

AP[®]

CollegeBoard

AP[®] **United States History**

Effective
Fall 2017

**SKILL AND CONTENT
EXPECTATIONS
FOR LEARNING AND
ASSESSMENT**

COURSE FRAMEWORK



AP[®] United States History Course Framework

Effective Fall 2017

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

AP® Equity and Access Policy

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 underrepresented. 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.

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About the Course Framework

This document describes the content and skills required in the AP U.S. History course and on the exam. In order to provide flexibility in meeting the needs of students and teachers in a variety of academic settings, this publication contains the essential practices and skills, learning objectives, key concepts, and exam design for the AP U.S. History course, with the expectation that each individual district and teacher will create a complete AP U.S. History curriculum for their students. This course framework reflects changes made to the course and exam in 2017, including a reduction in the number of disciplinary practices and reasoning skills assessed as well as a modified exam design.

Teachers should refer to the *AP U.S. History Course and Exam Description* for a detailed course framework, additional ideas for how to implement the course, and more information on how to help students prepare for the AP U.S. History Exam.

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Participating in the AP Course Audit

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

Please visit www.collegeboard.com/html/apcourseaudit/courses/us_history.html for the **Curricular and Resource Requirements** that identify the set of curricular and resource expectations that college faculty nationwide have established for a college-level course, as well as for more information to support syllabus development including:

- **Annotated Sample Syllabi** — Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
- **Example Textbook List** — Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
- **Syllabus Development Guide** — Includes the guidelines reviewers use to evaluate syllabi along with three samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization.

About AP

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

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

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

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

Offering AP Courses and Enrolling Students

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

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

¹See the following research studies for more details:

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

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

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

How AP Courses and Exams Are Developed

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

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

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

How AP Exams Are Scored

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

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance

of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

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

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

Additional Resources

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

About the AP U.S. History Course

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Prerequisites

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

AP U.S. History Course Framework

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

To accomplish this goal, the course framework defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. Students practice the reasoning skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical facts and perspectives, and expressing historical arguments in writing.

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

Overview

I. AP History Disciplinary Practices and Reasoning Skills

The AP history disciplinary practices and reasoning skills are central to the study and practice of history. Teachers should help students develop and apply the described practices and skills on a regular basis over the span of the course.

II. Thematic Learning Objectives

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

III. Concept Outline

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

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change Over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

II. Thematic Learning Objectives

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

- **American and National Identity (NAT)**
- **Politics and Power (POL)**
- **Work, Exchange, and Technology (WXT)**
- **Culture and Society (CUL)**
- **Migration and Settlement (MIG)**
- **Geography and the Environment (GEO)**
- **America in the World (WOR)**

These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States. Each theme is presented with its description and a table that outlines the learning objectives for that theme.

Learning Objectives by Theme

Theme 1: American and National Identity (NAT)

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

Learning Objectives

Students are able to ...

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

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

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

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

Theme 2: Politics and Power (POL)

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

Learning Objectives

Students are able to ...

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

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

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

Theme 3: Work, Exchange, and Technology (WXT)

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

Learning Objectives

Students are able to ...

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

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

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

Theme 4: Culture and Society (CUL)

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

Learning Objectives

Students are able to ...

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

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

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

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

Theme 5: Migration and Settlement (MIG)

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

Learning Objectives

Students are able to ...

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

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

Theme 6: Geography and the Environment (GEO)

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

Learning Objectives

Students are able to ...

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

Theme 7: America in the World (WOR)

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

Learning Objectives

Students are able to ...

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

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

III. Concept Outline

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

The inclusion of names: As has been the case for all prior versions of the AP U.S. History course, the AP U.S. History concept outline includes a minimal number of individual names: the founders, several presidents and party leaders, and other individuals who are almost universally taught in college-level U.S. history courses. As history teachers know well, the concepts in this outline cannot be taught without careful attention to the individuals, events, and documents of American history; however, to ensure teachers have flexibility to teach specific content that is valued locally and individually, the concept outline avoids prescribing details that would require all teachers to teach the same historical examples. Each teacher is responsible for selecting specific individuals, events, and documents for student investigation of the concepts in the outline.

