of research into current best practices in history education. The resulting program of study contains clear learning objectives for the AP U.S. History course and exam, emphasizing the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in U.S. history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in U.S. history.

The curriculum framework that follows is just that — a framework for presenting the essential skills and understandings that students should be able to demonstrate at the end of their AP U.S. History course. It is not a detailed manual for how to teach the course, but presents a clear set of skills and learning objectives that will be measured on the AP U.S. History Exam. By helping teachers to prioritize among the possible topics to cover across the scope of U.S. history, the framework seeks to allow teachers to explore certain topics in greater depth. This course framework thus relieves the pressure for teachers to cover all possible events and details of U.S. history at a superficial level, while still preparing students well for the rigors of advanced college-level work in history.

Overview of the Curriculum Framework

Section I: Historical Thinking Skills. The curriculum framework begins by describing the historical thinking skills that are central to the study and practice of history. These are organized into four types of skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Teachers should develop these historical thinking skills with students on a regular basis over the span of the course.

Section II: Thematic Learning Objectives. In this section, the framework presents a set of learning objectives, organized by seven major themes, that describe what students should know and be able to do by the end of the AP U.S. History course. These represent the major historical understandings that colleges and universities want AP students to have developed in order to merit placement out of the introductory college U.S. history survey course. Students should use a range of historical thinking skills to investigate the thematic learning objectives.

The AP Exam will measure student proficiency in the **historical thinking skills** as well as the **thematic learning objectives**. Beginning with the May 2015 AP U.S. History Exams, every AP Exam question will be rooted in these specified learning objectives, relieving teachers from the pressure to cover an unlimited amount of content in their AP U.S. History course.

Section III: The Concept Outline. The required course content for each historical period of U.S. history is presented in a **concept outline**.

Required Content: The course is organized into nine historical periods that run from the precolonial era to the present, and the key concepts, supporting concepts, and historical developments that are required knowledge for each period are presented in an outline. **Beginning with the May 2015 AP U.S. History Exams, no AP U.S. History Exam questions will require students to know historical content that falls outside this concept outline.**

Optional Content: Since many of the historical developments in the **concept outline** are broad and can be illustrated or explored in many ways in the classroom, the outline often provides teachers with some “illustrative examples” of specific historical events or figures that teachers might choose to focus on. While taking the AP Exam, students will need to be able to cite historical content as evidence for the arguments they are making, but the exam questions will never focus on any “illustrative example” from this framework. Written exam questions will instead provide students with the flexibility to write about whichever illustrative example the teacher has chosen to focus on — whether that is one of the illustrative examples listed in this framework, or one of the teacher’s own selection. Similarly, there will never be a multiple-choice question about the “illustrative examples.” Instead, multiple-choice questions will be written about the learning objectives and the required historical concepts. Similarly, students will never be asked to write an AP Exam essay about one specific illustrative example; instead, the essay questions will be written about the learning objectives for the course, so that students then have the flexibility to draw upon whichever examples of that learning objective the teacher chose to focus on. This approach enables teachers to spend less time rushing through historical details and instead provides them and their students with flexibility to study specific historical events or individuals in greater depth.

Section IV: The AP U.S. History Exam. This section describes how different parts of the AP Exam will assess students’ achievement of the thematic learning objectives and their use of the historical thinking skills.

I. Historical Thinking Skills

This section presents the historical thinking skills that are meant to be explored by students throughout the AP U.S. History course. Every AP Exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives (see Section II). See Section IV for more details about how the mastery of both skills and content will be assessed on the AP Exam.

The AP U.S. History course, along with the AP World History and AP European History courses, seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. In the section that follows, four types of historical thinking skills are defined for teachers, accompanied by definitions of the specific historical thinking skills that are part of that type.

- The sections on **chronological reasoning** and **comparison and contextualization** focus on “thinking historically,” or the habits of mind that historians use when they approach the past in a critical way.
- The sections on **crafting historical arguments from historical evidence** and **historical interpretation and synthesis** focus on describing the skills used by historians when they construct and test historical arguments about the past.

Each of the skills below is defined and then followed by a statement of the proficiency that students are expected to show in this skill on the AP Exam. This is accompanied by discussion of how this skill can be developed in tandem with an exploration of the content of the AP U.S. History course.

Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts, and through the regular development of historical argumentation in writing. The skills can also be developed by teachers through explicit attention to historical thinking in individual or group activities, open-ended research and writing assignments, and skills-based formative assessment strategies. Students should engage in these activities to investigate and formulate historical arguments about the major developments in U.S. history.

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation
	2. Patterns of Continuity and Change over Time
	3. Periodization
II. Comparison and Contextualization	4. Comparison
	5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation
	7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation and Synthesis	8. Interpretation
	9. Synthesis

Skill Type I: Chronological Reasoning

Skill 1: Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to ...

- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

How could this skill be approached in the AP U.S. History course?

This skill asks students to identify and compare basic causes and/or effects, and to distinguish between both short- and long-term causes and effects. Over the span of the course, students should move from describing causes to analyzing and evaluating the interaction of multiple causes and/or effects.

In U.S. history, arguments about causation are similar to those in other histories or subdisciplines. For example, an effective analysis of the significance of the Civil War might consider both long-term and proximate causes as well as short- and long-term effects. So, discussing the long-term impact of growing economic divergence between the North and South could be weighed against the relatively short-term Congressional gridlock leading up to the outbreak of hostilities. Citing multiple contributing causes may also provide students with more compelling evidence to support larger investigations than focusing on a single cause. For example, teachers can explore the roots of the modern environmental movement in the Progressive Era and the New Deal, as well as debate underlying and proximate causes of environmental catastrophes arising from pesticide use and offshore oil drilling.

Skill 2: Patterns of Continuity and Change over Time

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

Proficient students should be able to ...

- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

How could this skill be approached in the AP U.S. History course?

This skill asks students to recognize, describe, and analyze instances of historical patterns of continuity and change over time. Although world historians frequently have to look for very large patterns of continuity and change across centuries, U.S. history researchers can focus on individuals and a somewhat narrower scope of time. Although this difference in scale can sometimes lead to an overemphasis on details rather than a description of larger patterns, it underscores the importance of integrating content with course themes. For example, the course theme and concept of identity can be discussed as both the denial and extension of political and economic rights to specific groups over different periods of time, while simultaneously highlighting the heroic accomplishments of individuals during their struggle for recognition. A teacher might choose to examine the restrictions of rights during America's wars in contrast to the opportunities for minorities to show their patriotism by serving in the armed forces, such as the internment of Japanese Americans and the heroism of Daniel Inouye in World War II.

Skill 3: Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups. How a historian defines historical periods depends on what the historian considers most significant — political, economic, social, cultural, or environmental factors. Changing periodization can change a historical narrative. Moreover, historical thinking involves being aware of how the circumstances and contexts of a historian's work might shape his or her choices about periodization.

Proficient students should be able to ...

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of United States history.

How could this skill be approached in the AP U.S. History course?

Students should be familiar with different ways that historians divide time into historical periods and identify turning points in the past. Students might begin to develop this skill

by examining and evaluating the model of periodization provided in this framework. Students might then compare this periodization against competing models, such as the one used in their textbook.

Periodization has become increasingly relevant to U.S. history because recent historical researchers have challenged traditional ways of categorizing the past, particularly in relation to such underrepresented groups as American Indians. The result is that different texts and syllabi may use different periodizations for unit titles. This is an opportunity for teachers to challenge students to reflect on how the choice of different beginning and ending dates and the labels for specific “time periods” (such as the Progressive Era) can alter the historical narrative and give a higher value to one group over another.

For example, the dates one sets for the beginning of the “new conservative” movement in the United States can emphasize one political and social narrative over another, impacting one’s interpretation of the extent of social and political “reforms.” Teachers can pose questions such as: What is the best way of dividing the history of the United States into meaningful periods, or what are the consequences of choosing one set of dates for a particular movement instead of another time frame? Application of this skill can promote healthy discussions and deeper analyses of historical evidence.

Skill Type II: Comparison and Contextualization

Skill 4: Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

Proficient students should be able to ...

- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

How could this skill be approached in the AP U.S. History course?

This skill asks students to compare related historical developments and processes across place, time, or different societies (or within one society). More sophisticated students might be able to compare related historical developments and processes across more than one variable, such as geography, chronology, and different societies (or within one society), recognizing multiple and differing perspectives on a given historical phenomenon.

In contrast to the research conducted in other histories, U.S. history researchers can focus on specific phenomena among fewer cultures over just a few centuries. One of the central questions of world history might be: How similar and how different were historical changes in different parts of the world? A similar comparison question in U.S. history might be: How similar and how different were the periods of U.S. expansion, or how does “conservatism” compare in the 1920s, 1950s, and 1980s? Another means of teaching this skill is to ask students to compare thematic developments in different time periods, such as how environmental attitudes and policies in the first decade of the 20th century compare with those in the last decade of that century, or the comparative impact of migrations to the U.S. in the 1890s and the 1980s.

Skill 5: Contextualization

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

Proficient students should be able to ...

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

How could this skill be approached in the AP U.S. History course?

This skill asks students to recognize and explain ways in which historical phenomena or processes connect to broader regional, national, or global processes. The “context” for world history is the world as a whole; for European history, it is Europe as a whole; and for U.S. history, it is primarily the United States itself. The skill of contextualization therefore takes on different forms depending on the scope of time and geography. One of the central questions of world history is: How does the history of this specific region or era fit into the larger story of world history as a whole? For U.S. history that same contextualization question might be: How does the history of a particular group, region, or era fit into the larger story of the development of the United States? However, there are a growing number of topics in which teachers should consider challenging students with the broader context, especially when considering the theme of America in the world. For example, U.S. territorial expansion, emancipation, the Great Depression, and, of course, foreign policy initiatives are increasingly bringing into play the perspectives of other nations and world regions. One could also explore the interaction between a watershed event like Reconstruction and the civil rights movement.

Skill Type III: Crafting Historical Arguments from Historical Evidence

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

How could this skill be approached in the AP U.S. History course?

This skill asks students to be able to describe commonly accepted historical arguments about the nature of the past and then explain how such arguments have been constructed from historical evidence. Over the span of the course, students should move from describing to evaluating the conflicting historical evidence used in making plausible historical arguments. In U.S. history, the skill of historical argumentation often operates in conjunction with course themes that transcend several periods and with other skills. For example, in conjunction with the theme of politics and power, students might be asked to examine evidence and construct an argument about the causes of the Civil War. The application of argumentation and causation might take students back to previous centuries to construct a coherent thesis with supporting evidence that includes a sophisticated analysis of the introduction of slavery to North American colonies, relative growth and economic divergence of geographic regions, the impact of migration and technology, Congressional gridlock, and political ideas about democracy and federalism.

Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves

the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to ...

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

How could this skill be approached in the AP U.S. History course?

This skill asks students to analyze documents for one or more of the following features: audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered. Based on their analysis of historical evidence, students should then be able to make supportable inferences or draw appropriate conclusions. AP teachers can expose students to a variety of sources to help them draw their own conclusions and inferences. Recent research in U.S. history highlights the inclusion of underrepresented groups and cultures, which also has increased the diversity of sources that historians use. For example, in determining the relationship of Native American tribes to their environment and making assertions about why some persevered and others disappeared, students may have to rely on archaeological or geographical analysis instead of the more traditional forms of evidence in historical research. In addition, popular culture provides useful sources for examining decades such as the 1950s; when exploring the course theme of America in the world, students may have to examine evidence beyond American actors and actions.

Skill Type IV: Historical Interpretation and Synthesis

Skill 8: Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

Proficient students should be able to ...

- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

How could this skill be approached in the AP U.S. History course?

This skill asks students to both describe and evaluate diverse historical interpretations. To help students create their own interpretation of U.S. history, students and teachers should examine changing historical interpretations over time, such as the different ways that historians have interpreted the institution of American slavery or evaluated Reconstruction. Historians have the added challenge of addressing “presentism,” or how contemporary ideas and perspectives are anachronistically introduced into depictions and interpretations of historical events. The skill of interpretation becomes particularly important as students progress from describing what they are learning about past events to reflecting on assorted historical evidence in terms of contextual values and cultural bias.

Skill 9: Synthesis

Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

Proficient students should be able to ...

- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
- Apply insights about the past to other historical contexts or circumstances, including the present.

How could this skill be approached in the AP U.S. History course?

