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The Ultimate

AP US History Toolkit

EVERYTHING YOU NEED TO GET STARTED



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CHAPTER ONE



An Overview of AP US History



How to Study for AP US History

The time is drawing near for the AP U.S. History test. Don't get stuck spending countless hours staring blankly at your textbook and pretending to study. Instead, use some of these helpful strategies and as my old rowing coach used to say, "Work smarter, not harder!" Here is a quick guide showing you how to study for the APUSH exam. We will first explain some helpful strategies for practice throughout the school year, and then some strategies for the last stressful weeks before the test.

The Prep Work: Good for the months leading up to the exam

1. Rewrite class notes.

If you aren't already, taking awesome notes as you go through class or read the textbook, you really need to start. No matter how much you think you will remember, or how little you have studied for classes in the past, you will need good notes to succeed in APUSH. It is a lot of information to deal with, and your notes are the key to keeping it all together. That's why it's a good idea to rewrite your class notes. If you are like me and your handwriting is sloppy, going back through and typing up class notes is essential. Not only will your notes be clearer the second time through, but also, when you go back and look at them later, you will actually know what you were trying to say.

How to Study for AP US History Cont.

2. Review weekly.

If you ask almost any former AP student, chances are they wish they had started studying earlier in the year. It is always possible to cram your way to a passing grade a couple nights before a test. However, if you are studying early and consistently, your last couple weeks before the final will be much less stressful, and you will actually retain the information you learn. This way as you fine-tune your DBQ and FRQ skills, you don't also have to cram immense amounts of knowledge down your skull. The easiest way to stay on top of this is to look over a weeks worth of notes every Friday. Then, write a paragraph or two summarizing what you learned that week. It may sound tedious, but it will ensure that you comprehend information and it is sticking with you.

3. Practice taking tests!

Even if you haven't gone through all of the course materials, it is never too early to start taking practice tests. This is perhaps one of the best things you can do to study for the AP US History test. Practice tests often use old questions from actual exams, so they help you get a better feel for what test questions might be like. As you become familiar with the format of the test, you will start to pick up on possible questions as you read through a chapter.

As you read a paragraph about the impact that Jonathan Edwards' book, *Sinners in the Hands of an Angry God*, had on the first Great Awakening, you might start to visualize it in the form of the question: "Which preacher's famous book, *Sinners in the Hands of an Angry God*, helped spark the first Great Awakening?" with the answer of course being Jonathan Edwards.

How to Study for AP US History Cont.

Perhaps an even more important benefit of practice tests is the chance to work on your DBQ and FRQ responses. These portions of the AP test often hang over people's heads and cause them a lot of trouble on the exam. However, the more you practice answering these questions, the more ready you will be to tackle them. Get a friend or teacher to critically grade your answers and look for ways to improve. As you gain more experience with the DBQs and FRQs, they will no longer be such an intimidating part of the test.

The Rush: For those frantic weeks before the test.

4. Buy an AP U.S. History Review book!

Hopefully you have already done this, but if not, here's a **guide to the best APUSH review books of 2015.** These books are incredibly helpful for preparing for the exam, and they serve as a great starting point. Most books feature a comprehensive overview of the course material, as well as a number of helpful test taking tips and strategies. Also, they usually come with at least two practice tests, which we already know are important. Another important benefit of review books is that they usually have the most up to date information about test formats and curriculum changes. Before you get too far into the studying process, do yourself a favor and get yourself an APUSH review book.

5. Make a course timeline.

This one is great for studying with friends and provides you with a good starting point. It is extremely helpful to understand how different events fit into the ongoing historical picture. As important as it is to understand the details of individual events, you should also know the order of events. It is essential to know that the Civil War preceded the Reconstruction Era as an example.

How to Study for AP US History Cont.

Try this question:

Compare and contrast the goals, strategies, and impact of the Reconstruction plans for Lincoln, Johnson, and the Radical Republicans.

To accurately talk about each of these approaches to Reconstruction, you will need to address how the events of the Civil War influenced their ideas. A good answer might address how reconstruction undermined much of what Lincoln fought for in the Civil War. You can see how understanding the order of these events, as well as their proximity to each other, is crucial.

6. Make flash cards.

AP US History isn't as heavy on vocabulary and key terms as some other AP courses, but it is definitely still helpful for APUSH. An effective strategy for creating flash cards is to look at Key Terms given at the end of each chapter and put the term on one side, and the explanation on the other. For example, you might put "middle passage" on one side of an index card and "The portion of a slave's journey in which they were transported across the Atlantic Ocean from Africa to the Americas." You could also do more concrete things like, "What are the dates of the Civil War?" on one side and "1861-1865."

It is up to you how little or how much information you want to be on each side. Just don't overwhelm yourself with way too much information on each card.

How to Study for AP US History Cont.

7. Read old DBQ and FRQ responses online.

This serves a couple purposes. It helps you see what a good answer looks like, it gives you more ideas of potential questions and it is another way to review information from the course. You could also read a DBQ or FRQ, answer it for yourself and then compare it to the response given to see how yours stacks up. If you don't have time for that, at least outline some ideas that you might use if you were answering the question, just to get your brain thinking about it. Once again, getting as much exposure as possible to these types of questions. Reviewing of DBQ and FRQ will help you be much more confident on the exam.

There is no perfect way to study for AP U.S. History, and what works for some might not work for others. These are just some tried and true tips that might give you a head start on the studying process. Ultimately, there is no secret code or perfect study technique; it just comes down to actually putting the work in. So find some strategies that work for you, maybe grab a friend, and get to it!



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Start Practicing

CHAPTER TWO



General AP US History Strategies



AP US History Multiple Choice Strategies

Are you gearing up to take the AP US History exam? We have all the tools you need to master the APUSH multiple choice portion, from preparation to performance.

The multiple choice segment of the APUSH exam is the first portion you will complete. It is 55 minutes long, and contains 55 questions. Having only a minute per question seems difficult, but with the right preparation, you'll be on your way to a 5 in no time.

When you know what to expect from the multiple choice questions, you already place yourself a step ahead on exam day. The questions will call for more specific knowledge than the more open-ended, conceptual questions posed in the AP US History free response questions and document based questions. In other words, they call for more "fact" based answers. This is not to say you don't need to know names, dates, and battles for the FRQs and DBQs; however, in the writing sections you are given the opportunity to share and show off your wide range of knowledge on a topic and make historical connections on your own. In general, the AP US History multiple choice section will be a more specific recall based set of questions.

So how should you study for such a broad range of multiple choice questions?

AP US History Multiple Choice Strategies Cont.

Break down the information by time periods.

Think about historical trends and patterns rather than endless lists of facts. When you can connect people and events with each other instead of studying them in isolation, you'll begin to understand the material instead of simply memorizing it. This is the key to recalling the information on exam day.

According to the [College Board](#), certain time periods appear more frequently and extensively in the multiple choice section than others. Here is an approximate breakdown: roughly 20% of the questions will deal with the pre-Columbian period through 1789; 45% will ask about 1790 to 1914; and 35% will involve the period from 1915 to the present.

Using these numbers, you can plan a study strategy that will focus more heavily on the more frequent material. The period 1790 to 1914 is very dense, so the topics assessed in these questions will be varied. Also, this timespan deals heavily with overlapping patterns of behavior, reform movements, and political attitudes, so familiarize yourself with the connections and transitions between the movements. Knowing similarities and differences between the Gilded Age and the Progressive Era, for example, will help you connect material in your mind and remember it faster on the exam.

Familiarize yourself with cultural history.

In addition, while the APUSH multiple choice section will have some economics-based questions, in general, the focus is more towards social change, political institutions and behavior, and public policy. This means you want to be familiar with how the American people felt during various movements and time periods, and what laws, reform movements, wars, or policies were affecting their attitudes. Exam writers love to ask about the intersection of social and cultural history.

AP US History Multiple Choice Strategies Cont.

Practice before the exam.

Take the time to look up AP US History practice questions so you can be ready for the different types of content and phrasing that show up most often. If you expect the way in which graders ask the questions, you will better understand how to answer them.

Now that you've reviewed, you're ready to tackle the real thing. Here are our best APUSH multiple choice tips for exam day:

Read the excerpts all the way through.

Some sets of multiple choice questions will be based on a short excerpt from a historical writing, such as *The Autobiography of Benjamin Franklin*. You will be provided with the excerpt and asked to answer 3-5 questions about its contents and significance. Make sure you don't skip the reading! These questions are more about textual evidence than total recall of facts. The source will provide you with the information necessary to answer the questions. Read it quickly, but thoroughly; if you skip it altogether or merely skim the contents, you could be tripped up by a question such as "The excerpt suggests that which of the following was most influential on New England religion in the 1700s?" If you do not read the source, you could choose an answer that is correct in a general context but not on the basis of the evidence.

Pay close attention to the wording.

Many APUSH questions begin with the phrase, "Which of the following IS..." or "Which of the following IS NOT..." In these cases, one or more of the answer choices will almost certainly be the opposite of what the question is asking. Addressing the right question is the first step in choosing the correct options and eliminating the wrong ones. Answering the wrong question is a common but preventable mistake; read carefully, and you'll already be one step ahead. Look out for qualifiers like "all," "none," "always," and "never." This will ensure you are not only choosing a correct option, but the most correct option based on the question content.