Historical Periods

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

The instructional importance and assessment weighting for each period varies:

Period	Date Range	Approximate Percentage of ...	
		Instructional Time	AP Exam
1	1491–1607	5%	5%
2	1607–1754	10%	
3	1754–1800	12%	
4	1800–1848	10%	45%
5	1844–1877	13%	
6	1865–1898	13%	
7	1890–1945	17%	45%
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. Several of the periods show some degree of overlap, depending on the kinds of key concepts in that period. For example, Period 4, which begins in 1800, emphasizes antebellum reform and social change (with 1848 as an ending point because of the Seneca Falls Convention). Period 5 focuses on how expansion led to debates over slavery, thus beginning with Manifest Destiny and the election of James K. Polk in 1844; it spans the Civil War and Reconstruction and ends with the Compromise of 1877. The emphasis in Period 6 on economic development logically begins with the end of the Civil War in 1865 and ends on the eve of the Spanish–American War in 1898. Period 7 uses 1890 as the appropriate starting date for America’s rise to global power—a major conceptual focus of the period.

The Founding Documents

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

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

Using the Concept Outline to Plan Instruction

In the pages that follow, thematic learning objectives are provided to show teachers how the learning objectives can be applied to the various statements in the concept outline and to also help teachers make thematic connections across the outline’s chronology. Space is also provided for teachers to insert into the concept outline the relevant and specific content (individuals, groups, events, and primary and secondary sources and documents) they choose to focus on in their AP U.S. History course.

PERIOD 1:

1491–1607

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 1: 1491–1607

Key Concept 1.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

Period 1: 1491–1607
Key Concept 1.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

B. In the *encomienda* system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

C. European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

D. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

Period 1: 1491–1607
Key Concept 1.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

B. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

C. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Period 1: 1491–1607
Key Concept 1.2

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

PERIOD 2:

1607-1754

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

Period 2: 1607–1754
Key Concept 2.1

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

Related Thematic Learning Objectives

(Focus of Exam Questions)

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

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

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

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

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

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

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

A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

B. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

D. The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

Period 2: 1607–1754

Key Concept 2.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

- E. Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

Period 2: 1607–1754
Key Concept 2.1

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

Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 2: 1607–1754

Key Concept 2.1

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

Related Thematic Learning Objectives (Focus of Exam Questions)

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

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

- D. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.
- E. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.
- F. American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

Period 2: 1607–1754
Key Concept 2.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

Period 2: 1607–1754
Key Concept 2.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

B. As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

C. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

Period 2: 1607–1754
Key Concept 2.2

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

PERIOD 3:

1754-1800

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

Period 3: 1754–1800
Key Concept 3.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

Period 3: 1754–1800
Key Concept 3.1

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

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

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

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

- E. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

Period 3: 1754–1800
Key Concept 3.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 3: 1754–1800
Key Concept 3.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

Period 3: 1754–1800
Key Concept 3.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 3: 1754–1800
Key Concept 3.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

E. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.

Period 3: 1754–1800
Key Concept 3.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

A. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.

B. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties—most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.

C. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.

D. Ideas about national identity increasingly found expression in works of art, literature, and architecture.

Period 3: 1754–1800
Key Concept 3.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

Period 3: 1754–1800
Key Concept 3.3

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

**Related Thematic
Learning Objectives**
(Focus of Exam Questions)

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

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

- E. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

Period 3: 1754–1800
Key Concept 3.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

B. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

C. George Washington's Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.

Period 3: 1754–1800
Key Concept 3.3

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

PERIOD 4:

1800–1848

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

I. The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

A. In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.

B. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.

C. By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay—that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.

D. Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

Period 4: 1800–1848
Key Concept 4.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.

B. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

C. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.

D. Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

Period 4: 1800–1848
Key Concept 4.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

B. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.

C. A women’s rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

Period 4: 1800–1848
Key Concept 4.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 4: 1800–1848
Key Concept 4.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Increasing numbers of Americans, especially women and men working in factories, no longer relied on semisubsistence agriculture; instead they supported themselves producing goods for distant markets.

B. The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.

C. Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

Period 4: 1800–1848
Key Concept 4.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

B. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

C. Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

D. Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

Period 4: 1800–1848
Key Concept 4.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

B. Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

Period 4: 1800–1848
Key Concept 4.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

Period 4: 1800–1848
Key Concept 4.3

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

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

A. As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

B. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.

C. Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

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

PERIOD 5:

1844-1877

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

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

Period 5: 1844–1877
Key Concept 5.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.

B. A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.

C. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.

Period 5: 1844–1877
Key Concept 5.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free-labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.

B. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.

C. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.

Period 5
Key Concept 5.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 5
Key Concept 5.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

B. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

C. Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.

D. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

Period 5: 1844–1877
Key Concept 5.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 5: 1844–1877
Key Concept 5.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

Period 5: 1844–1877
Key Concept 5.3

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

PERIOD 6:

1865-1898

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.

B. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.

C. Economic instability inspired agrarian activists to create the People’s (Populist) Party, which called for a stronger governmental role in regulating the American economic system.

Period 6: 1865–1898
Key Concept 6.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

A. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.

C. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.

Period 6: 1865–1898
Key Concept 6.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

Period 6: 1865–1898
Key Concept 6.3

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

PERIOD 7:

1890-1945

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

B. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.

C. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

Period 7: 1890–1945
Key Concept 7.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

Period 7: 1890–1945
Key Concept 7.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

Period 7: 1890–1945
Key Concept 7.3

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

PERIOD 8:

1945-1980

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

Period 8: 1945–1980
Key Concept 8.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

B. Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated and sometimes led to violence.

C. Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

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

Period 8: 1945–1980
Key Concept 8.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

B. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality.

C. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

Period 8: 1945–1980
Key Concept 8.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

Period 8: 1945–1980
Key Concept 8.2

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

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

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

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

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

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

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 8: 1945–1980
Key Concept 8.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

- F. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

Period 8: 1945–1980
Key Concept 8.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

Period 8: 1945–1980
Key Concept 8.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

B. Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

C. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

Period 8: 1945–1980
Key Concept 8.3

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

PERIOD 9:

1980–PRESENT

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.

B. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.

C. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.

Period 9: 1980–PRESENT
Key Concept 9.1

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

A. Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.

B. Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.

C. Employment increased in service sectors and decreased in manufacturing, and union membership declined.

D. Real wages stagnated for the working and middle class amid growing economic inequality.

Period 9: 1980–PRESENT

Key Concept 9.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

A. After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.

B. International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.

C. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

Period 9: 1980–PRESENT
Key Concept 9.2

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

- I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.
 - A. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.
 - B. Increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.
 - C. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.

Period 9: 1980–PRESENT
Key Concept 9.3

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

Related Thematic Learning Objectives
(Focus of Exam Questions)

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

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

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

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

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

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

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

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

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

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

Period 9: 1980–PRESENT
Key Concept 9.3

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

AP U.S. History Exam

Questions on the AP U.S. History Exam assess proficiency in the AP history disciplinary practices and reasoning skills, as well as the thematic learning objectives and key concepts of the AP U.S. History course. The following table provides a brief overview of the exam format and types of questions.

Exam Overview

Section I, Part A:	Multiple Choice — 55 Questions 55 Minutes 40% of Exam Score <ul style="list-style-type: none">• Questions appear in sets of two to five.• Students analyze primary and secondary texts, images, graphs, and maps.• Questions cover all course periods.
Section I, Part B:	Short Answer — 3 Questions 40 Minutes 20% of Exam Score <ul style="list-style-type: none">• Students respond to two required questions and choose between two options for a third question.• Questions 1 and 2 cover periods 3–8 of the course; students choose between answering either question 3 (periods 1–5) or question 4 (periods 6–9).• Students analyze historians’ interpretations, historical sources, and propositions about history.• Questions provide opportunities for students to explain the historical examples that they know best.
Section II, Part A:	Document Based — 1 Question 60 Minutes 25% of Exam Score <ul style="list-style-type: none">• Students assess written, visual, and quantitative sources as historical evidence.• Students develop an argument supported by an analysis of historical evidence.• Question covers periods 3–8 of the course.
Section II, Part B:	Long Essay — 1 Question 40 Minutes 15% of Exam Score <ul style="list-style-type: none">• Students select one question among three from different periods (1–3, 4–6, 7–9) of the course.• Students explain and analyze significant issues in U.S. history.• Students develop an argument supported by an analysis of historical evidence.• Questions provide opportunities for students to explain the historical examples that they know best.

A full practice exam can be found on the [AP U.S. History Exam Page](#) on AP Central.

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