This skill asks students to demonstrate an understanding of the past by making an argument that draws appropriately on ideas from different fields of inquiry or disciplines, when presented to them in the form of data and/or arguments. Synthesis takes distinctive forms depending on the subdiscipline or history course because each grapples with such diverse materials. Unlike the other histories, in U.S. history there is a predisposition of developing a single narrative that consolidates and merges many different cultures. Yet, the development of such a narrative raises the historiographical question about which

groups are included or excluded from the story. Increasingly, historians are pulling evidence from a variety of disciplines and using a variety of other skills in the creation of new conceptions about past events. Students should be encouraged to challenge the narratives to which they are exposed so that they will have a better understanding of their place in an increasingly globalized and diverse world.

II. Thematic Learning Objectives

The content learning objectives for the AP U.S. History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP U.S. History course.

- **Identity**
- **Work, Exchange, and Technology**
- **Peopling**
- **Politics and Power**
- **America in the World**
- **Environment and Geography — Physical and Human**
- **Ideas, Beliefs, and Culture**

These themes focus student understandings of major historical issues and developments, helping them to recognize broad trends and processes that have emerged over centuries in what has become the United States. The pages that follow describe each theme in detail, along with between one and three overarching questions that can be used to guide student inquiry during the entire course.

In the tables that follow each theme definition, the left-hand column describes each thematic learning objective. Student understanding of these objectives should be developed by engaging in the historical inquiries in the middle column, under the heading “*In particular, students can ...*” The phrasing of each learning objective presents a particular kind of historical relationship or development; for example, when the learning objective asks students to explain how and why certain factors *affected* a particular phenomenon, it implies that students should reason about this event using thinking skills such as causation and continuity/change over time.

The tables for the thematic learning objectives also indicate where required course content related to the learning objective can be found in the concept outline. This approach ensures that teachers can continue to teach the course chronologically while still highlighting the relationship between specific historical developments and larger, thematic understandings. Teachers may also investigate U.S. history with their students using themes or approaches of their own choosing, keeping in mind that **all questions on the AP U.S. History Exam will measure student understanding of the specified thematic learning objectives.**

Learning Objectives by Theme: Identity (ID)

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Overarching questions:

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of ways that debates over national identity have changed over time.	ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods	2.3.II, 3.1.II, 3.2.I, 4.1.III
	ID-2 Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century	4.1.III, 5.1.I, 5.3.III, 6.3.II
	ID-3 Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century	7.1.III, 7.3.II, 7.3.III, 8.1.III
Students demonstrate understanding of ways that gender, class, ethnic, religious, regional, and other group identities changed in different eras.	ID-4 Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era	1.3.II, 2.1.II, 2.2.II, 3.1.I, 3.2.III
	ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century	2.1.III, 3.3.I, 3.3.III, 4.1.I, 4.1.III, 4.2.III, 5.2.I, 5.2.II, 5.3.II, 6.1.II
	ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness	3.3.I, 4.2.III, 5.1.II, 6.2.I, 7.2.I, 7.2.II, 7.2.III, 7.3.III, 8.3.II, 9.3.II
	ID-7 Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century	7.1.I, 8.3.III, 9.3.II
	ID-8 Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements	7.2.I, 7.2.III, 8.2.I, 8.2.II

Learning Objectives by Theme: Work, Exchange, and Technology (WXT)

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Overarching questions:

- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of ways that changes in markets, transportation, and technology have affected American society.	WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies	1.2.I, 1.2.II, 2.2.I, 2.2.II, 2.3.I, 3.1.II
	WXT-2 Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War	2.1.I, 2.1.III, 3.3.III, 4.2.I, 4.2.II, 4.2.III, 5.1.I
	WXT-3 Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age	6.1.I, 7.1.I, 7.2.I, 8.3.I, 9.3.I
Students demonstrate understanding of ways that different labor systems have developed over time.	WXT-4 Explain the development of labor systems such as slavery, indentured servitude, free labor, and sharecropping from the colonial period through the end of the 18th century	1.2.I, 2.1.II, 2.1.III, 2.3.I, 3.3.III
	WXT-5 Explain the development of labor systems that accompanied industrialization since the 19th century and how industrialization shaped U.S. society and workers' lives	4.2.I, 4.2.II, 6.1.II, 6.1.III, 7.1.I, 7.2.I, 8.3.I
Students demonstrate understanding of debates over economic values and the role of government in the U.S. economy and how these debates affected politics, society, the economy, and the environment.	WXT-6 Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century	3.2.II, 4.2.II, 5.1.II, 6.1.I, 6.1.II, 7.1.II, 7.2.II
	WXT-7 Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements	4.2.III, 6.1.II, 6.1.III, 7.1.II, 9.3.I
	WXT-8 Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century	7.1.II, 7.1.III, 8.3.II, 9.1.II

Learning Objectives by Theme: Peopling (PEO)

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

Overarching questions:

- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of why people have migrated to, from, and within North America.	PEO-1 Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)	1.1.I, 2.1.I, 2.2.I
	PEO-2 Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population	4.2.II, 4.2.III, 5.1.II, 6.2.I, 7.2.II, 8.3.II, 9.3.II
	PEO-3 Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries	4.2.II, 4.2.III, 6.1.III, 6.2.I, 7.2.III, 8.3.I, 8.3.II, 9.3.II
Students demonstrate understanding of how changes in migration and population patterns have affected American life.	PEO-4 Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans	1.2.I, 2.2.II, 3.3.II, 6.2.II
	PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century	1.2.I, 2.1.III, 2.2.II, 3.3.I, 5.1.II, 5.2.II, 6.1.III
	PEO-6 Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century	5.1.II, 6.1.II, 6.2.I, 7.2.II
	PEO-7 Explain how and why debates over immigration to the United States have changed since the turn of the 20th century	7.2.II, 8.3.II, 9.3.II

Learning Objectives by Theme: Politics and Power (POL)

Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

Overarching questions:

- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of how different political and social groups competed for influence over society and government in colonial North America and the United States.	POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period	1.2.II, 1.3.II, 2.1.II, 2.2.I, 2.2.II, 3.1.I, 3.1.II, 3.3.I, 3.3.II
	POL-2 Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century	3.1.III, 3.3.III, 4.1.I, 5.2.II, 7.1.III, 8.2.III
	POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society	4.1.II, 5.2.I, 6.1.III, 6.2.I, 7.1.I, 7.1.II, 8.2.I, 8.2.II, 9.1.I
	POL-4 Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life	7.1.III, 8.2.I, 9.1.II
Students demonstrate understanding of how Americans have agreed on or argued over the values that guide the political system, as well as who is a part of the political process.	POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787	3.2.I, 3.2.II, 3.2.III, 4.1.I, 5.2.I, 5.3.I, 5.3.II, 7.3.III, 8.2.III, 8.3.III
	POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century	4.1.I, 4.1.II, 4.3.II, 4.3.III, 5.1.II, 5.2.I, 5.2.II, 5.3.II, 5.3.III, 6.2.II, 6.3.I, 7.3.I, 7.3.II
	POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century	7.2.II, 8.1.III, 8.2.I, 8.2.III, 9.2.II

Learning Objectives by Theme: America in the World (WOR)

In this theme, students should focus on the global context in which the United States originated and developed, as well as the influence of the U.S. on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the U.S. itself.

Overarching questions:

- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of the relationship among events in North America and the United States and contemporary events in the rest of the world.	WOR-1 Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period	1.2.I, 1.2.II, 2.1.I, 2.1.II, 2.2.I, 2.3.I, 2.3.II, 3.1.II, 3.3.I
	WOR-2 Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century	2.3.I, 2.3.II, 3.2.I, 3.2.III, 4.1.II
	WOR-3 Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century	6.1.I, 7.1.I, 8.1.II, 9.3.I
	WOR-4 Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes	7.2.II, 7.2.III, 7.3.II, 7.3.III, 8.1.I, 8.1.III
Students demonstrate understanding of how different factors have influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas.	WOR-5 Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War	3.1.III, 3.2.II, 3.3.I, 3.3.II, 4.3.I, 5.1.I
	WOR-6 Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century	4.3.I, 4.3.II, 5.1.I, 7.3.I
	WOR-7 Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs	7.3.I, 7.3.II, 7.3.III, 8.1.I, 8.1.II, 9.2.I, 9.2.II
	WOR-8 Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century	8.1.I, 8.1.II, 9.2.I, 9.2.II

Learning Objectives by Theme: Environment and Geography – Physical and Human (ENV)

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Overarching questions:

- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of the various ways in which interactions with the natural environment shaped the institutions and values of various groups living in North America from prior to European contact through the Civil War.	ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period	1.1.I, 1.2.I, 1.2.II, 2.2.I
	ENV-2 Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period	1.1.I, 1.3.II, 2.1.III, 3.1.I
	ENV-3 Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War	3.3.III, 4.3.III, 5.1.I, 5.3.I
Students demonstrate understanding of how economic and demographic changes affected the environment and led to debates over use and control of the environment and natural resources.	ENV-4 Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction	1.2.II, 2.1.I, 3.1.I, 5.1.I
	ENV-5 Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century	6.1.III, 6.2.II, 7.1.II, 7.3.I, 8.1.II, 8.3.II, 9.3.I

Learning Objectives by Theme: Ideas, Beliefs, and Culture (CUL)

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Overarching questions:

- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Learning Objective	In particular, students can ...	In the concept outline:
Students demonstrate understanding of how and why moral, philosophical, and cultural values changed in what would become the United States.	CUL-1 Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts	1.3.I, 1.3.II, 2.1.II, 2.2.II, 3.1.I
	CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century	3.1.II, 3.2.III, 3.3.III, 4.1.II, 4.1.III, 5.2.I, 5.3.I
	CUL-3 Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States	6.1.I, 6.3.II, 7.2.I
Students demonstrate understanding of how and why changes in moral, philosophical, and cultural values affected U.S. history.	CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic	2.1.III, 2.3.I, 2.3.II, 3.1.II, 3.2.I
	CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries	4.1.III, 6.1.I, 6.3.II, 7.1.II, 7.1.III, 8.1.III, 8.3.I
	CUL-6 Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change	5.2.I, 6.3.II, 7.2.I, 8.3.I, 8.3.III
	CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society	7.2.I, 8.3.I, 8.3.III, 9.3.I

III. The Concept Outline

The concept outline presents a chronological framework for investigating the different periods of U.S. history in the AP U.S. History course. Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam (see Section II, above).

Historical Periods

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. These periods, from pre-Columbian contacts in North America (represented symbolically by the date 1491) to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies:

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

A Note About Periodization

Following the example of many subfields within U.S. history, as well as the approach adopted by most U.S. history textbooks, the concept outline reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras. Indeed, the ability to interpret the nature of change and continuity in various periods is a key element of the historian's craft.

As a result, a number of the periods show some degree of overlap, depending on the kinds of key concepts being developed in that period. For example, Period 4, which begins in 1800, emphasizes antebellum reform and social change (with 1848 as an ending point because of the Seneca Falls Convention). Period 5 focuses on how expansion led to debates over slavery, thus beginning with Manifest Destiny and the election of James K. Polk in 1844; it spans the Civil War and Reconstruction and ends with the Compromise

of 1877. The emphasis in Period 6 on economic development logically begins with the end of the Civil War in 1865 and ends on the eve of the Spanish-American War in 1898. Period 7 uses 1890 as the appropriate starting date for America’s rise to global power, a major conceptual focus of the period.

The distinctions in the outline between historical eras deserve further scrutiny and investigation by students, since the development of chronological reasoning and a sense of change and continuity are critical thinking skills for the study of history. Useful activities might be for students to explain the periods that overlap in the curriculum framework, examine different periodizations of U.S. history used by different textbooks or historians, or propose a periodization scheme of their own.

Elements of the Concept Outline

Key concepts: Key and supporting concepts are elaborated for each period in an outline form using Roman numerals and letters. Within these concepts, essential historical details from each period are provided that are assessable on the AP Exam. For example, Key Concept 3.2, I.B. includes Thomas Paine’s *Common Sense* as a required component of understanding of this period that could be assessed on the AP Exam.

The concept outline does not list all groups, events, individuals, dates, and other historical details that might relate to every key concept. Such items, where not explicitly listed, are **not** required knowledge for the course. However, **it is vital that teachers explore the key concepts of each period in depth by using relevant historical evidence of their own choosing** as they keep in mind ways to make the course content meaningful and relevant to their students (see “Illustrative knowledge” below). In addition, although the key concepts provide a discussion of major developments within each period, they may be open to differences in interpretation. Teachers may wish to use these differences as opportunities for student inquiry and debate in the classroom.