AP US History Multiple Choice Strategies Cont.

Immediately eliminate wrong answers.

If, after reading the question, you read an answer choice you know is completely irrelevant or incorrect, cross it out. You are allowed to write in your test booklet, and the visual of a crossed-out answer choice will help you narrow down the rest of the options. If an answer choice does not fit within the time period of the question, eliminate it. For instance, if an answer choice for a question about antebellum Southern society is Andrew Johnson, this is most likely not the best answer. This trick is especially helpful when there are several similar answer choices within a question.

Answer every question, even if you're unsure.

There is no penalty on the APUSH exam for incorrect answers, so you should mark a choice for every question. You will not receive points if you guess incorrectly, but you won't lose them. Plus, you have a chance at guessing correctly and getting yourself a higher multiple choice score. Take advantage of this opportunity.

Read through the multiple choice portion twice: once to answer the questions you know for sure, and once to answer the tougher questions.

On your first walkthrough of the section, quickly answer the questions you know, and circle the numbers you need to return to next time. This will build your confidence and keep you from spending too much time going back and forth between answers, when simple questions are waiting for you at the end of the section. When you go back through the set a second time, think carefully about the choices, but don't spend too much time on each individual question. Each one is worth the same amount of points, no matter the difficulty. Often, the questions that first seemed impossible will now be an easy recall, because you are more relaxed and have gained a little confidence. Plus, the APUSH exam often groups similar topic questions together, so moving on to the next question could remind you of the earlier answers.

AP US History Multiple Choice Strategies Cont.

Pay attention to the questions; they may help you later on!

The multiple choice portion is the first section on the exam; use this to your advantage! Take note of questions that remind you of a topic you maybe haven't spent as much time reviewing. If anything, the relationship between the questions and the answer choices can provide you with the broader conceptual connections that you will be asked to write about in the free response questions. Later, although you cannot flip back to the multiple choice in your booklet during your writing portions, you can recall some of the information presented in those questions and use it to boost your writing. For example, there will be more fact-based multiple choice questions about the Gilded Age and robber barons. The questions or answer choices will likely contain names or dates, which will be a boost to your writing and make it more specific. Drawing on particular figures is an advantage in essays, so you can use this section to strengthen your score.

Review your answers, but go with your gut.

If you have extra time, use it to look over your answers one more time. However, don't change an answer unless you are completely sure that your initial choice was wrong. The APUSH exam writers will often put two similar answer choices on the same question, but you need to make sure you're choosing the most correct answer. For instance, a question about Revolutionary War leadership may contain the names of John Adams, John Hancock, and Samuel Adams; although they all played distinct roles, if you can only recall a first or last name, this question will give you some trouble. When in doubt, choose the first answer that comes to your head or the first one that feels natural. Most of the time, if you are choosing between two answers, your first instinct will be the right choice. This way you can avoid changing your answers several times and ending up choosing the wrong one.

AP US History Multiple Choice Strategies Cont.

Relax.

Stress is your number one exam-taking enemy. Just stay calm, and have confidence in your study skills. You won't be able to get every question correct, but you don't need to in order to get a good score. You've studied in and out of class, you've done practice tests, and you've prepared thoroughly. Trust yourself to choose the best option. If you relax during the APUSH multiple choice questions, you will feel more calm for the nerve-wracking essay portion.

Now you have a head start on the strategies for conquering the AP US History multiple choice section of the APUSH exam. For many students, this portion is a confidence booster that refreshes their memory of major events and movements so they can gear up for the demanding writing section. Use the questions to your advantage, and trust what you know. As long as you prepare strategically, take your time, and pay attention, you'll be well on your way to a 5 in May .

How to Make Effective AP US History Flashcards

You have probably seen “Make Flash Cards” show up on just about every AP review guide article. Well, it’s for good reason! Flashcards are one of the simplest and most helpful study tools around, and they should be an essential part of your AP US History study plan. The only thing that can take this study strategy to the next level is making some killer effective flashcards.

Why make your own?

There are some APUSH flashcards available for sale, and they would certainly be helpful for your studying. They cover a ton of information and are certainly convenient. However, making your own flash cards can be way more beneficial.

When you make your own flash cards, you are responsible for finding the information yourself. This means searching through your textbooks and being fully immersed in the course material. Also, research says that the simple act of writing things down can help us remember things better. Since you are writing out all the information for your flashcards, you are already helping yourself!

How do I make effective AP US History flashcards?

Use index cards. Index cards were virtually made to be used as flashcards; particularly those with one blank side and one lined side. They are just the right size to fit a decent amount of information, and are incredibly portable. If index cards are not available to you, use printer paper. Fold it over itself, making 4 or 8 squares, and then cut down the crease lines. Ta-da! Homemade index cards.

How to Make Effective AP US History Flashcards Cont.

Categorize your information. Since AP US History covers almost 500 years worth of time, it is a good idea to divide flashcards up into sections. I recommend using the 9 different time periods outlined in the APUSH course description. Within these categories, find the important dates, events, people and terms that you need to know.

Write the information down on flashcards. This idea is of course not that complicated. You take one piece of the information and put it on one side of the flashcard, and the rest of the information on the other side. There are two main ways to do this, each with its own pros and cons:

- Question form. The benefit of writing all of the information on cards in question and answer format is that it helps you start thinking about how things might be asked on the test. It allows you to practice directly answering questions instead of simply reciting information. This way, the flash cards almost become a practice quiz. The downside of this method is that it becomes difficult to answer the cards in reverse order, which is an effective study technique (although then it becomes like Jeopardy, which is kind of cool). Also, you can find sample APUSH questions online to put on your flashcards or to use as a guide for making our own questions.
- Simple information form. Instead of writing things down in a question, you just write down the main idea on one side, and the explanation of that main idea on the other. This usually causes you to go a little more in depth with your answers as you are addressing a bigger idea, instead of just a question. You can also work backwards by reading the explanation and providing the main idea.

How to Make Effective AP US History Flashcards Cont.

Both of these methods are helpful, and you will likely use a combination of both when you are making your own flashcards. A good question card might say “When was the Civil War?” on one side and “1861-1865” on the other. The other format might just say “reconstruction” on one side of the card and an explanation of that era on the other.

Make the information stand out. Part of what makes flashcards so helpful is that they serve as visual reminders. The more memorable your cards are, the more the information will stick. Use brightly colored pens, or draw diagrams when necessary. Write out the information using clear and bold handwriting. You want your photographic memory to kick into high gear when it sees your cards.

Study!

As mentioned earlier, the very act of making flashcards is going to help you study, so running through them a couple times is really going to solidify the information in your memory. These flash cards will be the thing that takes your AP US History review to the next level.

Pro tip: Make a game out of the flashcards with your friends. Use skittles as bets for correct or incorrect answers, or have everyone do 3 pushups for every flash card you get wrong. Its crazy what a little extra incentive will do to help you focus, and it also just makes things a little more fun.



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Start Practicing

CHAPTER THREE



Mastering the New AP US History DBQ



How to Write an APUSH DBQ

The dreaded AP US History Document Based Question. For years it has struck fear in the hearts of many, turned boys into men and rookie students into old, weathered veterans. Rumor has it that little Jimmy Walker once took the AP US History exam and when he got to the DBQ section, proceeded to spontaneously combust. Okay, so maybe that is a little dramatic. But the DBQ can be a really intimidating process that stands in the way of success for many students. Lucky for you, with this comprehensive guide, it can be relatively painless, and you will be well on your way to academic success and glory.

To start with, it is a good idea to figure out what exactly you are trying to accomplish on the DBQ. The quickest way to a high score is to know what the test scorers are looking for, and then do it! Also lucky for you, we broke down the rubric to make it easy to understand. Before you continue through the rest of this how-to guide, be sure to go check out the DBQ rubric guide [here](#).

All right, so now you know what they are looking for and what you are trying to accomplish. Let's get started.

How to Write an APUSH DBQ Cont.

The DBQ Layout:

Okay, so here's how it works. Basically, you will be given an essay prompt, a set of primary source documents (never more than 7), and only 60 minutes to come up with a well written, clear and coherent essay response. The general rule of thumb, recommended by the good people at CollegeBoard, is to dedicate about 15 of those precious minutes to planning and the last 45 to writing. That may seem a little overwhelming, but it is totally doable! Especially with these 6 easy steps!

1. Read the Question.

Then figure out what the question is asking you. I can't stress this enough, figuring out what the prompt is asking you is critical. No matter how good of a writer you are, or how much history you may know, if you don't answer the question, you are sunk. A neat tip might be to write out in your own words what the question is asking.

As you are reading the question, be on the lookout for which skills they are trying to test you on. Every DBQ is looking to test your skills of historical argumentation, use of historical evidence, contextualization, and synthesis. These things are outlined in the rubric and are consistent parts of every good DBQ. In addition to these critical skills, a DBQ will be looking to analyze one of a number of certain skills. These include: causation, change/continuity over time, comparison, interpretation, or periodization. Don't waste too much time trying to figure this out, and don't get so caught up in it that you forget to answer the actual question, just be sure to keep it in mind as you plan out your answer.