Connection to the learning objectives: The Roman numeral sections of the outline have been coded to indicate a connection to the learning objectives, and you will see this code is in parentheses at the end of each section. In this way, teachers can approach the chronological nature of history through the lens of the larger historical themes. The codes are as follows:

ID – Identity

WXT – Work, Exchange, and Technology

PEO – Peopling

POL – Politics and Power

WOR – America in the World

ENV – Environment and Geography

CUL – Ideas, Beliefs, and Culture

These codes are numbered to refer back to the learning objectives in Section II. For example, the codes (PEO-1) (ENV-1) (ENV-2) appear with Key Concept 1.1, supporting concept I, indicating that the content in this area supports these three learning objectives.

Illustrative knowledge: In order to make sense of the concepts in this framework, students need to reference historical evidence: specific and significant information about the past. The concept outline presents the required concepts and topics that students will need to investigate; the statements in the outline focus on large-scale historical processes and major developments. This allows teachers to choose their own examples of historical phenomena within those developments in order to best illustrate them for their students. The specific examples as well as the number of examples to teach for each concept are left to the teachers' discretion. Teachers are not obligated to cover all possible individuals, events, and groups in U.S. history, but rather, only those examples that are most useful to them in helping students understand larger historical developments.

Because the conceptual statements in the outline are written in this general way, the outline includes gray boxes at various points to provide some specific examples that teachers might use to illustrate the underlying concept in greater detail. For example, under Period 1, Key Concept 1.1, supporting concept I, historical development A, the following box appears:

Teachers have flexibility to use examples such as the following:

- Pueblo, Chinook

This is meant to provide some examples of particular American Indian groups that could be explored with students to illustrate the broader phenomenon of groups adapting to and transforming the environment of the Southwest. These boxes are provided for illustrative purposes only; teachers are also free to select examples of their own choosing. Because AP Exam questions will measure students' achievement of the learning objectives, **AP Exam questions will not require students to be familiar with the information contained within the gray boxes.**

Because teachers need not cover all possible facts and details of U.S. history, they should have more time to focus on developing students' understanding of the learning objectives and use of the historical thinking skills. Teachers are encouraged to explore other examples beyond those mentioned as viable options for teaching the course, and should feel confident that this will not compromise their students' ability to perform well on the AP Exam.

PERIOD 1: 1491–1607

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Key Concept 1.1 Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

- I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. **(PEO-1) (ENV-1) (ENV-2)**
- A. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Teachers have flexibility to use examples such as the following:

- Pueblo, Chinook

- B. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.
- C. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages.

- Iroquois, Algonquian

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

- I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. **(PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)**

- A. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.

Teachers have flexibility to use examples such as the following:

- smallpox, Mestizo, Zambo

- B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.
- C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.

- horses, cows

- D. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

- sugar, silver

- II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. **(ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)**

- A. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
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- B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.

Teachers have flexibility to use examples such as the following:

- corn, potatoes

- C. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

- sextant, joint-stock companies

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

- I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. **(CUL-1)**
- A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.
- Juan de Sepúlveda, Bartolomé de Las Casas
- B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.
- II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. **(ID-4) (POL-1) (CUL-1) (ENV-2)**

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- A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

Teachers have flexibility to use examples such as the following:

- Spanish mission system, Pueblo, Juan de Oñate

- B. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

- maroon communities in Brazil and the Caribbean, mixing of Christianity and traditional African religions

PERIOD 2: 1607–1754

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

- I. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. **(WXT-2) (PEO-1) (WOR-1) (ENV-4)**
 - A. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.
 - B. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.
 - C. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

- II. The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. **(WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)**
 - A. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.
 - B. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade.

ID Identity ■ **PEO** Peopling ■ **WXT** Work, Exchange, and Technology ■ **POL** Politics and Power
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- C. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with native peoples.
- D. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery.

Teachers have flexibility to use examples such as the following:

- rebellion, sabotage, escape

- III. Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. **(WXT-2) (WXT-4) (ENV-2) (ID-5) (PEO-5) (CUL-4)**
 - A. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.
 - B. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.
 - C. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

- the Carolinas (rice), Barbados (sugar)

Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

- I. Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.

(WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)

- A. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.

Teachers have flexibility to use examples such as the following:

- Beaver Wars, Chickasaw Wars

- B. As European nations competed in North America, their colonies focused on gaining new sources of labor and on producing and acquiring commodities that were valued in Europe.

- furs, tobacco

- C. The goals and interests of European leaders at times diverged from those of colonial citizens, leading to growing mistrust on both sides of the Atlantic, as settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and other issues.

- Wool Act, Molasses Act, widespread smuggling in Spanish and English colonies

- II. Clashes between European and American Indian social and economic values caused changes in both cultures. **(ID-4) (WXT-1) (PEO-4) (PEO-5) (POL-1) (CUL-1)**

- A. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.

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Teachers have flexibility to use examples such as the following:

- Catawba nation, population collapse and dispersal of Huron Confederacy, religious conversion among Wampanoag in New England leading to the outbreak of King Philip’s War

- B. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldviews on land and gender roles.

- praying towns, clothing

- C. By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

- I. “Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. **(WXT-1) (WXT-4) (WOR-1) (WOR-2) (CUL-4)**
- A. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.
- B. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

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Teachers have flexibility to use examples such as the following:

- Maryland Toleration Act of 1649, founding of Pennsylvania, John Locke

- C. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

- *Casta* system, mulatto, Métis

- II. Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. **(WOR-1) (WOR-2) (ID-1) (CUL-4)**

- A. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.
- B. Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance.

- dominion of New England, Navigation Acts

- C. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

- Great Awakening, republicanism

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

PERIOD 3: 1754–1800

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

Key Concept 3.1: Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

- I. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government. **(ID-4) (POL-1) (ENV-2) (ENV-4) (CUL-1)**
 - A. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
 - B. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.

Teachers have flexibility to use examples such as the following:

- Pontiac’s Rebellion, Proclamation of 1763

- C. During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

- Iroquois Confederation, Chief Little Turtle and the Western Confederacy

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

II. During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain. **(ID-1) (WXT-1) (POL-1) (WOR-1) (CUL-2) (CUL-4)**

A. Great Britain’s massive debt from the Seven Years’ War resulted in renewed efforts to consolidate imperial control over North American markets, taxes, and political institutions — actions that were supported by some colonists but resisted by others.

Teachers have flexibility to use examples such as the following:

- Stamp Act, Committees of Correspondence, Intolerable Acts

B. The resulting independence movement was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.

- Sons of Liberty, Mercy Otis Warren, *Letters from a Farmer in Pennsylvania*

C. Despite considerable loyalist opposition, as well as Great Britain’s apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists’ greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.

III. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence. **(WOR-5) (POL-2)**

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

B. The French Revolution’s spread throughout Europe and beyond helped fuel Americans’ debate not only about the nature of the United States’s domestic order, but also about its proper role in the world.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- C. Although George Washington’s Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.

Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

- I. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures. **(ID-1) (POL-5) (WOR-2) (CUL-4)**
- A. Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.
- Teachers have flexibility to use examples such as the following:*
- John Locke, Jean-Jacques Rousseau, Adam Smith
- B. The colonists’ belief in the superiority of republican self-government based on the natural rights of the people found its clearest American expression in Thomas Paine’s *Common Sense* and in the Declaration of Independence.
- C. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.
- II. After experiencing the limitations of the Articles of Confederation, American political leaders wrote a new Constitution based on the principles of federalism and separation of powers, crafted a Bill of Rights, and continued their debates about the proper balance between liberty and order. **(WXT-6) (POL-5) (WOR-5)**
- A. Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

Teachers have flexibility to use examples such as the following:

- tariff and currency disputes, Spanish restrictions on navigation of the Mississippi River

- B. Delegates from the states worked through a series of compromises to form a Constitution for a new national government, while providing limits on federal power.
- C. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.
- D. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.

- Kentucky and Virginia Resolutions, Hamilton’s Financial Plan, Proclamation of Neutrality

III. While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world.
(ID-4) (WOR-2) (POL-5) (CUL-2)

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

- Abigail Adams, Pennsylvania Gradual Emancipation Law

- B. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.
- C. The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

I. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. **(ID-5) (ID-6) (PEO-5) (POL-1) (WOR-1) (WOR-5)**

A. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

Teachers have flexibility to use examples such as the following:

- march of the Paxton Boys, Battle of Fallen Timbers

B. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.

- Scots-Irish; Shays' Rebellion, frontier vs. tidewater Virginia

C. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.

- *corridos*, architecture of Spanish missions, *vaqueros*

II. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. **(POL-1) (PEO-4) (WOR-5)**

- A. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.
- B. The Constitution’s failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.
- C. As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.

Teachers have flexibility to use examples such as the following:

- Jay’s Treaty, Pinckney’s Treaty

III. New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of distinctly American cultural expressions.

(ID-5) (WXT-2) (WXT-4) (POL-2) (CUL-2) (ENV-3)

- A. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.
- B. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.
- C. Enlightenment ideas and women’s experiences in the movement for independence promoted an ideal of “republican motherhood,” which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

PERIOD 4: 1800–1848

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Key Concept 4.1: The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.

I. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.

(POL-2) (POL-5) (POL-6) (ID-5)

- A. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.
- B. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

Teachers have flexibility to use examples such as the following:

- *McCulloch v. Maryland, Worcester v. Georgia*

C. With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

- New England opposition to the Embargo Act, debates over the tariff and internal improvements

D. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

II. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. **(CUL-2) (POL-3) (POL-6) (WOR-2)**

A. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.

Teachers have flexibility to use examples such as the following:

- Charles G. Finney, Seneca Falls convention, Utopian communities

B. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans’ citizenship possibilities.

- American Colonization Society, Frederick Douglass

C. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, antiblack sentiments in political and popular culture, and restrictive anti-Indian policies.

III. While Americans celebrated their nation’s progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation’s inhabitants developed distinctive cultures of their own. **(ID-1) (ID-2) (ID-5) (CUL-2) (CUL-5)**

A. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities.

- the Hudson River School, John James Audubon

B. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- C. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

Teachers have flexibility to use examples such as the following:

- Richard Allen, David Walker, slave music

Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

- I. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing. **(WXT-2) (WXT-5)**
- A. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.
- steel plow, mechanical reaper, Samuel Slater
- B. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semisubsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.
- Lowell system, Baldwin Locomotive Works, anthracite coal mining
- II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. **(PEO-2) (PEO-3) (WXT-2) (WXT-5) (WXT-6)**
- A. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- B. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.
- C. Efforts to exploit the nation’s natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.
- III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power. **(WXT-2) (WXT-7) (PEO-2) (PEO-3) (ID-5) (ID-6)**
- A. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
- B. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.
- C. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth.
- D. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.

Teachers have flexibility to use examples such as the following:

- cult of domesticity, Lydia Maria Child, early labor unions

- E. Regional interests continued to trump national concerns as the basis for many political leaders’ positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

- I. Struggling to create an independent global presence, U.S. policymakers sought to dominate the North American continent and to promote its foreign trade.

(WOR-5) (WOR-6)

- A. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.

Teachers have flexibility to use examples such as the following:

- negotiating the Oregon border, annexing Texas, trading with China

- B. The U.S. sought dominance over the North American continent through a variety of means, including military actions, judicial decisions, and diplomatic efforts.

- Monroe Doctrine, Webster-Ashburton Treaty

- II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers. **(WOR-6) (POL-6)**

- A. With expanding borders came public debates about whether to expand and how to define and use the new territories.

- designating slave/nonslave areas, defining territories for American Indians

- B. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

- Hartford Convention, nullification crisis

Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

Teachers have flexibility to use examples such as the following:

- War Hawks, Indian Removal Act, Seminole Wars

- III. The American acquisition of lands in the West gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. **(ENV-3) (POL-6)**
- A. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.
- B. As overcultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broadscale debate about how to set national goals, priorities, and strategies.

PERIOD 5: 1844–1877

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

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

- I. Enthusiasm for U.S. territorial expansion, fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. **(ID-2) (WXT-2) (WOR-5) (WOR-6) (ENV-3) (ENV-4)**
- A. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era’s political debates.
 - B. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.
 - C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.
 - D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

Teachers have flexibility to use examples such as the following:

- clipper ships, Commodore Matthew Perry’s expedition to Japan, missionaries

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. **(ID-6) (WXT-6) (PEO-2) (PEO-5) (PEO-6) (POL-6)**

- A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.

Teachers have flexibility to use examples such as the following:

- parochial schools, Know-Nothings

- B. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

- Mormons, the gold rush, the Homestead Act

- C. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups’ cultures and ways of life and raising questions about their status and legal rights.

- Mariano Vallejo, Sand Creek Massacre, Little Big Horn

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

- I. The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. **(ID-5) (POL-3) (POL-5) (POL-6) (CUL-2) (CUL-6)**
 - A. The North’s expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South’s dependence on an economic system characterized by slave-based agriculture and slow population growth.
 - B. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.
 - C. States’ rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

Teachers have flexibility to use examples such as the following:

- John C. Calhoun, minstrel shows

- II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states. **(POL-2) (POL-6) (PEO-5) (ID-5)**
 - A. National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the *Dred Scott* decision, but these ultimately failed to reduce sectional conflict.
 - B. The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- C. Lincoln’s election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.

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

- I. The North’s greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. **(POL-5) (CUL-2) (ENV-3)**
- A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.
- B. Lincoln’s decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers.
- C. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South’s environment and infrastructure.

Teachers have flexibility to use examples such as the following:

- Gettysburg, March to the Sea

- II. The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns. **(POL-5) (POL-6) (ID-5)**
- A. The 13th Amendment abolished slavery, bringing about the war’s most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- B. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.

Teachers have flexibility to use examples such as the following:

- Hiram Revels, Blanche K. Bruce, Robert Smalls

- C. Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North's waning resolve.
- III. The constitutional changes of the Reconstruction period embodied a Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. **(ID-2) (POL-6)**
- A. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.
- B. The women's rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.
- C. The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.

PERIOD 6: 1865–1898

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

- I. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation. **(WXT-3) (WXT-6) (WOR-3) (CUL-3) (CUL-5)**
 - A. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.
 - B. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America.
 - C. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.

Teachers have flexibility to use examples such as the following:

- John D. Rockefeller, J.P. Morgan

- D. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements. **(WXT-5) (WXT-6) (WXT-7) (PEO-6) (ID-5)**

- A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.
- B. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

Teachers have flexibility to use examples such as the following:

- Knights of Labor, American Federation of Labor, Mother Jones

- C. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. **(ENV-5) (WXT-5) (WXT-7) (POL-3) (PEO-3) (PEO-5)**

- A. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.

- U.S. Fish Commission, Sierra Club, Department of the Interior

- B. Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.

- the Grange, Las Gorras Blancas, Colored Farmers’ Alliance

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- C. The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People’s (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.
- D. Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

- I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities. **(ID-6) (PEO-2) (PEO-3) (PEO-6) (POL-3)**
 - A. Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation’s cities and the rural and boomtown areas of the West.
 - B. Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.
 - C. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
 - D. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.

Teachers have flexibility to use examples such as the following:

- NAWSA, WCTU

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WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

II. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. **(PEO-4) (ENV-5) (POL-6)**

A. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.

Teachers have flexibility to use examples such as the following:

- subsidies, land-grant colleges

B. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.

C. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

- Dawes Act, Chief Joseph, Ghost Dance movement

Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

I. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform. **(POL-6)**

A. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.

- referendum, socialism, Interstate Commerce Act

- B. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence, as well as local and national policies of discrimination and segregation.

Teachers have flexibility to use examples such as the following:

- American Protective Association, Chinese Exclusion Act

II. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. **(ID-2) (CUL-3) (CUL-5) (CUL-6)**

- A. Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate.

- Henry George, Edward Bellamy, Gospel of Wealth

- B. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

- C. Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.

- Booker T. Washington, Ida Wells-Barnett, Elizabeth Cady Stanton

PERIOD 7: 1890–1945

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Key Concept 7.1: Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

- I. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.

(WOR-3) (ID-7) (WXT-3) (WXT-5) (POL-3)

 - A. Large corporations came to dominate the U.S. economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.
 - B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.
 - C. Even as economic growth continued, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.

- II. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.

(WXT-6) (WXT-7) (WXT-8) (POL-3) (ENV-5) (CUL-5)

 - A. In the late 1890s and the early years of the 20th century, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels by creating new organizations aimed at addressing social problems associated with an industrial society.

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WOR American in the World ■ **ENV** Environment and Geography ■ **CUL** Ideas, Beliefs, and Culture

- B. Progressives promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

Teachers have flexibility to use examples such as the following:

- Clayton Antitrust Act, Florence Kelley, Federal Reserve Bank

III. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state.
(WXT-8) (POL-2) (POL-4) (ID-3) (CUL-5)

- A. The liberalism of President Franklin Roosevelt’s New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

- National Recovery Administration, Tennessee Valley Authority, Federal Writers’ Project

- B. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.

- Huey Long, Supreme Court fight

- C. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

- Social Security Act, Federal Deposit Insurance Corporation (FDIC)

Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

- I. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.

(ID-6) (ID-8) (WXT-3) (WXT-5) (CUL-3) (CUL-6) (CUL-7)

- A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.

Teachers have flexibility to use examples such as the following:

- radio, motion pictures, automobiles

- B. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.

- C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

- Yiddish theater, jazz, Edward Hopper

- II. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe. **(ID-6) (WOR-4) (PEO-2) (PEO-6) (PEO-7) (POL-7) (WXT-6)**

- A. World War I created a repressive atmosphere for civil liberties, resulting in official restrictions on freedom of speech.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- B. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.
 - C. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.
- III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.

(ID-6) (ID-8) (PEO-3) (WOR-4)

- A. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.
- B. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.
- C. Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

Teachers have flexibility to use examples such as the following:

- Great Depression–era deportations, Bracero program, Luisa Moreno

Key Concept 7.3: Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

- I. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific. **(WOR-6) (WOR-7) (ENV-5) (POL-6)**

- A. The perception in the 1890s that the western frontier was “closed,” economic motives, competition with other European imperialist ventures of the time, and racial theories all furthered arguments that Americans were destined to expand their culture and norms to others, especially the nonwhite nations of the globe.
- B. The American victory in the Spanish-American War led to the U.S. acquisition of island territories, an expanded economic and military presence in the Caribbean and Latin America, engagement in a protracted insurrection in the Philippines, and increased involvement in Asia.
- C. Questions about America’s role in the world generated considerable debate, prompting the development of a wide variety of views and arguments between imperialists and anti-imperialists and, later, interventionists and isolationists.

Teachers have flexibility to use examples such as the following:

- dollar diplomacy, Mexican intervention

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

(WOR-4) (WOR-7) (ID-3) (POL-6)

- A. After initial neutrality in World War I the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.
- B. Although the American Expeditionary Force played a relatively limited role in the war, Wilson was heavily involved in postwar negotiations, resulting in the Treaty of Versailles and the League of Nations, both of which generated substantial debate within the United States.
- C. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism, which continued to the late 1930s.

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WOR American in the World ■ **ENV** Environment and Geography ■ **CUL** Ideas, Beliefs, and Culture

Teachers have flexibility to use examples such as the following:

- Washington Naval Conference, Stimson Doctrine, Neutrality Acts

III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world. **(WOR-4) (WOR-7) (ID-3) (ID-6) (POL-5)**

- The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.
- Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.
- The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.

- Atlantic Charter, development of sonar, Manhattan Project

D. The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.

PERIOD 8: 1945–1980

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

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

- I. After World War II, the United States sought to stem the growth of Communist military power and ideological influence, create a stable global economy, and build an international security system. **(WOR-4) (WOR-7) (WOR-8)**
 - A. The United States developed a foreign policy based on collective security and a multilateral economic framework that bolstered non-Communist nations.
 - B. The United States sought to “contain” Soviet-dominated communism through a variety of measures, including military engagements in Korea and Vietnam.

Teachers have flexibility to use examples such as the following:

- development of hydrogen bomb, massive retaliation, space race

- C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or *détente*).
- II. As the United States focused on containing communism, it faced increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes. **(ENV-5) (WOR-3) (WOR-7) (WOR-8)**
 - A. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
 - B. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes with varying levels of commitment to democracy.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- C. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

Teachers have flexibility to use examples such as the following:

- Suez Crisis, OPEC

- III. Cold War policies led to continued public debates over the power of the federal government, acceptable means for pursuing international and domestic goals, and the proper balance between liberty and order. **(ID-3) (POL-7) (WOR-4) (CUL-5)**
- A. Americans debated policies and methods designed to root out Communists within the United States even as both parties tended to support the broader Cold War strategy of containing communism.
- B. Although the Korean conflict produced some minor domestic opposition, the Vietnam War saw the rise of sizable, passionate, and sometimes violent antiwar protests that became more numerous as the war escalated.
- C. Americans debated the merits of a large nuclear arsenal, the “military-industrial complex,” and the appropriate power of the executive branch in conducting foreign and military policy.

Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.

- I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting. **(ID-8) (POL-3) (POL-4) (POL-7)**
- A. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination.

- Fannie Lou Hamer, John Lewis, Thurgood Marshall

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- B. Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial justice.
- C. Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.
- II. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity. **(POL-3) (ID-8)**
- A. Activists began to question society’s assumptions about gender and to call for social and economic equality for women and for gays and lesbians.

Teachers have flexibility to use examples such as the following:

- *The Feminine Mystique*, Gloria Steinem

- B. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.
- C. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue.
- III. As many liberal principles came to dominate postwar politics and court decisions, liberalism came under attack from the left as well as from resurgent conservative movements. **(POL-2) (POL-5) (POL-7)**
- A. Liberalism reached its zenith with Lyndon Johnson’s Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.
- B. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

Teachers have flexibility to use examples such as the following:

- *Griswold v. Connecticut, Miranda v. Arizona*

- C. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

- Students for a Democratic Society, Black Panthers

Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

- I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values. **(WXT-3) (WXT-5) (CUL-5) (CUL-6) (CUL-7) (PEO-3)**

- A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force.
- B. These economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture, as well as challenges to conformity by artists, intellectuals, and rebellious youth.

- Beat movement, *The Affluent Society*, rock and roll music

- C. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.

- II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources. **(ID-6) (PEO-2) (PEO-3) (PEO-7) (ENV-5) (WXT-8)**

- A. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

- B. Responding to the abuse of natural resources and the alarming environmental problems, activists and legislators began to call for conservation measures and a fight against pollution.

Teachers have flexibility to use examples such as the following:

- Rachel Carson, Clean Air Act

III. New demographic and social issues led to significant political and moral debates that sharply divided the nation. **(ID-7) (POL-5) (CUL-6) (CUL-7)**

- A. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.
- B. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, initiated a sexual revolution, and introduced greater informality into U.S. culture.
- C. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.

- Watergate, *Bakke v. University of California*, Phyllis Schlafly

PERIOD 9: 1980–Present

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

- I. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. **(POL-3)**
 - A. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.

Teachers have flexibility to use examples such as the following:

- OPEC oil embargo, 1970s inflation, Iranian hostage crisis

- B. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.

- Moral Majority, Focus on the Family

- II. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. **(WXT-8) (POL-4)**
 - A. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

ID Identity | **PEO** Peopling | **WXT** Work, Exchange, and Technology | **POL** Politics and Power
WOR American in the World | **ENV** Environment and Geography | **CUL** Ideas, Beliefs, and Culture

Teachers have flexibility to use examples such as the following:

- tax cuts passed under Ronald Reagan and George W. Bush, Contract with America, *Planned Parenthood v. Casey*

- B. Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.

- expansion of Medicare and Medicaid, growth of the budget deficit

Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

- I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations. **(WOR-7) (WOR-8)**
- A. President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.
- “Star Wars” missile defense system, Start I
- B. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as debates over the nature and extent of American power in the world.
- II. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights. **(POL-7) (WOR-7) (WOR-8)**
- A. In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

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

Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

- I. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.

(WXT-3) (WXT-7) (WOR-3) (ENV-5) (CUL-7)

- A. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.
- B. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

Teachers have flexibility to use examples such as the following:

- North American Free Trade Agreement, debates over health care reform, debates over Social Security reform

- C. Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
- D. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.
- II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences. **(ID-6) (ID-7) (PEO-2) (PEO-3) (PEO-7)**
- A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.