That probably seems like an insanely long first step, but all of that will really only take a couple of minutes and set you up to breeze through the rest of the process. Once you have thoroughly read and interpreted the question, you are ready for step number 2!

How to Write an APUSH DBQ Cont.

2. Dig into the Sources

While you want to make sure that you read each document, don't waste your time on too focused of a reading. Underline or highlight things that stand out, and make notes out to the side. One suggestion is to write a quick sentence or two that summarizes the main idea of each document. And again, this is all just part of the 15-minute planning period; so don't get too caught up on any document. You are just looking for main ideas and details that really stand out. To take this one step further, you can organize the documents into groups based on their main point. (For highest score possibilities, make sure to use either all or all but one of the primary source documents).

3. Make an Outline.

First decide on a thesis, and from there think about how you want to use your primary source documents to support that thesis. Think about what kinds of outside information you might want to bring in to further support your argument, and where it will fit into your essay as a whole. Once more, don't get stuck mapping out every single thing that you are going to say, but be sure that you include documents where they fit in the response. This will make it much easier to incorporate them into your answer. Hopefully it has only been 15 minutes or less at this point and you are now ready to write!

4. Start Writing!

Most of your highly intensive, critical thinking type stuff should already have happened and now it is just all about putting those thoughts into words. If you played your cards right and made good use of the first 15 minutes, this part of the process should be pretty straightforward. Start with a brief introduction that gives a little context to the subject matter and shows that you know some of the details surrounding the subject matter. Introduce your thesis, then a few of your main ideas that support your thesis. This part of your paper is not much different than a regular essay response.

How to Write an APUSH DBQ Cont.

5. Keep Writing!

As you get going on some longer paragraphs and stringing together lots of sophisticated and smart sounding sentences, it can be easy to lose sight of the main points of your paper. I have said it a couple times already, but it is absolutely essential that you answer the question!

A few key things to keep in mind as you write your body:

- Use specific references from your documents, and always show where you are getting the information. At the same time, don't just use huge block quotes to take up a bunch of space. Use what you need to answer the question.
- Make sure you use some outside knowledge to support your argument, along with your documents. Specific examples that aren't on the documents are super helpful in making your argument stronger, and just showing that you know what you are talking about.
- Don't forget to contextualize. Things that happen in history are not isolated events, and the circumstances surrounding things matter. Don't forget to address that.

6. Wrap it up with a ballin' conclusion.

Don't draw it out and don't introduce new ideas in the conclusion. Make it short and to the point. Summarize what your main thesis and arguments were and leave it at that. Don't try to be too clever or witty or trite and you actually don't have to use the term "In conclusion" every time you write a conclusion. (Mind blown, I know).

If you follow these 6 easy steps and ANSWER THE QUESTION, you will demolish the DBQ section of the AP US History exam. (That's a good thing). And at the very least, you will make it out better than poor Jimmy Walker.



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CHAPTER FOUR



The Ultimate List of AP US History Tips



AP US History DBQ and Free Response Tips

1. Answer the question. If I could only give you one piece of advice for your essay questions, it would be just to answer it. You will probably have this said to you over and over again, and you are probably already tired of hearing it. But the reason people say it so much is because students tend not to do it! It doesn't matter if you have the best-written paper of all time, or include a ton of history facts, if you don't answer the question; you aren't going to get all the points. Before you start outlining your answer or reading through documents, make sure you know what the question is really asking you.
2. Pay attention to the rubric. The number one priority of a DBQ or FRQ is answering the question. Aside from that, you need to know what the AP test is looking for in your answer. For a starting point, check out our breakdown of the DBQ rubric [here](#). Understanding this rubric gives you a mental checklist to work through as you write your response.

Writing an outline of your essay will result in a better answer. When you just write without planning ahead much, you might get to the last paragraph and realize that you have nothing left to say, or that none of your ideas flow together. If you just do a rough outline of your main points and supporting details, you will write a much more fluid paper that is easy to follow and stays on track.

3. Understand the documents. As you read through the documents, don't waste too much time analyzing every single detail and sentence. Instead of picking out every detail, read the documents for understanding. Highlight or underline important parts. At the end of the document, write a sentence or two explaining the main idea of the document and which side of the argument it supports. This will be handy for outlining your essay and seeing how the documents can be used as evidence.

AP US History DBQ and Free Response Tips Cont.

4. Group the documents. This is something you want to do while reading the documents initially, when you are outlining your essay and when actually writing your essay. The test grader is going to be looking for your ability to do this. Most good essays will contain at least three main points, and you want to be sure that you have sources or evidence to support each of those points. For example, you might group documents based on whether they are related to the political, social, or economic side of a question.
5. Use the documents. You want to make sure you use a lot of the documents, but don't force it. You can get the highest score possible by using most of the available evidence. Just use the sources in a way that naturally supports your argument. Don't simply throw the documents in randomly just to check it off the list.
6. Don't "data dump." One of the key parts of the rubric is that you need to bring in outside information and evidence to support your answer. However, don't overload the reader with unnecessary information that doesn't really fit the context. Just because you know the date of Abraham Lincoln's assassination does not mean you need to throw that into an essay about the first Great Awakening.
7. Go specific. For your free response question choices, choose the topic that is most specific instead of something broad. The broadest topic seems appealing because you think you know a lot about it, but it can actually be really tough to formulate a good thesis because it is so broad. The specific question is more likely to create a solid detailed answer. It makes it easier to answer the question, which we already know is incredibly important.
8. Find the right voice. Your voice. This can be tricky, because it is all about finding a balance between too formal and too personal. You don't want to write like a robot, stating only facts and not expressing any hints of personality, but you also don't want it to be like a letter to a friend. Avoid "I" and "you" statements. Basically, don't be afraid to be yourself in your answer; it just needs to be a very well-spoken version of yourself.

AP US History DBQ and Free Response Tips Cont.

9. Take a stand. Writing for historical purposes is about making an argument and supporting that argument well. When you are writing, it can be easy to just explain both sides of an argument and nothing else. All that does is show your ability to reword information. The essay section of the test wants to know how well you can synthesize lots of information into one cohesive argument. In order to do that, you have to actually take a side. Don't be biased or make unreasonable claims. Just use the evidence to support a specific claim that is rooted in facts. Got it?

AP US History Multiple Choice Tips

Read the question and answers all the way through. This is a super basic test-taking tip, but it's still worth mentioning here. Don't fall into the trap of reading the question partially and jumping to conclusions, or picking the first question that seems right. There are 55 source-based multiple choice questions and 55 minutes to do them, so you have a minute per question. This is enough time to carefully read the question and each answer choice, and consider the best option.

1. Cross out obviously wrong answers. No matter what, you should know that Theodore Roosevelt did not sign the Declaration of Independence. Immediately cross his name off the list of answer choices. This is beneficial because it brings you one step closer to the right answer, and it tells your brain that you are doing something. It is a good way to build confidence, which is going to help you score much higher.

2. Use context clues. If you are unsure of an answer, just try to approach it from a logical perspective. You may not know the exact date of a certain event, but when you put that event in context of other events that you do know the dates for, it can definitely help you narrow down your choices. When you think of history as a giant puzzle that you are trying to put together, you can use all the pieces you do know to try and figure out the piece that you don't know.

3. Use questions to give you answers. You can learn a lot just from reading the questions. You may not directly get the answer to a question from other questions, but it can certainly give you more information and put you one step closer to the correct answer. You will almost always be able to walk away from the test knowing more than you did before. Also, keep the multiple-choice questions in mind as you write your free response and DBQ essays. You can also just try to think logically about it. Sometimes it works out that if the answer to question 3 is C, then the answer to question 6 has to be D.

AP US History Multiple Choice Tips Cont.

4. Take a guess. Losing points for incorrect answers is a thing of the past so you might as well take a stab at the ones you don't know. Obviously, you want to take your best guess and use all of the skills and techniques you can to narrow down the possible correct answers. But if you get to the point where you really just don't know, just give it your best shot. As Wayne Gretzky said, "You miss 100% of the shots you don't take."
5. Pace yourself. Definitely read the question and answers carefully, but don't spend too much time getting hung up on one particular question. If you read it, don't know it, and can't figure it out, move on. It is much better to finish the test and answer all of the questions that you do know than to get stuck on a question early on and not have time to answer all the latter questions. Like I mentioned earlier, you have less than a minute per question, so use your time wisely.
6. Answer the right question. It might seem silly, but when you are answering 80 questions at a time it can be really easy to get mixed up on your answer sheet. Don't accidentally skip a question and get to the end wondering what you did wrong. Sometimes you just get into a flow and stop paying attention to which bubble you are filling in.
7. Pay attention to wording. Skimming over a question can sometimes cause you to totally misinterpret said question. Don't do that. Make sure that you know if the question is asking "Which of the following IS..." or "Which of the following IS NOT..." That is a huge difference and is going to make for two very different answers. This is such a common and easy mistake to make.
8. Practice! Practice makes perfect, right? But seriously, there are a ton of resources out there for you to practice your AP test taking skills. This will give you a much better idea of what to look for in multiple-choice questions and can guide you in your studying.

AP US History Multiple Choice Tips Cont.