ID Identity ■ **PEO** Peopling ■ **WXT** Work, Exchange, and Technology ■ **POL** Politics and Power
WOR American in the World ■ **ENV** Environment and Geography ■ **CUL** Ideas, Beliefs, and Culture

- B. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.
- C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

Teachers have flexibility to use examples such as the following:

- Immigration Reform and Control Act of 1986, Don't Ask, Don't Tell debate

IV. The AP U.S. History Exam

Exam Description

The AP U.S. History Exam consists of four parts, organized as follows:

Section 1

Part A: Multiple-choice questions (35–40 questions)

Part B: Short-answer questions (4 questions)

Section 2

Part A: Document-based question (1 question)

Part B: Long-essay question (1 question)

Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

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

- Students' achievement of the thematic learning objectives will be assessed throughout the exam.
- Students' use of the historical thinking skills will be assessed throughout the exam.
- Students' understanding of all nine periods of U.S. history will be assessed throughout the exam.
- No document-based question or long-essay question will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9).
- Students will always write at least one essay — in either the document-based question or long-essay sections — that examines long-term developments that cross historical time periods.
- The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see Section III, page 20). Coverage of a period may be accomplished by asking questions in different sections of the exam. For example, the appearance of a short-answer question on Period 4 might mean that there are fewer questions addressing that period in the multiple-choice section.

Multiple-Choice Questions

The multiple-choice section will consist of 35 to 40 questions, organized into sets of two to six questions that ask students to respond to stimulus material — a primary or secondary source, a historian’s argument, or a historical problem. Each set of multiple-choice questions will address one or more of the learning objectives for the course. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Multiple-choice questions will assess students’ ability to reason about the stimulus material **in tandem with** their knowledge of the historical issue at hand. The possible answers for a multiple-choice question will reflect the level of detail present in the required historical developments found in the concept outline for the course. Events and topics contained in the illustrative example boxes will **not** appear in multiple-choice questions (unless accompanied by text that fully explains that topic to the student).

Short-Answer Questions

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

Document-Based Question

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

Long-Essay Question

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

Sample Exam Questions

The sample questions that follow illustrate the relationship between the curriculum framework and the redesigned AP U.S. History Exam, and serve as examples of the types of questions that will appear on the exam.

In the tables that follow each question, the correct answer is provided (for multiple-choice questions), along with the main learning objectives, skills, and key concepts for each question. A question may partially address other learning objectives, skills, or key concepts than those listed, but only the primary ones are listed.

Exam questions will be subject to further development and piloting prior to the first exam administration in May 2015. The *AP U.S. History Course and Exam Description* (to be released in early 2014) will include full and final specifications of the revised exam format, as well as sample questions. Additionally, a full practice exam will be published in 2014.

Section I: Multiple-Choice Questions

The multiple-choice section of the exam will have between 35 and 40 questions and students will have 35 minutes to answer them. As demonstrated in the following examples, sets will be organized around 2-6 questions that focus on a primary source, secondary source, or other historical issue.

Set 1: In this secondary source, historian Michael McGerr makes an argument about the nature of the Progressive movement (addressed in learning objectives *Work, Exchange and Technology* [WXT]-7 and *Politics and Power* [POL]-3).

Questions 1.1–1.3 refer to the following quotation.

“I believe that progressivism was a radical movement, though not by the common measures of economic and political radicalism. . . . Progressives were radical in their conviction that other social classes must be transformed and in their boldness in going about the business of that transformation. . . . The sweep of progressivism was remarkable, but because the progressive agenda was so often carried out in settlement houses, churches, and schoolrooms, in rather unassuming day-to-day activities, the essential audacity of the enterprise can be missed. Progressivism demanded a social transformation that remains at once profoundly impressive and profoundly disturbing a century later.”

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920*, 2003

- 1.1. Which of the following activities from the middle of the 19th century most closely resembles the Progressive Era reforms that McGerr describes?
- (A) Participation by women in moral reform efforts
 - (B) Calls for the annexation of Texas
 - (C) Efforts by nativists to restrict immigration
 - (D) Removal of American Indians from the Southeast to the West

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society	Use of Evidence Comparison	7.1.II (p. 54) 4.1.II (p. 39) 6.2.I (p. 51)

- 1.2. Which of the following efforts most directly resulted from the Progressive Era reform movements?
- (A) Attempts to consolidate large corporations
 - (B) Local campaigns against urban social problems
 - (C) Calls to restrict migration from southern and eastern Europe
 - (D) Plans to develop an extensive social welfare system by the federal government

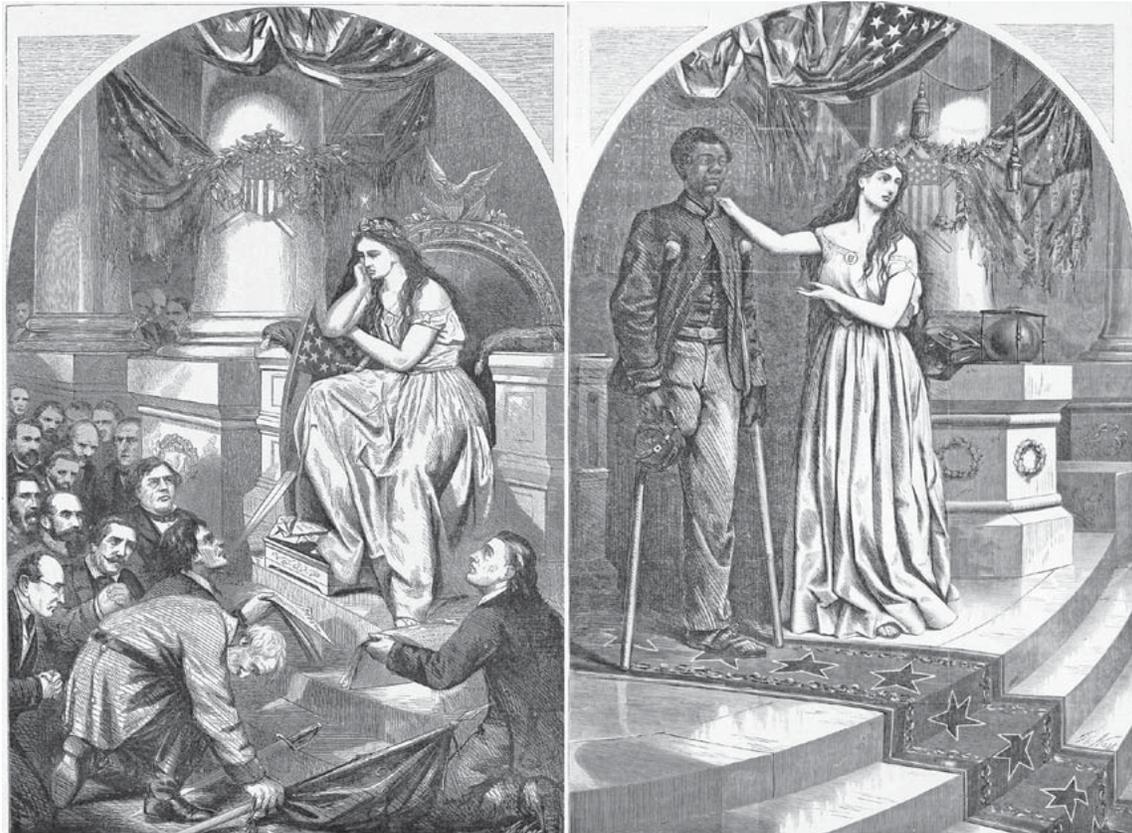
Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society	Use of Evidence Causation	6.2.I (p. 51) 7.1.II (p. 54)

- 1.3. Which of the following movements from the period of 1870 to 1920 would most directly support McGerr’s argument in the excerpt above?
- (A) The movement for temperance and Prohibition, which sought to limit consumption of alcohol
 - (B) The movement by good-government advocates, who sought to eliminate public corruption
 - (C) The movement by the federal government to conserve and protect environmental resources
 - (D) The movement to protect consumers from unfair practices by businesses

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	<p>POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society</p> <p>WXT-7 Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements</p>	<p>Use of Evidence</p> <p>Argumentation</p>	<p>6.2.I (p. 51)</p> <p>7.1.II (p. 54)</p>

Set 2: This cartoon by Thomas Nast focuses on the debates over political values (addressed in learning objective *Politics and Power* [POL]-6) and national identity (learning objective *Ideas, Beliefs and Culture* [CUL]-2) in the aftermath of the Civil War.

Questions 2.1–2.5 refer to the following 1865 cartoon by Thomas Nast.



PARDON.
Columbia—"Shall I Trust These Men,

Courtesy of HarpWeek

FRANCHISE.
and Not This Man?"

Courtesy of Library of Congress

- 2.1. Which of the following groups would be most likely to support the perspective of the cartoon?
- (A) Southern politicians
 - (B) Radical Republicans
 - (C) Northern opponents of the war
 - (D) Veterans of the Confederate Army

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century	Use of Evidence Contextualization	5.3.II (<i>p. 47</i>)

- 2.2. The sentiments expressed in the cartoon above most directly contributed to which of the following?
- (A) The passage of the Fourteenth and Fifteenth Amendments
 - (B) The movement of African Americans away from the farms where many had been held as slaves
 - (C) The prevalence of the sharecropping system
 - (D) The passage of segregation laws in Southern states

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century	Use of Evidence Causation	5.3.I (<i>p. 47</i>) 5.3.II (<i>p. 47</i>)

- 2.3. The controversy highlighted in the cartoon above most directly led to the
- (A) emergence of more vigorous Southern resistance to African American rights
 - (B) industrialization of some segments of the Southern economy
 - (C) issuance of court rulings such as *Plessy v. Ferguson* sanctioning racial segregation
 - (D) development of African American efforts to support vocational education

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century	Use of Evidence Causation	5.3.II (p. 47)

- 2.4. The ideas expressed in the cartoon above most directly reflect which of the following continuities in United States history?
- (A) Debates about federalism and states' rights
 - (B) Debates about access to voting rights
 - (C) Debates about the role of the federal government in the economy
 - (D) Debates about the proper role of political parties

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century	Use of Evidence Continuity and Change over Time	4.1.II (p. 39) 5.3.III (p. 48)

- 2.5. Which of the following 20th-century issues most closely parallels the controversy depicted in the cartoon above?
- (A) The opposition to the Vietnam War in the 1960s and 1970s
 - (B) The growth of conservatism in the 1960s, 1970s, and 1980s
 - (C) The Civil Rights movement of the 1950s and 1960s
 - (D) The expansion of migration to the United States after 1965

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	<p>POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century</p> <p>POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the late nineteenth through the twentieth century</p>	<p>Use of Evidence</p> <p>Comparison</p>	<p>5.3.II (p. 47)</p> <p>8.2.I (p. 61)</p>

Set 3: This excerpt is taken from journalist John L. O’Sullivan’s 1845 essay “Annexation,” in which he first used the phrase “manifest destiny.” The concepts of Manifest Destiny and expansionism are addressed in learning objectives *Identity* [ID]-2 and *America in the World* [WOR]-6.

Questions 3.1–3.3 refer to the following quotation.

“Our ... destiny [is] to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. . . . The Anglo-Saxon foot is already on [California’s] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the [plow] and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meetinghouses. A population will soon be in actual occupation of California. . . . Their right to independence will be the natural right of self-government belonging to any community strong enough to maintain it.”

— John L. O’Sullivan, 1845

- 3.1. The ideas expressed in the passage above most clearly show the influence of which of the following?
- (A) Models of limited government inherent in the Articles of Confederation
 - (B) Beliefs in separation of powers articulated in the United States Constitution
 - (C) Concerns about foreign alliances expressed in George Washington’s Farewell Address
 - (D) Concepts of republican democracy found in the Declaration of Independence

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	ID-2 Students can assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century	Historical Causation	5.1.I.A (p. 44)

- 3.2 The process described in the passage above most directly led to political controversies in the 1840s and 1850s over the
- (A) expansion of slavery into newly acquired territories
 - (B) authority of the Supreme Court to overturn federal laws
 - (C) role of the federal government in economic development
 - (D) use of natural resources in newly acquired territories

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	ID-2 Students can assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century	Historical Causation	5.1.I.B (p. 44)

- 3.3 Which of the following events in the late nineteenth and early 20th centuries represents a continuation of the process described in the passage above?
- (A) Efforts to restrict immigration to the United States
 - (B) The Supreme Court’s endorsement of racial segregation
 - (C) The United States gaining possession of overseas territories
 - (D) Political parties’ attempts to regulate economic activities

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	WOR-6 Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century	Continuity and Change over Time	7.3.I.A (<i>p. 58</i>)

Section II: Short-Answer Questions

This section will have 4 questions, and students will have approximately 50 minutes to write their answers. The following questions are meant to illustrate the types of questions that might appear in this section of the exam. Note that the short-answer questions do not require students to develop and support a thesis statement.

Question 1: This question asks students to respond to the arguments of two historians about the nature of the American Revolution (addressed in learning objective *Politics and Power* [POL]-1). Students must first correctly identify the respective interpretations of each historian, and then briefly cite historical evidence gained from the AP U.S. History classroom that tends to support one argument or another.