9. Use flash cards. Using flash cards is a great way to consistently study and practice. Lucky for you, we even have a [guide to making great AP US History flash cards](#). This is especially helpful for studying for the multiple choice section because you can write the information on flash cards in a question form, or use old questions to make your flash cards. They are also really great for last minute or speedy study sessions, because you can cover a large amount of material in a short amount of time.

General AP US History Study Tips

1. Start early. We aren't your parents, and we aren't going to nag you about doing your homework. But it is absolutely so important that you get an early start on your APUSH review. There is a lot of information to learn, but it is only daunting if you are trying to learn it all in one night. Get out ahead of the game and start chipping away at it. You will be able to spend more time on each idea and will actually learn and remember the things you are studying. When you frantically cram for an exam, you usually only remember the stuff for that day.
2. Outline the course. The wonderful people over at AP CollegeBoard have provided a [breakdown of the entire AP US History course](#). This is such a good place to start, because it breaks the course into nine different periods, ranging from 1491-present. These pre-set periods make it super easy for you to study chunks of history at a time. A really helpful thing when outlining the course is to write a paragraph summary of each section and then explain how each time period transitioned into the next. This helps you establish some continuity in your thinking.
3. Use a giant whiteboard. This is one of my favorite study tips for almost any type of course. Whiteboards allow you to think about things on a big picture scale. Flow charts outlining the transitions between time periods are super helpful. Also, when you use a whiteboard to diagram historical ideas, those ideas become ingrained in your visual, as well as auditory memory. It's crazy how much having a visual representation of something can help it stick in your mind.

General AP US History Study Tips Cont.

4. Study with friends. This is a pretty dangerous game, because friends can sometimes be the biggest distraction from studying. But if you do it right, they can also be a huge help! Being able to talk about ideas helps you better understand them. And if there is a part of history that you are just really struggling with, chances are you have a friend who is pretty knowledgeable about it. Using the whiteboard technique or a course outline can be very effective when studying with friends. Just be sure to pick your friends wisely and don't waste your time together watching funny cat videos on YouTube.
5. Get a review book. A review book is one of the most helpful study tools out there. They usually have a pretty comprehensive overview of course material and break down the information in an understandable way. Most are broken into chapters with summaries and review questions at the end of each one. Another great feature of review books is that they usually include test taking strategies or techniques to help you succeed. They also, typically, have practice tests included to put those techniques to good use.
6. Create a study game. No matter how interesting (or boring) you may think APUSH is, studying any type of material for a long time can grow very tiresome. Sometimes, you just need to mix things up and making a game out of it is a good way to do so. A lot of people do Jeopardy style review for history. I prefer to do some kind of weird punishment or wager with friends. For example, we will go through asking each other various questions and for every question one of us gets wrong we have to do three push ups. Or we win a couple of skittles for each correct answer. Whatever it takes to mix things up.
7. Ask your teacher for help! Once again, probably not a piece of advice that you really want to hear, but it is a good thing to do. Your teacher is teaching the class for a reason, and they are probably not only super knowledgeable, but also passionate. Most teachers would be thrilled to give you an extra hand or piece of advice. They are such an untapped resource that students generally don't take advantage of. If they offer any kind of afterschool help or study hours, take the opportunity! It certainly isn't going to hurt, and if anything else, it's always great to be in good graces with your teacher.

General AP US History Study Tips Cont.

8. Watch extra review videos. Crash Course, a YouTube channel, has a series of [47 videos dedicated to helping you understand US History](#). They are each anywhere between 10-15 minutes long and are great ways to learn. They are quick and entertaining, but also incredibly informative. They can serve as a great introduction to a topic or a good summary after you have finished reviewing it. And there are many more videos like these out there. Aside from helping you learn actual information from the course, there are also a lot of videos to help with test taking strategies.
9. Look at practice questions. Seriously, there are so many resources out there to help you succeed. One of those is a [compilation of AP US History sample questions](#). This 16-page document features not only realistic AP test questions, but also answers and explanations for each one. They even tell you which “Historical Thinking Skills” and key concepts are being tested. This is really an efficient way to become familiar with AP style questions and to see which material you are struggling with. You can also simply do a Google search for APUSH test questions and find a ton to work with.
10. Make a timeline. This kind of goes along with making a course outline, but this is more about testing yourself than using the course description. Take key events, without looking at their dates, and try to put them in order. Some people use a whiteboard for this or just try to organize flash cards. Basically this is just a good way of seeing how things fit together. As you make the timeline, try to pay attention to the sequence of events, or any cause and effect relationships that may be at play.
11. Figure out your greatest weakness. A great way to do this is through practice tests. A lot of practice tests online will show you which areas you need to learn the most in. Use these areas as a starting point and work from there. You don’t want to waste a lot of time focusing on the areas that you are already familiar with. Be smart about your time management.

General AP US History Study Tips Cont.

12. Think about things thematically. This is one of the main historical skills that you are tested on. Encompassed in the testing of themes is the analysis of change over time. These go hand in hand as you think about the way that certain themes evolve through history. For example, you need to be able to explain how the economy of the US has changed over the years, or think about America's evolving philosophy on foreign affairs.

Tips from the Pros: Teachers and Former Students

1. Pay attention in class! AP US History is a course that is usually pretty heavy on the lecture side. You won't be able to rely on worksheets or handouts to get by in class. Instead, you will have to pay attention to what the teacher says and take great notes. Even if you don't think you'll ever look at your notes again, it is still worth writing things down because the act of writing actually helps you remember.
2. Take part in class discussion. The ultimate way to know that you are fully engaged in class is to be part of a class discussion. Teachers usually mix these in with lectures, and it is so important to be involved. It shows the teacher that you care, and it shows a good study ethic. But also, when you get involved and contribute to discussion, those ideas that you discussed will stick out in your mind. The best way to learn something is by being a part of something.
3. Keep up with your assigned reading. Chances are, your teacher has a lot of reading for you to do throughout the year. There might not always be quizzes on the reading, but it is SO important that you do it. There is no way you can always catch up on an entire year's worth of AP US History reading, so it is essential to stay on top of things.
4. Do it for the college credit. Sticking with an AP class throughout the year can be pretty tough, but it is absolutely worth it when you get your passing score. It's impossible to understand how great it is to have college credit when you start; but let me tell you, it's awesome! College isn't cheap these days and any extra help you can get is worth it. AP US History can usually get you out of at least one General Education History requirement. That's one less class you have to take, and one step closer to graduation. Let that be your motivation!

Tips from the Pros: Teachers and Former Students Cont.

5. Show up to everything extra. Teachers are usually willing to take time out of their busy schedules to do some extra review or give you some more tips. Take them all up! It might not seem like the most fun to spend your free time learning about AP US History, but I promise, it is worth it. It is a great way to consistently study and stay up to speed.
6. You can never practice writing too much. The DBQ and FRQ are pretty consistent topics of concern among APUSH students, and for a good reason. They can be pretty tough, and are usually obstacles between students and the grade they want. One of the hardest parts about this section is that, it just takes a really long time to be writing. Your hand will start to get tired, and you will slowly feel your brain turn to mush as you go. You have to build up a certain kind of stamina for writing long essays, and you can only do that by practicing. There is no shortage of practice questions, and classmates or teachers are usually willing to grade them for you.
7. Start reading your review books early. Lots of students have nightmarish tales of rushing through their review books in the last couple of weeks leading up to the exam. Its doable, but it sure isn't fun. Review books are crucial to passing the test, so make sure you actually have enough time to dedicate to actually reading it. This will make your studies a lot less overwhelming. If you need help choosing one, make sure you check out our guide to the [best AP US History review books of 2015](#).
8. Try to have some fun. It may not sound like the most fun, but APUSH really can be. Or at least you can try to make it be fun. Chances are, you don't plan on dropping the class and so if you are going to stick it out, you might as well try to make it an enjoyable experience. It can actually be pretty fun learning about the historical events that made America what it is today. If anything else, think of it as a chance to make some new friends while learning some new skills. Oh, and if you pay attention, AP US History might even make you a little better at Trivia Crack and show off for your friends.

Tips from the Pros: Teachers and Former Students Cont.

9. Always ask, “Why do we care?” Students are conditioned to focus on names and dates as opposed to causes and results; “Why” gets them to start thinking in depth.
10. Support every claim with evidence. My favorite “catch phrase” is... “Evidence please....” Everyone has a theory in APUSH... Who has the evidence to back up their theory?
11. Think like a test maker and not a test taker. Think about what the AP question writer might have been looking to test you on when answering each question. Understanding this is key to knowing how to answer the question

35 Frequently Tested AP US History Terms & Concepts

So you want to get a 5 on the AP US History Exam? Let me tell you now that it's going to take some effort but in the end it will all be worth it. You will have studied your heart out and when you finally have that 5 in your hands then you'll realize that you've become a US history whiz. So let's get started, below you will find 35 terms that appear every year on the exam. On your quest to get that 5 it can only help you to know all of these terms and why exactly they're so important to the history of this great nation.

The Colonial Era

1. Bill of Rights

After the U.S Constitution had been written and ratified there were many who still feared the strict wording of the document. The document was powerful in the power it gave to the federal government but some felt that the document granted too much power. Penned by James Madison the document assuaged the fears of those who feared a centralized government with too much authority. Historically the Bill of Rights only referred to the first ten amendments to the Constitution guaranteeing things like freedom of speech and religion, but the Bill of Rights eventually came to represent the fluid nature of the Constitution and how nothing was set in stone. Its impact lies in the influence how it was interpreted during many historic Supreme Court cases.

35 Frequently Tested AP US History Terms & Concepts Cont.

2. Boston Massacre

The truth surrounding the Boston Massacre has been clouded by the mists of time but we do know that for Americans of the time it was considered to be the first in escalation towards the eventual Revolutionary War. In reality, the event was more of a scuffle but the propaganda that rose around it whipped the colonies into a frenzy. What we do know about the incident is that in 1770 British troops had been sent to Boston to protect officials trying to administer legislation applied to the colonies by British parliament. A crowd led by Crispus Attucks, a slave, began to harass British soldiers who were forced to fire upon the crowd. Several Americans were killed and the episode was heralded as a turning point where colonial sentiment turned from support of the British crown towards independence.

3. Boston Tea Party

The Boston Tea Party was the final straw that broke the camel's back and led began the American Revolution in earnest. The event was a protest of Parliament's Tea Act of 1773 which gave the East India Company a monopoly in selling tea in the colonies. The Sons of Liberty saw this as an intentional act to weaken the local economy and merchant class and decided that they would not stand for it. Men of Boston disguised themselves as Mohawk Indians and boarded the three East India Company ships that were held in the harbor and began to toss the tea shipment overboard. This act committed Massachusetts and the rest of the American colonies to outright rebellion.

35 Frequently Tested AP US History Terms & Concepts Cont.

4. Checks and Balances

One of the most important concepts in the foundation of the American government checks and balances. Checks and balances was the separation of power into a three-way system that prevented one portion of the government from gaining dominance over the other two. The United States government is divided into the Legislative, Executive, and Judicial branches. Each of these branches is granted a very specific scope of power that the other branches do not. Also each of the branches of government is given powers that allow it to keep its counterparts in check. The significance of this model cannot be understated because it was and continues the prevention of a seizure of absolute power by a single man which is the basis for which our nation was founded, that all men were created equal and that this is a nation of equals.

5. Constitution

The U.S Constitution is one of, if not the most important documents in United States history. It established the three-branch system that the United States government has come to depend on. It instituted the Congress that is comprised of the House of Representatives and the Senate, the military power of the President of the United States, and the right of the Supreme Court to interpret the law as it applies for every citizen of the United States. Its power and influence comes from the fact that the document is not set in stone and since it was originally ratified has been amended by the Bill of Rights a total of twenty-seven times.

35 Frequently Tested AP US History Terms & Concepts Cont.

6. Declaration of Independence

Written by Thomas Jefferson, approved by the Continental Congress in 1776, and distributed to the colonies this document embraced the official formation of a new nation. With the outbreak of the Revolutionary War Congress deemed it important to outline their reasoning for breaking from the British throne and forming their own nation of the United States of America. Within the body of the document it claimed that all men were created equal with the right to life, liberty, and the pursuit of happiness. It also declared the crimes the British throne had committed against them and denounced the Parliament for its treatment of the colonies. By its ratification the American colonies bound themselves on the path of self-governance and sovereignty.

7. House of Burgesses

The precursor to Congress it was the first form of legislative power to appear in the colonies. Formed in Virginia the House of Burgesses was established by the Virginia Company to manage and administer to the needs of colonists. It was led by burgesses who were elected officials raised from within the population of the colony itself. Its importance comes from its very nature. The House of Burgesses was the American forerunner to self-determination and it was in charge of passing rulings that would affect every member of the colony similar to how the U.S. Congress seeks to pass bills for the benefit of the whole nation.

35 Frequently Tested AP US History Terms & Concepts Cont.

8. Joint-stock companies

They are a type of business venture where any man with the resources to invest may purchase stock in the company. The amount of stock you own determines your sway in the company's dealings. This plays a key role in U.S. history because it was through the actions of many joint-stock companies that colonies were founded in North America. These English joint-stock companies sought to harvest the natural resources of North America and bring them back to England. An example of this was the venture by the Virginia Company to found a colony in the state would come to be known as Virginia.

9. Mercantilism

The dominant economic theory in Europe during the period lasting from the 16th to the 18th century was known as Mercantilism. The key requirements of mercantilism came from a nation's drive to establish colonies quickly and efficiently, anything the colony produced was to be shipped and sold only in the home country, all efforts must be made for a nation's exports to be greater than its imports, and all gold and silver that the nation encounters must be hoarded and kept within the domestic money supply. This policy was the framework of the English, Spanish, and French when forming colonies in the New World.

35 Frequently Tested AP US History Terms & Concepts Cont.

10. Neutrality Act

The Neutrality Act was a declaration by President Washington protecting the fledgling nation. During the French Revolutionary Wars, Revolutionary France had declared war on Great Britain and several other European nations in a war of conquest. Due to the alliance between the United States and France many within America felt compelled to support France in its violent acquisition of territory. President Washington prohibited any action by an American citizen to support France and stated that any such act would be prosecuted in a court of law. His argument was that America was in a defensive alliance with France and it was France who was the aggressor. Also by supporting France the United States was giving free rein to the British to attack them as well and they were simply not ready to take on a European superpower like Britain.

11. Order of colonization of colonies

In order from oldest to youngest the colonies were settled first in Virginia then New York, Massachusetts, Maryland, Rhode Island, Connecticut, New Hampshire, Delaware, North Carolina, South Carolina, New Jersey, Pennsylvania, and Georgia. Each of these colonies was founded for different reasons, cultivated different cash crops, and faced different challenges. Why is it important to know when they were colonized? They each came to the conclusion that self-determination was better for them as they each suffered their own injustices at the hands of the British crown. Had one or two colonies decided not to turn from England and towards independence than the Revolutionary War might have taken a vastly different turn since each colony played an important role in the war effort.

35 Frequently Tested AP US History Terms & Concepts Cont.

12. Sons of Liberty

Who were the Sons of Liberty exactly? They were a group of men who lived in Colonial America that were unhappy with the practices of the British Crown. With this in mind they were formed in order to defend the colonists from further injustices at the hands of Great Britain and combat any further taxation that they deemed unfair. Names you might recognize among the ranks of the Sons of Liberty were notable men like Samuel Adams, John Hancock, and Paul Revere. Another famous member was Patrick Henry who spoke the words, "Give me liberty, or give me death!" Also you might recognize the Boston Tea Party as one of the iconic events of the Revolutionary War; the act of revolution was carried out by the Sons of Liberty.

13. Triangular Trade

The triangular trade route refers to the route taken by trade ships from Africa, to the New World, and back to Europe. A ship looking to make a profit would begin in Africa and pick up a shipment of slaves to be sold in the New World. After the ship sailed across the Atlantic and it sold its shipment of slaves in the New World. These slaves would work on plantations, growing cash crops like cotton, tobacco, and sugar. The trade ships would then pick up a shipment of these cash crops to sell back in Europe which was its third stop and formed the third corner of the triangular trade. This trade system for all intents and purposes set up the system of slavery that was prevalent in the New World for centuries while at the same time enriching Europe and depopulating Africa.

35 Frequently Tested AP US History Terms & Concepts Cont.

The Civil War

14. Articles of Confederation

Did you know that before we had the U.S Constitution we had another document that dictated how the United States would be run? It was called the Articles of Confederation and it was meant to bring the original thirteen colonies together during the Revolutionary War and act as the governing document after independence had been won. The document itself covered funding of the Continental Army, taxation, and foreign policy. However, the Articles of Confederation failed to properly unify the thirteen colonies. This is important because it led to the writing of the U.S Constitution and the empowerment of the federal government that we recognize today.

15. Emancipation Proclamation

Decreed by the Abraham Lincoln, president of the Union, the command free all slaves in the states that were rebelling during the Civil War. The purpose of the proclamation was to make the eradication of slavery an unambiguous and clear goal of the Civil War and Union Army. In areas where the rebellion had been pacified the Emancipation Proclamation free about 30,000 slaves and as the Union army moved into Confederate territory it set up the background for how slaves were to be freed. The act only further angered the south yet it set the Union towards not only reunification of the United States of America but the establishment of true freedom for all citizens.

35 Frequently Tested AP US History Terms & Concepts Cont.

16. Tariff of Abominations

The Tariff of 1828 was known as the Tariff of Abominations to the American South. The tariff was passed to protect the American economy from cheap English goods that were flooding in due to Napoleonic Wars preventing the English from trading with the European mainland. The tariff ended up mainly protecting the North because it created goods that competed with English manufactures. The South was mostly agrarian at the time and enjoyed the cheap trade it had with the British, but the Tariff of Abominations drove up the prices and forced the South to trade with the more expensive North. This tariff was one of the signs of the American Civil War to come because it showed the clear disunity between the North and the South that was beginning to grow.

Reconstruction

17. Gilded Age

It was the period of time between 1870 and 1900 in the United States. The period got its name from Mark Twain and his novel *The Gilded Age: A Tale of Today*. During the Gilded Age economic growth was rapid and robust. Wages rose explosively in the states combined with heavy industrialization pulled immigrants from Europe. The name is derived from the point that despite the economic growth in the United States there was a deep social upheaval and unrest as African Americans were systematically disenfranchised and the American South was still devastated by the Civil War.