Question 1 is based on the following two passages.

“Massachusetts did not have a social order before the American Revolution that would breed sharp internal class conflicts. The evidence does not justify an interpretation of the Revolution in Massachusetts as an internal class conflict designed to achieve additional political, economic, and social democracy. Although democracy was important as a factor in the conflict, it was a democracy which had already arrived in the colony long before 1776. . . . [B]efore 1776, [democracy was] a reality which interfered with British policies. If the British had been successful, there would undoubtedly have been much less democracy in Massachusetts—hence [my] interpretation that the Revolution was designed to preserve a social order rather than to change it.”

— Robert E. Brown, *Middle-Class Democracy and the Revolution in Massachusetts, 1691–1780*, 1955

“Those who . . . have asserted that the Revolution aimed only at separation from Great Britain are quite right, but only insofar as they have described the attitudes of the elite: what the common people and articulate radicals made of the Declaration of Independence may have been quite a different matter. . . .”

“[P]oor people in early America expressed discontent in some way against the rich. During the period of the American Revolution there was just such an expression from below: the powerless refused to stay in the places to which a theory of deference and subordination assigned them. Among the most blatant cases are those of Negroes who petitioned for that freedom to which . . . they claimed they had a natural right.”

— Jesse Lemisch, “The American Revolution Seen from the Bottom Up,” 1968

1. Based on the two interpretations above of the origins of the American Revolution, complete the following three tasks:
 - A) Briefly explain the main point made by Passage 1.
 - B) Briefly explain the main point made by Passage 2.
 - C) Provide ONE piece of evidence from the era of the American Revolution that is not included in the passages, and explain how it supports the interpretation in either passage.

Learning Objective	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period	Contextualization Interpretation	3.1.II (p. 33)

Question 2: This question asks students to relate the development of American national identity (addressed in learning objectives *Identity* [ID]-1 and *Identity* [ID]-5) to a relevant piece of information from the Revolutionary period that the students learned in their AP U.S. History class. Students must provide an explanation of why the connection they made is plausible, but they do not need to develop an entire thesis argument. Students then need to counter the other options, again by referencing evidence about U.S. history that they have encountered in their class.

2. United States historians have proposed various events to mark the beginning of an American identity.
 - A) Choose ONE of the events listed below, and explain why your choice best represents the beginning of an American identity. Provide at least ONE piece of evidence to support your explanation.
 - End of the Seven Years’ War (French and Indian War) in 1763
 - Signing of the Declaration of Independence in 1776
 - Ratification of the United States Constitution in 1788
 - B) Contrast your choice against ONE of the other options, demonstrating why that option is not as good as your choice.

Learning Objective	Historical Thinking Skill	Key Concepts in the Curriculum Framework
<p>ID-1 Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods</p> <p>ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century</p>	<p>Periodization</p>	<p>3.1.II (p. 33) 3.2.I (p. 34) 3.3.I (p. 36) 3.3.III (p. 37)</p>

Question 3: This question asks students to interpret the point of view of this painting, to explain its significance in terms of one of three major topics in 19th-century U.S. history, and to connect the analysis to a specific action. Students need to see the linkage between this primary source and the context of 19th-century debates over westward expansion, manifest destiny, or “progress.” In choosing examples to illustrate these connections, students are able to refer to any appropriate examples discussed in depth in their own classrooms while covering the relevant learning objectives (*Identity* [ID]-2; *Work, Exchange and Technology* [WXT]-2; and *Peopling* [PEO]-4).

Question 3 is based on the following image.



John Gast, *American Progress*, 1872
 Courtesy of Library of Congress

3. Use the image on the previous page and your knowledge of United States history to answer parts A, B, and C.
- A) Explain the point of view reflected in the image above regarding ONE of the following:
 Migration
 Technology
 American Indians
- B) Explain how ONE element of the image expresses the point of view you identified in Part A.
- C) Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1845 and 1900.

Learning Objective	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p>ID-2 Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century</p> <p>WXT-2 Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War</p> <p>PEO-4 Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans</p>	<p>Use of Evidence Contextualization</p>	<p>4.2.III (p. 41) 5.1.I (p. 44) 6.2.II (p.52)</p>

Section III: Long-Essay Questions

In this section, students will choose between one of two long-essay questions, and they will have 35 minutes to answer one of them in writing. The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill (in this case, **periodization**) but apply it to different time periods. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective the student is best prepared to write about.

Questions 1–2: These questions ask students to make an argument justifying different ways of periodizing U.S. foreign policy history in the late 19th and 20th centuries. In both cases, students can support their thesis by referring to the historical evidence used by their teacher to illustrate the learning objective (*America in the World* [WOR]-7).

1. Some historians have argued that the Spanish-American War in 1898 marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.

Learning Objective	Key Concepts in the Curriculum Framework
WOR-7 Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs	7.3.I (p. 57)

2. Some historians have argued that the development of the policy of containment after the Second World War marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.

Learning Objective	Key Concepts in the Curriculum Framework
WOR-7 Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs	8.1.I (p. 60)

Section IV: Document-Based Question

There will be one document-based question on the exam, and students will have 60 minutes to write their answer. For this question, the main historical thinking skill being assessed is **continuity and change over time**, although other document-based questions may focus on other skills. The learning objective addressed in the example document-based question is Peopling [PEO]-3. Each document-based question will also always assess the historical thinking skills of **argumentation**, **use of evidence**, and **synthesis**. The directions to students will explain the discrete tasks necessary to score well on this question.

Learning Objective	Key Concepts in the Curriculum Framework
PEO-3 Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries	7.2.III (p. 57)

Directions: *The following question is based on the accompanying Documents 1–7. The documents have been edited for the purpose of this exercise. This question is designed to test your ability to apply several historical thinking skills simultaneously, including historical argumentation, use of relevant historical evidence, contextualization, and synthesis. Your response should be based on your analysis of the documents and your knowledge of the topic.*

Write a well-integrated essay that does the following:

- *States an appropriate thesis that directly addresses all parts of the question.*
- *Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND your knowledge of United States history beyond/ outside the documents.*
- *Analyzes a majority of the documents in terms of such features as their intended audience, purpose, point of view, format, argument, limitations, and/or social context as appropriate to the argument.*
- *Places the argument in the context of broader regional, national, or global processes.*

Question 1. Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.

Document 1

Source: Southern African American folk saying, 1910s

De white man he got ha'f de crop
 Boll-Weevil took de res'.
 Ain't got no home,
 Ain't got no home.

Document 2

Source: Letter from a prospective African American migrant, April 27, 1917

New Orleans, La., 4/27/17

Dear Sirs:

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

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

Document 3

Source: Dwight Thompson Farnham, a northern White efficiency expert, article titled "Negroes as a Source of Industrial Labor," *Industrial Management*, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

Document 4

Source: Jackson (Mississippi) *Daily News*, a southern white-owned newspaper, on the race riot in Chicago, July 28, 1919

The only surprising feature about the race riot in Chicago yesterday is that it did not assume larger proportions.

Trouble has been brewing in that city for several months, and nothing short of exceptionally good work by the police department can prevent further clashes.

The native white population of Chicago bitterly resents the influx of negro labor, and especially the housing of blacks in white neighborhoods.

. . . the decent, hard-working, law-abiding Mississippi negroes who were lured to Chicago by the bait of higher wages, only to lose their jobs, or forced to accept lower pay after the labor shortage became less acute, are hereby notified that they will be welcomed back home and find their old positions waiting for them.

Mississippi may lynch a negro when he commits the most heinous of all crimes, but we do not blow up the innocent with bombs, or explode sticks of dynamite on their doorsteps.

Document 5

Source: Lizzie Miles, African American singer, lyrics to the song “Cotton Belt Blues,” 1923

Look at me. Look at me.
 And you see a gal,
 With a heart bogged down with woe.
 Because I'm all alone,
 Far from my Southern home.
 Dixie Dan. That's the man.
 Took me from the Land of Cotton
 To that cold, cold minded North.
 Threw me down. Hit the town.
 And I've never seen him henceforth.
 Just cause I trusted. I'm broke and disgusted,
 I got the Cotton Belt Blues.

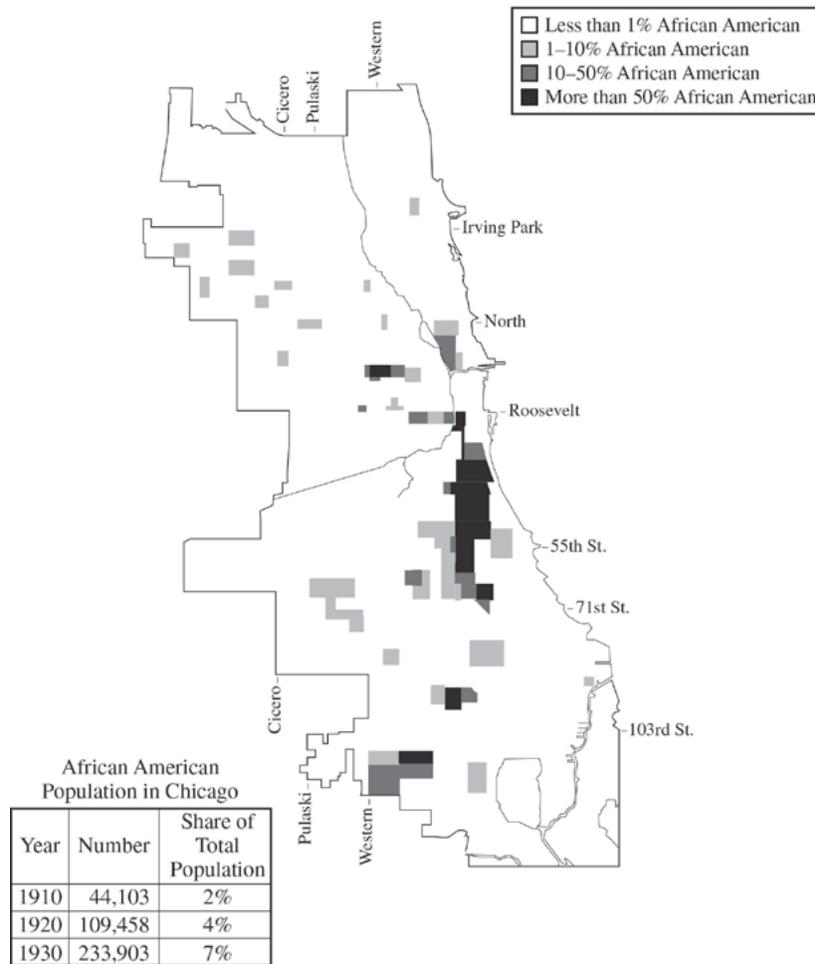
Document 6

Source: George Schuyler, an African American journalist, article in *The Messenger*, a political and literary magazine for African Americans, August 1925

It is generally thought by both Negroes and whites that Negroes are the chief strikebreakers in the United States. This is far from the truth. The Negro workers' part in strikes has been dramatized by virtue of the striking contrast of race which invariably provoked race riots. But the fact is that there are many more scabs among the white than black workers, partially because there are numerous industries in which Negroes are not permitted to work, which, too, are by no means one hundred percent organized. Out of twenty or more millions of workers in the United States, less than five million are organized. Note the potential for scabs!

Document 7

DISTRIBUTION OF AFRICAN AMERICAN POPULATION IN CHICAGO, 1930



Credits

Page 74: Nast “Pardon” cartoon — Courtesy of HarpWeek

Page 74: Nast “Franchise” cartoon — Courtesy of Library of Congress
LC-USZ62-102257

Page 82: *American Progress* painting — Courtesy of Library of Congress
LC-DIG-ppmsca-09855

Index

- abolition** (See also *Period 4; slavery*), 39, 40, 46, 47
- Africa**, 24, 60
- African Americans**, 39, 40, 47, 51
 activists, 53, 61, 62
 citizenship and, 48
 contact with American Indian (Native American), 25
 Great Migration and, 57
- agriculture**, 27, 46, 50
- America in the World (WOR)** (See also *thematic learning objectives*), 17, 49, 58, 60
 British efforts to strengthen imperial control, 31
 communism, stemming growth of, 60
 overseas expansion, 57
 United States' international role, 54
 world economy, 67
- American Indians (Native Americans)** (See also *Period 1*), 23, 25, 30, 32, 51
 Constitution and, 37
 culture, 39
 demand for equality, 62
 European clash with, 25, 26, 27, 29, 32
 federal government violates treaties with, 52
 hostile relationship with English, 27, 30
 intermarriage with whites, 27
 reservations, confinement to, 52
 resistance to expansion, 43
 societies, 23
- American Revolution** (See also *Period 3*), 33, 34
 influence on the rest of the world, 35
- American System**, 41
- Anglicization** (See also *Period 2*), 30
- antebellum reform** (See also *Period 4*), 19
- antiwar protests** (See also *Period 8*), 61
- appropriate use of relevant historical evidence**
 defined, 9
 examples of historical application, 9
- Articles of Confederation** (See also *Period 3*), 34
- arts** (See also *Ideas, Beliefs, and Culture*), 39, 56
- Asia**, 42, 44, 49, 59
 and the Pacific, 57
 migration from, 51, 56
 U.S. involvement in, 58, 60
- Asian Americans**, 45, 62
- baby boom**, 63
- Bill of Rights** (See also *Period 3*), 34
- British colonies** (See also *Period 2, Period 3*), 28, 33
- British empire** (See also *Period 3; Politics and Power*), 31, 32
- Brown v. Board of Education***, 62
- California**, 36
- capitalism** (See also *economies*), 25, 55
- cause and effect** (See also *historical causation*), 4, 5, 6, 10
- chronological reasoning** (See also *historical thinking skills*), 1
 applied to distinctions in periods, 21
 historical causation, 4
- cities** see *urbanization*
- citizenship** (See also *Politics and Power*), 38, 45
 African Americans and, 48
 constitutional changes and, 48
 power of federal government and, 47
- civil liberties**, 56, 59, 67
- civil rights movement** (See also *Period 5, Period 8*), 48, 61, 62
 Civil War Amendments and, 48
- Civil Rights Act of 1964**, 62
- Civil War** (See also *Period 5*), 44, 45, 47, 48
- class**, 41, 49, 51, 53
- climate** (See also *Environment and Technology — Physical and Human*)
 characteristics of colonies affected by, 28
 global and environmental changes, 60
- Cold War** (See also *Period 8; World War I; World War II*), 60
- colonies and colonization** (See also *America in the World; Period 2*), 17
 conflict and contact among groups, 29
 differences among early, 28
 differing reactions to Native Americans, 30
 Dutch efforts, 27
 European patterns of colonization, 27

- French efforts, 27
- independence movement, 33
- models of colonization, 27
- values in the, 19
- Columbian Exchange**, 23
- commerce** (See also *corporate growth*; *Work, Exchange, and Technology*), 54
- Common Sense** (Thomas Paine) (See also *Period 3*), 34
- communism** (See also *Period 8*), 60
- comparison** (See also *comparison and contextualization*), 6
- comparison and contextualization** (See also *historical thinking skills*), 1, 6|
 - comparison, 6
 - evaluating student proficiency in, 7
- Compromise of 1850**, 46
- computer technology** (See also *Period 9*; *Work, Exchange, and Technology*), 67
- concept outline** (See also *curriculum framework overview*; *periodization*), 2, 20–21
 - coding referring learning objectives to, 21 (table)
- conservation**, 51, 64
- conservatism** (See also *Period 9*; *Politics and Power*), 55, 62, 63, 64, 65
- Confederacy (Confederate States of America)**, 47
- Constitution, U.S.**, 35, 38
- constitutions (state)** (See also *Period 3*), 34
- contextualization**
 - evaluating student proficiency in, 7
 - for world and U.S. history, 7
 - global, 17
 - topic suggestions requiring, 8
- corporate growth** (See also *Period 7*), 54
- counterculture**, 64
- crafting historical arguments from historical evidence** (See also *historical thinking skills*), 1, 8
 - historical argumentation, 8
- critical thinking**
 - and distinctions in periodization, 21
- culture** (See also *Ideas, Beliefs, and Culture*; *Period 4*; *Period 7*)
 - American Indian (Native American), 39
 - conflicts over, 56
 - distinctions emerge, 39
- curriculum framework**
 - historical thinking skills, 1, 3
 - overview, 1
 - thematic learning objectives, 1
- Declaration of Independence** (See also *Period 3*), 34
- democratic ideas** (See also *Ideas, Beliefs, and Culture*; *liberalism*), 35
 - emergence of, 34
 - expanding, 54, 62
 - progressive reformers and, 55
 - new republic defines and extends, 38
- Democratic Party**, 38, 55
- Democratic-Republican Party**, 38
- Depression, Great** (See also *Period 7*), 54, 55, 59
- desegregation** (See also *Period 8*), 62
- Dred Scott decision** (See also *Period 5*, *slavery*), 46
- Dutch colonial efforts** (See also *Period 2*), 27
- economies and economics** (See also *Period 8*; *Period 9*; *thematic learning objectives*; *Work, Exchange, and Technology*)
 - agricultural and hunter-gatherer, 23, 49
 - Atlantic World, 30
 - clashes among, 29
 - Cold War, 60
 - effects of natural resources on, 25
 - effects of technology on, 25
 - encomienda*, 24
 - Gilded Age, 49, 52
 - globalization, 67
 - government role in, 38
 - growth, 63
 - industrial, 49
 - influence of debt from Seven Years' War, 33
 - instability, 50, 54
 - labor markets, 30, 41
 - mercantile, 31
 - migration due to, 57
 - postwar growth, 63
 - regional versus national concerns influence, 41
 - slavery and, 27, 28
 - upheavals, 54

- western migration, 51
- world economy, 67
- Emancipation Proclamation** (See also *Period 5; slavery*), 47
- employment shifts** (See also *Period 4*), 40
- encomienda system** (See also *labor systems*) 24
- Enlightenment** (See also *Ideas, Beliefs, and Culture*) 30, 31, 33, 37
- Environment and Technology — Physical and Human (ENV)** (See also *thematic learning objectives*), 18, 23, 54
 - characteristics of colonies affected by, 28
 - effects on culture, 23, 28
 - familiarity with land aids independence efforts, 33
 - global and environmental changes, 60
 - introduction of new crops into, 24
 - oil crises, 61
 - settlers in North America and, 23
 - slaveholders relocate to new Southwest, 43
 - territorial expansion, 44
- Europe**, 25, 59
- European conflict with American Indians (Native Americans)** (See also *Period 1*), 26, 32
- European expansion** (See also *Period 1, Period 2*)
 - causes and effects, 245
 - challenges to American Indian beliefs, 26
 - conflicts with native groups, 27, 28
- examples, illustrative**, 2
- exam structure**
 - chronological periods represented by, 20
 - long-essay question, 71
 - multiple-choice questions, 70
- expansion, European** (See also *European expansion; Period 1; Period 2*)
 - causes and effects, 245
 - challenges to American Indian beliefs, 26
 - conflicts with native groups, 27, 28
- expansion, territorial** (See also *Period 4, Period 5*), 24, 42, 43
 - foreign policy and, 44
 - ideological conflict and, 44
 - Manifest Destiny, 44
 - slavery and, 43
 - treaty violations, 52
- exploration and conquest of Americas (Spanish and Portuguese)** (See also *periods*), 24
 - interactions among peoples, 25
- federalism**, 38, 42, 47, 64
- Federalist Party**, 38
- foreign policy, U.S.** (See also *America in the World*), 17, 42, 66
 - alliances, 32, 34, 58, 59, 60
 - communism and, 60
 - expansionist, 44
 - isolationism and, 58
 - redefining, 66
 - terrorism, war on, 66
 - World War I involvement, 58
 - World War II involvement, 59
- France**, 34
 - colonization, 27
 - struggle with Britain over control of North America, 32
- French Revolution**, 33
- freedom of speech** (See also *Period 7*), 56
- fundamentalism, religion** (See also *Period 9*), 65
- gender**, 26, 27, 28, 30, 37, 39, 48 53, 62, 64, 68
- Gilded Age** (See also *Period 6; Work, Exchange, and Technology*), 49, 52, 53
- globalization, economic** (See also *economies and economics; Period 9*), 67
- Gorbachev, Mikhail**, 66
- government** (See also *Period 9; Politics and Power*), 47, 52
 - development of political parties, 35, 37, 38, 46
 - federal power, 38, 54
 - federal vs. state powers, 38
 - growth of federal, 66
 - response to American Indian resistance, 52
 - role of, 38, 54, 65
 - self-, 31, 35
 - states' rights, 46
 - structuring, 345
 - treaty violations, 52
- Great Depression** (See also *New Deal; Period 7; Roosevelt*), 54, 55
 - World War II and the end of the, 59
- Great Migration** (See also *Period 7*), 57
- Great Society**, 62

- group identity** (See also *Identity; regionalism; religious beliefs*), 38
 Baby Boomers, 63
 women and, 37, 39, 48
- Harlem Renaissance** (See also *Ideas, Beliefs, and Culture; Period 7*), 56
- Hispanics and Latinos**, 45, 51, 57, 62
- historical argumentation** (See also *crafting historical arguments from historical evidence*), 8
 defined, 8
 evaluating student proficiency in, 8
 key concepts of periods and, 21
- historical causation** (See also *chronological reasoning*)
 evaluating student proficiency in, 4
 patterns of continuity, 5
- historical interpretation and synthesis** (See also *curriculum framework overview*), 1
 defined, 10
 interpretation, 10
- historical periods (nine)** (See also *periodization; individual periods*), 20–21
 table of, 20
- historical thinking skills** (See also *curriculum framework overview*), 1, 3, 4 (table)
 chronological reasoning, 1
 comparison and contextualization, 1
 developing, 3
 crafting historical arguments from historical evidence, 1
 historical interpretation and synthesis, 1
 periodization, 5
 skill type and, 4 (table)
- Ideas, Beliefs, and Culture (CUL)** (See also *Period 4; Period 9; thematic learning objectives*), 19, 46, 56
 abolition, 39
 American Indian (Native American) culture, 39
 Baby Boomers, 63
 conflicts about, 25, 29, 56
 consumers and consumption, 49
 cultural conflicts, 56
 cultural distinctions and preservation, 26, 39
 debates, 65, 67
 effects of environment on, 28
 effects on history, 19
 emergence of democratic ideas, 34
 Enlightenment and Republican motherhood, 37
 European challenges to American Indian beliefs, 26, 32
 Harlem Renaissance, 56
 liberalism, 61, 62
 mass culture, 56, 63
 national identity, 36, 37
 postwar optimism, 63
 Second Great Awakening, 38
 slavery, 28, 30, 357
 technological advances bring social transformation, 56
 white-Indian conflicts, 36
 women’s rights, 39
 youth movement, 64
- Identity (ID)** (See also *immigration; religious beliefs; thematic learning objectives*), 13, 45, 46, 51
 activism, 53
 African Americans and the Great Migration, 57
 American Indian (Native American), 52
 autonomy and preservation of African, 26
 Baby Boomers, 63
 cultural distinctions emerge, 39
 demographic shifts in population, 67
 in 18th and 19th centuries, 19
 industrialization influences, 51
 migration’s influence on creating national, 36
 national, 37, 49
 redefining, 48
 regional identity, 38
 slavery and, 44
 social justice, 62
 territorial expansion and ideological conflict, 44
 United States’ international role, 54
 women and, 37, 39, 48
- immigration** (See also *migration; Peopling; Period 7*), 15, 41
 “Americanization” and, 51
 conflicts, 45
 from Asia, 67
 from Europe, 41
 from southern and eastern Europe, 61
 from Latin America, 67
 restrictions on, 56, 57, 63
- imperialism** (See also *Period 3*), 31, 32, 33
- independence movement in British colonies** (See also *Period 3*), 33
 emergence of democratic ideas, 34