35 Frequently Tested AP US History Terms & Concepts Cont.

18. Roosevelt Corollary

This piece of legislation was an addendum to the Monroe Doctrine. The Monroe Doctrine was a document by President James Monroe that stated any attempt by a European power to further colonize North or South America was forbidden. However, the Roosevelt Corollary made the outright declaration that if a European power tried to intervene in the affairs of North or South America the United States would exercise any and all forms of military forces it had to keep Europe out. This document was key in that it was the first serious step the United States had taken in foreign policy and turning its vision outwards past its borders.

19. Sherman Antitrust Act

In what other ways did the United States protect the rights of the individual? The Sherman Antitrust Act was the first piece of legislation of its kind passed in the United States. Its purpose was to bust monopolies and cartels that protected big business and prevented the little guy from participating in the free market commerce of America. It made a broad statement that banned any form of dealings that lead to the formation of a monopoly or protected monopolistic practices. It also forbade any practices that were anticompetition in nature and in some ways was more meant to protect competition in general and in this way keep the consumer protected as well.

35 Frequently Tested AP US History Terms & Concepts Cont.

20. “Speak softly, and carry a big stick.”

A phrase made famous by President Theodore Roosevelt, it is an essential summation of President Roosevelt’s foreign policy during his presidency. The phrase refers to how President Roosevelt dealt with encounters between Europe and the fledgling nations that had begun to sprout in South American from former colonies. It comes from the fact that President Roosevelt would always calmly approach deliberation and negotiations peacefully but he backed up his claims with a “big stick” or the brand new United States Navy. A prime example of this was President Roosevelt’s Great White Fleet composed of 16 brand new battleships that sailed around the world to show that the United States was now a power to be reckoned with.

21. Transcontinental Railroad

The Transcontinental railroad was the physical manifestation of the American dream of Manifest Destiny. One end started in San Francisco and the other started in Iowa on the Missouri River. It was a railroad that linked the east coast with the west coast, but was simultaneously more than that as well. By bringing together the east and west coast via land route the formerly intimidating and dangerous west was opened up to more regular settlement. In addition, trade was facilitated because you no longer had to move goods via ship but instead could rely on the railroad to move product. States that formerly seemed inaccessible due to the amount of time it took to get there and the danger that came with the overland route were made secure by the existence of a reliable railroad.

35 Frequently Tested AP US History Terms & Concepts Cont.

World War I to World War II

22. Wilson's 14 Points

During the United States' entry into World War I, President Wilson thought it prudent to outline what exactly were the goals of the United States. By the time the United States saw combat Europe was already firmly entrenched in the fighting but most participating nations had not made it clear as to what their intentions were after the completion of the war. In President Wilson's 14 points he described the type of world he hoped to build which included free trade between all nations, open navigation of the seas, and the formation of the precursor to the United Nations: the League of Nations. His points were seen to be idealistic and not really taken seriously, but it was important in President Wilson's eyes to establish that the United States was not entering the war for economic gain. Had his 14 points been better received then perhaps we might have avoided World War II.

23. Great Depression

It was the worst economic crisis of the 1930s. The Great Depression lasted the longest and was the deepest economic slump the entire world was in during the 20th century. Beginning in the United States and following the economic boom of the Roaring '20s it started with the stock market crash in October 1929 that came to be known as Black Tuesday. The United States had an unemployment rate of 25% and many Americans were forced to work backbreaking, manual labor jobs. It was only with the policies of President Franklin Roosevelt's New Deal and looming approach of World War II that the United States was able to recover from this economic downturn.

35 Frequently Tested AP US History Terms & Concepts Cont.

24. Manhattan Project

The Manhattan Project was the endeavor undertaken by the United States to create the first atomic weapons. Who led the creation of some of the most powerful weapons in human history? The actual scheme was led by the premiere physicist J. Robert Oppenheimer. The bulk of the engineering and design took place at Los Alamos National Laboratory in New Mexico. However, in order to create these weapons they needed to enrich uranium and this was done in Oak Ridge, Tennessee. The end result of the project was the creation of two atomic bombs, Little Boy and Fat Man, which were dropped on Hiroshima and Nagasaki respectively leading to the end of the war in the Pacific Theater.

25. Potsdam Conference

Ever wonder how the Allies dealt with Germany after they had surrendered? All the Allied leaders at the time decided that they would meet in Potsdam and determine Germany's fate. Nine weeks prior had been V-E Day which was the official closure of the Western theater, but a lot had changed since then. The United States had a new president, President Truman had taken the presidency because President Roosevelt had died during his fourth term. Winston Churchill who had led Britain through the war had finally been replaced by Clement Attlee. Finally, Stalin's forces occupied all of Eastern Europe all the way up to Eastern Germany. The Potsdam Conference was markedly different from the Yalta Conference for President Truman had developed a deep mistrust of Stalin's plans for his newborn superpower. This was in contrast to President Roosevelt who believed that Stalin was harmless and would work with him to create a new democratic world.

35 Frequently Tested AP US History Terms & Concepts Cont.

26. Scopes Monkey Trial

The Scopes Monkey Trial can be called the first instance of religion versus science in the United States. It begins with a substitute biology teacher who unwittingly taught evolution in a Tennessee high school. The Butler Act had made it illegal to teach any form of evolution in a Tennessee school that received money from the state. Major figures in the American political landscape at the time came from all over to partake in this debate. Clarence Darrow defended the John Scopes, the teacher accused of the crime, and against him stood William Jennings Bryan. The case itself was made even larger as major newspapers came from all over the country to cover the trial. In the end John Scopes was found guilty and fined \$100, but the main takeaway was that this event was the first time religion and science would butt heads and it certainly would not be the last in American history.

27. Teapot Dome Scandal

Ever wonder if there was a scandal that preceded the Watergate scandal in notoriety? From 1921 to 1923 the United States turned its attention inwards toward Wyoming. When the Navy began using oil instead of coal President Taft deemed it wise that the Navy always have a reliable source of fuel and set aside specific oil-producing portions of the nation specifically for the Navy. One of these areas was the Teapot Dome Oil Field in Wyoming. The land's lease was changed hands from the U.S Navy to private oil companies and behind it all was the Secretary of the Interior Albert B. Fall. The scandal lies in that Secretary Fall essentially offered the lease to private companies in exchange for personal bribes. This was the first instance of an American administration trying to hide a scandal from the American Public.

35 Frequently Tested AP US History Terms & Concepts Cont.

28. Yalta Conference

Do you ever wonder who brought Europe back to its feet after World War II? Just as World War II was entering its final stages the three major powers in the war, the United States, Great Britain, and Russia, all met to determine how to deal with the post-war recovery. Those who were in attendance were the respective nations' leaders, President Franklin Roosevelt, Winston Churchill, and Joseph Stalin. The conference determined how Germany was to be dealt with after the war. This included how Germany would pay off its war debts, its demilitarization, and the decision to hunt down Nazi war criminals. The Yalta Conference also decided what was to be done with all the land Stalin had appropriated during his march west. While he promised that democratic elections would be held he never fulfilled his promise from this we can see the beginning of the Iron Curtain.

The Cold War

29. Bay of Pigs

During the Cold War Cuba was at a crossroads. Fidel Castro led a left-wing government that supported the Soviet Union and was looking to cultivate further ties with them. He had come to power after usurping the democratic, but corrupt, President Fulgencio Batista. Apprehensive about Castro's left-wing sympathies President Eisenhower ordered the but the final stamp of approval was given by President Kennedy. The invasion ultimately failed and the United States was embarrassed on the international stage while simultaneously granting Cuba's new political system legitimacy. The significance of this event is that it would eventually bring the Cold War to a head at the Cuban Missile Crisis.

35 Frequently Tested AP US History Terms & Concepts Cont.

30. Cuban Missile Crisis

The Cuban Missile Crisis was the height of tension during the Cold War between the United States and the Soviet Union. It arose as the result of the United States' failed ploy to topple the left-wing government of Cuba and Cuba seeking aid from further intervention by the United States requested that the Soviet Union arm the island nation with nuclear missiles pointed towards the United States. In response the United States strategically placed its own nuclear arsenal in Turkey and Italy aimed towards Moscow. The crisis ended with negotiations between Nikita Khrushchev and John F. Kennedy. The United States agreed never to attempt to subjugate Cuba again and promised to remove their own nuclear weapons from Turkey and Italy if the Soviet Union removed theirs in Cuba. This was the culmination of tension that had been building during the Cold War and from this point forward pressure began to relax.

31. Détente

Détente was the beginning of easing of tensions during the Cold War between the United States and the Soviet Union. It began with the installation of the direct hotline between Washington D.C. and Moscow in order to properly facilitate quick, precise communication between the leaders of both nations. This thawing of relations between the two superpowers was brought about by events such as the Strategic Arms Limitation talks and the signing of the Helsinki Accords. Both were efforts taken by the participating superpowers to reduce their ballistic missile arsenal and the Soviet Union's guarantees to allow Eastern European countries the right of self-determination. Détente was the first time during the Cold War that both superpowers realized that the continued escalation might lead to a potentially devastating nuclear war and the destruction of both their nations.