- industrialization**, 49–50
 corporate growth, 54
 industrialized nation, 49–50
 opportunities arise from, 51
 social problems associated with, 54
 technology and, 56
- intermarriage, effects on colonization** (See also *Period 2*), 27
- Internet**, 67
- international affairs** (See also *America in the World; foreign policy*), 17, 49, 58, 60
 British efforts to strengthen imperial control, 31
 communism, stemming growth of, 60
 foreign policy, 17, 42, 58, 59, 60, 66
 overseas expansion, 57
 United States' international role, 54
 world economy, 67
- interpretation** (See also *historical interpretation and synthesis*), 10
 evaluation proficiency in, 10
- Johnson, Lyndon**, 62
- Kansas-Nebraska Act** (See also *Period 5*), 46
- Korean War** (See also *Period 8*), 60, 61
- labor systems** (See also *encomienda; Work, Exchange, and Technology*), 29, 41, 49
 Atlantic World interactions affect, 30
- labor unions**, 50, 55, 57, 67
- League of Nations**, 58
- learning objectives** (*thematic learning objectives*) (See also *curriculum framework overview*), 1, 12–19
 America in the World (WOR), 17
 coding for concept outline referring to, 22
 concept outline and, 21
 Environment and Technology Physical and Human (ENV), 18
 historical thinking skills applied to, 1, 3
 Ideas, Beliefs, and Culture (CUL), 19
 Identity (ID), 13
 Peopling (PEO), 15
 Politics and Power (POL), 16
 Work, Exchange, and Technology (WXT), 14
- liberalism** (See also *democratic ideas; Period 8*), 55, 61, 62, 64, 65
- Lincoln, Abraham** (See also *Period 5*), 47
 Emancipation Proclamation and, 47
- long-essay question** (See also *exam structure*), 71
- Louisiana Purchase** (See also *Period 4*), 42
- Manifest Destiny**, 44
- markets** (See also *Work, Exchange, and Technology*)
 economy, 40
 role of government in, 38
 shared labor, 30
- Middle East**, 60, 61, 67
- migration** (See also *immigration; Peopling*), 15, 57
 big business sparks, 49
 national identity influenced by, 36
 of Europeans to North America, 23
 social tension resulting from, 56
 transcontinental railway and, 51
 westward, 36, 37, 41, 50
- Mexican-American War**, 44
- Mexican Americans**, 52, 57
- Mexico**, 23
- military conflict, U.S.**
 against American Indians, 52
 against terrorism, 66
 American Revolution, 33
 Civil War, 47
 in Afghanistan, 66
 in Iraq, 66
 in Korea, 60
 in Vietnam, 60
 Mexican-American War, 44
 Spanish-American War, 58
 World War I, 58
 World War II, 59
- Missouri Compromise** (See also *Period 4*), 43
- multiple-choice questions** (See also *exam structure*), 70
- nationality, national identity** (See also *Identity*), 37, 39, 49
- nativism**, 45, 53
- Native Americans** (See *American Indians*)
- natural resources** (See also *Environment and Geography — Physical and Human, Period 1*), 18
 competition for, 29
 conservation, 54
 effects on culture, 28
 effects on economy, 25
 exploiting, 41

industrialization and, 50
 oil crises, 61
 overcultivation of, 43
 response to lack of, 23
 squandering of, 63, 64

New Deal (See also *Period 7*), 55

Northwest Ordinance (See also *Period 3*), 37

nuclear arsenal (See also *Period 8*), 61

objectives (*thematic learning objectives*) (See also *curriculum framework overview*), 1, 12–19
 America in the World (WOR), 17
 coding for concept outline referring to, 22
 concept outline and, 21
 Environment and Technology Physical and Human (ENV), 18
 historical thinking skills applied to, 1, 3
 Ideas, Beliefs, and Culture (CUL), 19
 Identity (ID), 13
 Peopling (PEO), 15
 Politics and Power (POL), 16
 Work, Exchange, and Technology (WXT), 14

oil crises (See also *Environment and Technology; Period 8*), 61

Paine, Thomas (*Common Sense*) (See also *Period 3*), 34

parks, national, 51

patterns of continuity and change over time (See also *chronological reasoning*)
 evaluating student proficiency in, 5

Pearl Harbor, attack on, 59

People’s Party (Populists), 51

Peopling (PEO) (See also *thematic learning objectives*), 15, 24, 39
 American Indians (Native Americans), 29, 51
 demographic shifts in population, 67
 immigration, 51, 56, 57
 regional differences, 28
 societies develop, 23

periodization and periods (See also *concept outline; specific periods*), 20–21
 colonial, 19
 consequences of, 6
 critical thinking applied to, 21
 definition and criteria for, 5
 evaluating student proficiency in, 6
 historical, 20 (table)
 overlap between, 20

relevance to U.S. history, 6

Period 1: 1491–1607, 23–26

European challenges to American Indian beliefs, 26, 32
 natural resources, 23, 25
 settlers in North America, 23
 Spanish and Portuguese, 24, 25

Period 2: 1607–1754, 27–31

Anglicization, causes for promoting, 30
 colonization and interactions among groups, 29, 30
 differences among British colonies, 28
 Dutch colonial efforts, 27
 Europeans clash with American Indians, 27
 intermarriage and colonization, 27
 slavery, 27, 30

Period 3: 1754–1800, 32–37

Articles of Confederation, 34
 British imperial control exerted, 32
Common Sense by Thomas Paine, 34
 Declaration of Independence, 34
 independence movement sparked in British colonies, 33
 Northwest Ordinance, 37
 political parties emerge, 35
 Seven Years’ War, 33
 state constitutions, 34

Period 4: 1800–1848, 38–43

abolition, 40
 antebellum reform, 19
 cultural distinctions emerge, 39
 employment shifts, 40
 expansion and slavery, 43
 Louisiana Purchase, 42
 Missouri Compromise, 43
 Second Great Awakening, 39

Period 5: 1844–1877, 44–48

civil rights, 48
 Civil War, 47, 48
Dred Scott decision, 46
 Emancipation Proclamation, 47
 expansionist foreign policy, 44
 Kansas-Nebraska Act, 46
 Lincoln, Abraham, 47
 Manifest Destiny, 44
 Reconstruction, 47
 regional tensions, 44
 secession, 46
 slavery, 44, 45
 Thirteenth Amendment, 47

Period 6: 1865–1898, 49–53

activism, 53
 Gilded Age, 49, 52, 53
 industrialization and urbanization, 490
Plessy vs. Ferguson, 53
 racial tension, 53
 transcontinental railroads, 51

Period 7: 1890–1945, 54–59

corporate growth, 54
 cultural conflicts, 56
 freedom of speech, 56
 Great Depression, 54, 55, 59
 immigration restrictions, 56, 57
 international role of United States, 54
 New Deal, 55
 Red Scare, 57
 technological advances bring social transformations, 56
 World War I, ramifications, 56, 57
 World War II, 57, 59

Period 8: 1945–1980, 60–64

antiwar protest, 61
 civil rights activism, 61, 62
 Cold War, 60
 communism, stemming growth of, 60
 desegregation, 62
 economic growth, 63
 Korean War, 61
 liberalism, 61, 62
 nuclear arsenal, debates about, 61
 oil crises, 61
 postwar optimism, 63
 Vietnam War, 61
 World War II ends, 60
 youth movement, 64

Period 9: 1980–Present, 65–68

computer technology, 67
 conservatism, 62, 65
 cultural and political debates, 65, 67
 economic globalization, 67
 federal government grows, 66
 foreign policy, redefining, 66
 religious fundamentalism, 65
 September 11, 2001, attacks of, 66
 terrorism, war on, 66, 67

Plessy vs. Ferguson (See also *Period 6*), 53

political machines, 51

Portuguese explorers, 24, 25

political parties (See also *Period 3, Politics and Power*), 33, 38, 36
 emergence of, 35

Politics and Power (POL) (See also *Period 9; thematic learning objectives*), 16, 46, 50, 52, 54
 American Indian alliances, 32
 antiwar protests, 61
 Cold War, 60
 communism, 60
 conservatism, 65
 democratic ideas emerge, 34
 Dred Scott decision, 46
 Emancipation Proclamation, 47
 federal power, 38, 54
 freedom of speech, 56
 French Revolution’s influence on discourse, 33
 military policy, 61
 policy debate, 67
 political opportunities for former slaves, 48
 political parties, 35, 38, 46
 reaction to territorial expansion and government powers, 42
 reformers, 54, 55
 regional versus national concerns, 41
 secession, 46
 social justice, 62
 tension and conflicts caused by western migration, 36
 World War I involvement, 58
 World War II involvement, 59

population patterns (See also *immigration, migration, Peopling*), 28, 40, 67

postwar optimism (See also *Period 8*), 63

presentism, 10

progressive reformers, 55

Pueblo revolt (See also *colonies and colonization; Period 2*), 30

race and racism, 31, 39, 44, 46, 53, 59

racial tension (See also *Period 6; regional tensions; slavery*), 53

railroads (See also *Work, Exchange, and Technology*), 40, 51

Reagan, Ronald, 66

Reconstruction (See also *Period 5*), 47

Red Scare (See also *communism; Period 7*), 57

- regionalism/ regional identity**, 28, 31, 36, 38, 39, 40, 50, 51, 56
 sectionalism and, 40
 tensions and, 44
- religion** (See also *Identity; Period 9; values*), 19, 28, 30, 31, 36, 39, 56, 65
 European challenges to American Indian, 26
 fundamentalism, 65
 immigrant, 45
 influence on expansion, 24
 Protestant evangelical, 34, 56, 65
- Republican Party**, 46
 Radical Republicans, 47
- resources** (See also *Period 1*)
 industrial, 47
 natural, 23, 35, 28, 29, 41, 43, 50, 54, 61, 64
- Roosevelt, Franklin** (See also *Period 7*), 55
- secession** (See also *Period 5*), 46, 47
- Second Great Awakening** (See also *Period 4*), 39
- sectionalism**, 46
- self-government** (See also *government*), 31, 35
- segregation**, 48, 53, 61
- Seneca Falls Convention** (See also *Period 4*), 20
- September 11, 2001, attacks of** (See also *Period 9; terrorism*)
 war on terrorism after, 66
- settlement houses**, 51
- settlers in North America** (See also *Period 1*), 23
 diverse environments and, 23
- Seven Years' War** (See also *Period 3*), 33
- sharecropping**, 47, 50
- skills** (See also *chronological reasoning; comparison and contextualization; crafting historical arguments from historical evidence; historical interpretation and synthesis; historical thinking skills*)
 types and historical thinking, 4 (table)
- slavery** (See also *abolition; Peopling; Period 2; Period 5; racial tensions*), 15, 27, 30, 44, 45, 47
 developing restrictions to, 37
Dred Scott decision, 46
 expansion of, 37, 43, 44
 identity and, 44
 regional identity and, 38
 resistance to, 28, 35
 Thirteenth Amendment abolishes, 47
- Social Darwinism**, 39
- Social Gospel**, 53
- Spanish-American War**, 58
- Spanish and Portuguese (in Americas)** (See also *Period 1*), 24
 in California, 36
 interactions with native peoples, 25
- speech, freedom of** (See also *Period 7*), 56
- state constitutions** (See also *Period 3*), 34
- Sun Belt**, 63
- Supreme Court**, 38, 48, 53, 55, 62
- synthesis**, 10–11
 defined, 10
 evaluating student proficiency in, 10
- technology** (See also *Period 7; Period 9; Work, Exchange, and Technology*)
 cultural change and, 56
 computer, 67
 inventions, 40
 social transformation and, 56
- terrorism, war on** (See also *Period 9; September 11, 2001*), 66, 67
- thematic learning objectives** (See also *curriculum framework overview*), 1, 12–19
 America in the World (WOR), 17
 coding for concept outline referring to, 22
 concept outline and, 21
 Environment and Technology — Physical and Human (ENV), 18
 historical thinking skills applied to, 1, 3
 Ideas, Beliefs, and Culture (CUL), 19
 Identity (ID), 13
 Peopling (PEO), 15
 Politics and Power (POL), 16
 Work, Exchange, and Technology (WXT), 14
- Thirteenth Amendment** (See also *Period 5*), 47
- urbanization**, 49, 51, 54
- United States, international role** (See also *Period 7*), 54
- Versailles, Treaty of**, 58
- Vietnam War** (See also *Cold War; Period 8*), 60, 61

Washington, George, 34

Wilson, Woodrow, 58

women and work (See also *gender; Ideas, Beliefs, and Culture; Identity*), 37, 39, 40, 64
and Republican motherhood, 37

women's rights movement, 48, 62
activists, 53

Work, Exchange, and Technology (WXT) (See also *Period 9; thematic learning objectives*), 14, 42, 44, 56
automobiles, 56
colonization models, 27
computer technology, 67
corporate growth, 54
exchanges within the Atlantic World, 30
Gilded Age, 49, 52
government role in economy, 38, 54
industrialization, 49
labor, 29, 30, 41, 49
market revolution, 40, 41
radio and communication technology, 56
settlement affected by, 40
transcontinental railroads, 51
urbanization and industrialization, 49
World War II and, 59

World War I (See also *Cold War; Period 7; Vietnam War*), 56
involvement in, 58

World War II (See also *Cold War; Period 7; Period 8; Vietnam War*), 59
ends, 60

writings, influential (See also *Harlem Renaissance; Period 3; Period 5*)
Articles of Confederation, 34
Common Sense by Thomas Paine, 34
Declaration of Independence, 34
Dred Scott decision, 46
Plessy vs. Ferguson, 53

youth (See also *Period 8*), 63, 64