35 Frequently Tested AP US History Terms & Concepts Cont.

32. Domino Theory

Domino Theory was a concept that dominated United States legislation and the national consciousness from the 1950s to the 1980s. It was the belief that during the Cold War if one country fell to Communism then it would begin to affect all the countries around it leading to the explosive growth of communism. It outlined that there would be a “domino effect” where if China fell to communism then it would be followed by Korea then Vietnam and so on till all of Asia was under the spell of the Soviet Union. The weight the theory carried comes from how it dominated American foreign policy through the duration of the Cold War and its interventionist procedures that led to the Korean and Vietnam War.

33. Red Scare

The Red Scare refers to the period of time between 1947 to the early 1950s. During this period the American national consciousness was inundated with fear regarding all things communist. This was brought on by the raising of the Iron Curtain in Eastern Europe, the news of a Chinese Civil War set to determine the type of government China would have, and the damage to American security by Soviet espionage. The main figure at the heart of all this fueling the flames of fear was Senator Joseph McCarthy. Led by Senator McCarthy the United States began a period of fear-mongering and repression against those who professed even the slightest sympathy for Communists.

35 Frequently Tested AP US History Terms & Concepts Cont.

34. Tonkin Incident

The Vietnam War began with the Tonkin Incident. In August 1964 a military engagement between the USS Maddox fired upon three North Vietnamese torpedo boats and the aftermath saw Vietnamese casualties and none on the American side. Why exactly is this important? Back in the United States the Tonkin Incident was painted in such a way to make Vietnam the aggressor and the United States was merely defending itself. As a result of this distortion of events Congress passed the Gulf of Tonkin Resolution that gave President Lyndon B. Johnson the power to deploy American forces in the event a southeast Asian country asked for help defending itself from Communist influence, and from this stems the beginning of the Vietnam War.

35. Truman Doctrine

During the Cold War the United States took an aggressive stance against the Soviet Union and Communism in general. The Truman Doctrine was the foreign policy adopted by the Truman administration. It stated that the United States would make its best effort to contain communism in Europe and prevent its spread to Asia and eventually to the rest of the world. It is because of this policy that the United States took on the role of international policeman and due embroiled itself in several military conflicts from post-World War II to the end of the Cold War and the fall of the Soviet Union.

From the colonial period to the present the United States has had a rich history. Every event listed here was a key turning point in the American story and each concept described affected American lives. This country was born in the midst of conflict, but through the American spirit and hard work we forged ourselves into a mighty superpower. If you truly want to understand how the United States then you want to make sure you know every item on this list. If you do then that perfect score on the AP US History exam will be within your grasp.

The Ultimate AP US History New Deals Programs List

When Franklin D. Roosevelt took over from Herbert Hoover in 1933, the United States was going through a time of great crisis. The Great Depression, and later the Dust Bowl, had hit the nation hard, causing widespread unemployment, business and farm failures, and severe international trade problems. In order to combat the nation's problems, FDR developed his New Deal "alphabet agencies." This APUSH review will list every New Deal program and initiative, from 1933 to 1938 chronologically, split up into the First New Deal and the Second New Deal. The programs in bold are the ones you should study the most for the AP US History exam. Don't get too hung up on the details of each agency or act, but make sure you have a good general knowledge of them.

The First New Deal

The First New Deal dealt with the immediate and pressing needs of the nation. Focusing on recovery, its immediate goals were decreasing unemployment and providing welfare to needy Americans.

1933

March 9: Emergency Banking Relief Act

Before this act, banks were not always a safe place to keep your money. Banks could lose all of your money and fail. FDR attempted to fix this problem by shutting down all US banks for a period of four days. During that time, he introduced the Emergency Banking Relief Act, which allowed the treasury secretary to issue loans to banks in need, limit operations of banks who were failing, and giving the president executive power to investigate and regulate banks during emergencies. The act restored the American public's confidence in the banking system and the stock market began to recover.

The Ultimate AP US History New Deals Programs List Cont.

March 20: Economy Act

The Economy Act cut the salaries of government employees and reduced benefits to veterans by 15%. The goal of this act was to reduce federal debt by \$500 million, but only ended up reducing it by \$243 million. Ultimately the Economy Act had little to no effect on the federal deficit or the economy in general.

March 22: Beer-Wine Revenue Act

Legalized the sale of beer and wine with an alcohol content of less than 3.2% and raised much needed tax revenue. Since FDR was not a fan of prohibition, this act effectively amended the National Prohibition Act and relaxed alcohol laws. It was eventually replaced by the Twenty-First Amendment.

March 31: Civilian Conservation Corp (CCC)

This was one of the most popular and successful relief programs of the New Deal. It put unemployed, unmarried men (and eventually unemployed war veterans) to work planting trees, building fire towers, restoring forests, and creating camp grounds and picnic areas. Workers received free food, accommodation, clothing, medical care, and a salary. The program ended in 1942 but has lasting effects on the infrastructure of the United States.

May 12: Federal Emergency Relief Act

Created the Federal Emergency Relief Administration (FERA), which provided state assistance to the unemployed and their families. It also created unskilled jobs in local and state government and provided projects for professionals (writers, actors, etc.) FERA terminated in 1935 and was taken over by other similar programs.

The Ultimate AP US History New Deals Programs List Cont.

May 12: Agricultural Adjustment Act (AAA)

This act limited farm production to help raise prices. It worked by paying farmers to reduce their crop production and kill off excess livestock. This prevented a surplus and increased crop/livestock prices. The AAA was eventually declared unconstitutional by the US Supreme Court but it helped to raise farming incomes by nearly 50%.

May 18: Tennessee Valley Authority Act (TVA)

A relief program that built dams, controlled flooding, and brought electricity, and agricultural and industrial development to rural areas in the Tennessee Valley, which was hit hard by the Depression. This program made farms more productive, brought new industries to the area, and provided jobs to those who were unemployed. The TVA is still in existence to this day and is the nation's largest public power provider.

June 6: National Employment System Act (Wagner-Peyser Act)

This act established a national employment system, known as the United States Employment Service (USES), which assisted with state public employment services, provided a labor exchange system, and created job-finding assistance to unemployed Americans.

June 13: Home Owners Loan Act

Created the Homeowners Loan Corporation (HOLC), which provided financing for small homes to prevent foreclosure and allowed homeowners to pay off loans in monthly installments over the course of several years. Eventually led to 25- or 30-year mortgages. The HOLC stopped operating in 1951.

The Ultimate AP US History New Deals Programs List Cont.

June 16: National Industrial Recovery Act (NIA)

Created the National Industrial Recovery Administration (NRA), which promoted industrial growth and recovery. Supported fair competition in businesses, established the right for workers to bargain collectively, regulated working hours, and more. The NIA is widely considered to be a failure, since it led to monopolies, labor unrest, and lack of support in the business community.

June 16: Public Works Administration (PWA)

An agency that spent over \$3.3 billion dollars on public works projects, creating jobs and providing loans to private industries for the creation of large-scale projects, such as bridges, power plants, hospitals, sewage plants, and more. It's notable that this program include African Americans workers. The program ended when FDR started gearing up for WWII.

June 16: Glass-Steagall Act (Banking Act)

This act established the Federal Deposit Insurance Corporation (FDIC), which gave government the authority to investigate and supervise banks, gave federal oversight to all commercial banks, and stopped banks from paying interest on checking accounts, among other banking reform measures. Parts of this act were later repealed in 1999, which some say led to the financial crisis of the late 2000s. The FDIC still exists today.

November 8: Civil Works Administration (CWA)

The CWA was a temporary job creation program that put unemployed people to work building bridges, sewage systems, roads, and more. By the time it ended in 1934, over 4 million people had been given jobs and 225,000 miles of road, 30,000 schools, 3,700 playgrounds, and 1,000 airports had been constructed.

The Ultimate AP US History New Deals Programs List Cont.

1934

January 30: Gold Reserve Act

This act changed the price of gold from \$20.67 per troy ounce to \$35. This increased the amount of money in circulation, which greatly helped the economy. It also helped the government control the fluctuations of the US dollar.

June 6: Securities & Exchange Act

This act, which established the Securities and Exchange Commission (SEC), had the goal of preventing another Wall Street Crash. It helped regulate the stock market, enforce federal security laws, and required full disclosure of stock information.

June 18: Indian Reorganization Act (Wheeler-Howard Act)

Sometimes called the “Indian New Deal,” this act decreased government control over American Indian affairs, encouraging written constitutions, self-government, and a credit program to foster land purchases, education, and tribal organization. It helped Indian people survive the Depression and improved relations with American Indians and the government. Today, this act is still used as the basis for laws regarding Indian affairs.

June 28: National Housing Act

The National Housing Act created the Federal Housing Administration (FHA), the United States Housing Authority, and the Federal Savings and Loan Insurance Corporation. These agencies made low-interest, long-term loans for the construction of low-income housing. It lowered foreclosures on homes, and formed the basis of the mortgage and housing industries.

The Ultimate AP US History New Deals Programs List Cont.

June 28: Federal Farm Bankruptcy Act

This act limited the ability of banks to repossess farms. It was later ruled unconstitutional.

The Second New Deal

The Second New Deal focused on reforming the nation. It consisted of more aggressive and liberal programs and responded to the Supreme Court's resistance of previous campaigns.

1935

April 8: Emergency Relief Appropriation Act

FDR initiated this act as a way to get jobless Americans back to work, employing them in large-scale public works, arts, media, and drama programs. Nearly \$5 billion was authorized to create jobs for over 4 million people.

April 8: Works Progress Administration (WPA)

Out of the Emergency Relief Appropriation Act came the Works Progress Administration (WPA). This was the largest of all New Deal agencies and mostly employed people to perform unskilled work, constructing public buildings, roads, airfields, hospitals, and more. The WPA also created Federal Project Number One, which was the name for a number of projects that employed Americans in the categories of Art, Music, Theater, Writing, and Historical Records. Any American was allowed to participate, regardless of race, color, religion, or political affiliation.

The Ultimate AP US History New Deals Programs List Cont.

May 1: Resettlement Administration (RA)

FDR established the Resettlement Administration (RA) for the purpose of relocating and resettling poor urban and rural families who had been displaced, implementing soil conservation programs, and providing low-interest loans. Due to poor management, the program was not as effective as intended and the agency eventually became the Farm Security Administration in 1937.

May 11: Rural Electrification Administration (REA)

The REA was created to bring electricity to rural areas. At the time of the Great Depression, 90% of urban areas had electricity, but only 10% of rural locations did. The REA was a success: by 1939, 25% of rural areas had electricity and by 1945, 9 out of 10 farms had electricity. This completely changed the lives of many rural families and farmers, who now had access to radios, running water, refrigeration, and more.

July 5: National Labor Relations Act (Wagner Act)

The Wagner Act is a very important piece of labor legislation you need to know about for the APUSH exam. It established the National Labor Relations Board, securing workers' rights to collectively bargain, organize, and strike. It was very important in stopping employers from interfering in workers' unions and in preventing unjust working conditions. It is still an important law today.

August 14: Social Security Act

This social welfare act created the Social Security system in the US. This marked the first time a president advocated for federal assistance for the elderly. The act provided benefits and support to retirees, the unemployed, the handicapped, and the aged. It excluded many women and minorities at first, but it has changed over time to improve the lives of millions of Americans.

The Ultimate AP US History New Deals Programs List Cont.

August 23: Banking Act

(Basically an extension of the 1933 Glass-Steagall Banking Act). The Banking Act of 1935 finished the dramatic alteration of the Federal Reserve Bank that began during the Hoover administration. It made the Federal Reserve Bank more independent from the Executive and Legislative branches and made the Federal Deposit Insurance Corporation (FDIC) a permanent government agency. This act helped further restore public confidence in the US banking system.

August 30: Revenue Act (Wealth Tax Act)

FDR signed The Revenue Act of 1935 to help redistribute wealth in America. It worked by raising income taxes on higher income levels. This was known as the “Wealth Tax,” and took up to 75% of the highest income earners. The tax angered some Americans and many wealth people found loopholes to evade the tax. It’s important to note here that FDR most likely imposed this tax as a means to win voters, as it was an election year, and not to create any long-term solutions.

1936

February 29: Soil Conservation & Domestic Allotment Act

After the Agricultural Adjustment Act of 1933 was deemed unconstitutional in 1936, FDR signed the Soil Conservation & Domestic Allotment Act into law. With the ultimate goal of conserving soil and preventing erosion on farmland, this law allowed the government to pay farmers to stop producing soil-depleting crops. Landlords were also required to share these payments with the people who worked on their land. The act was successful: in three years, soil erosion was down by 21.7% and many of the “dust bowl” effects had been reversed.

The Ultimate AP US History New Deals Programs List Cont.

1937

July 22: Bankhead-Jones Farm Tenant Act

This act's main goal was to make sure sharecroppers and tenants could remain on their land. It also provided low-interest loans for tenants to buy family farms. The impact of this act was limited since small farms had to compete with the bigger farms previously formed by the Agricultural Adjustment Act (AAA).

September 1: Housing Act (Wagner-Steagall Housing Act)

Created the United States Housing Authority (USHA) for the purpose of abolishing slums. It provided \$500 million in loans for low-cost constructing projects for low-income families. The act ultimately led to greater economic security for thousands of Americans and was essential for creating housing for WWII defense workers.

September: Farm Security Administration (FSA)

The main goal of the Farm Security Administration was to alleviate rural poverty in America. It sought to relocate tenants, poor farmers, and sharecroppers onto government-owned group farms. It also developed a successful photography project, which documented the challenges of living in rural poverty. However, the FSA was ultimately a failure because farmers wanted to own their land and because WWII created jobs in the cities for poor farmers to fill.

The Ultimate AP US History New Deals Programs List Cont.

1938

February 16: Federal Crop Insurance Corporation (FCIC)

Both the Great Depression and the Dust Bowl drought made producing crops difficult for rural farmers. This meant that they couldn't produce enough crops to feed themselves or to sell. Because of this, FDR created the FCIC to provide insurance for farmers' crops, meaning that they could receive compensation for their crops, even if they did not produce said crops. It is still active today.

July 31: Fair Labor Standards Act (FLSA)

This act introduced laws concerning labor standards. It introduced the forty-hour work week, set minimum wage, made it illegal to employ anyone under the age of 16, and more. FDR called the FLSA the most important New Deal legislation since the Social Security Act of 1953. 700,000 workers were affected by the wage increase and 13 million were affected by the new working hours limitations. The FLSA is still in place today.

Summary

Knowing each and every one of the listed New Deal programs is not essential to do well on the APUSH Exam. However, reviewing the list and understanding each program in context can give you a better knowledge of the New Deal and what FDR's goals were. The AP US History exam mostly focuses on the impacts and effects of certain New Deal programs, so be sure to focus those. With all of this New Deal knowledge, you are sure to do well on the exam!



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CHAPTER FIVE



The Ultimate AP US History Study Guides



One-Month AP US History Study Guide

So your AP US History exam is coming. Even if you've studied your coursework carefully, the exam may still be pretty scary. But we're here to help. Whether you're just looking for a refresher to boost your confidence or need some intensive review to get up to speed, this AP study guide can help set up the course work into an intense but manageable study plan.

A few notes before we begin:

Feel free to adapt this study plan to whatever suits you best. How you review the information and what parts of the study plan you emphasize should be tweaked to fit how you learn best. Focus on the methods and conditions that help you study best.

Make sure to eat healthy, sleep regularly, and generally take care of yourself throughout all this—especially as you get closer to the exam. Not only is this better for you in the long run, but it also helps you do well on the exam itself! Eating and sleeping well is a big part of helping our brains learn and remember new information. Use that to your advantage.

What you'll need:

1. Learnerator's [AP US History practice questions](#). These will be our best tool in learning the information and practicing for the exam. It also is great for giving you feedback on your strengths and mistakes.
2. A flashcard site such as [Quizlet](#). Alternatively, you can just use regular notecards. Whichever format you like better.

One-Month AP US History Study Guide Cont.

3. Note-taking materials—again, take your pick of paper or digital formats. Just remember that you'll be doing a lot of review and highlighting, so pick a medium you'll be willing to stare at for a long time.
4. AP Central [Free Response Questions](#). Basically the questions from previous year's tests. These will be useful in practicing some longer questions towards the end of the month, but feel free to check them out earlier to see what to expect!
5. College Board's Official [US History Course Description](#) and [US History Course Overview](#). These are handy guides to the material, straight from the people making the exam! The overview is a quick summary of the material, while course description is more thorough—basically a guide for learning and teaching the course. This is probably what a lot of your teachers were working from. So we're just cutting out the middleman for you here.
6. You own AP US History Textbook, or an online source of equal quality. Sometimes it helps to review this information from another source if you're hitting a wall.

Optional (but helpful) stuff:

1. Any AP-style workbooks or study guides your teacher provides, or any supplemental material you find helps your study of the main materials.
2. A dictionary, be it print or [online](#). History buffs can get a bit wordy sometimes, and you certainly don't want to go into the exam with a bunch of knowledge you don't know the meaning to.

Alright, are you ready? Then let's begin:

Week 1

Day 1

1: Let's start by reading the [course overview](#). The most important part here is the list of historical thinking skills. Remembering events and people is key, but knowing how to think and talk about these events is what matters most. If you think you struggle with any of these skills in particular, take your notes with those skills in mind.

2: Now let's get to the history proper. Go read the period 1 [outlines](#) on Learnerator. You'll want to notes on the material outlined. As part of this, choose at least 15 important terms (people, places, events, objects, whatever) to define as key terms.

3: Next you'll want to go to [Learnerator](#) and try 14 of the Period 1 multiple choice questions. Try to spread out your answers across the sections and difficulty levels. Take notes on the explanations that come up after you answer, particularly ones you got wrong.

(Note: we highly suggest you register for full access on Learnerator for this. Not only will you be able to access the high difficulty practice questions, but you will be able to see the explanation on the multiple choice questions no matter if you answered it correctly or not.)

4: Now let's begin making flashcards (either with note cards, a folded piece of paper, or online on a site such as [Quizlet](#)) from your key terms and those notes you made on the multiple choice questions. Put the name of the term on one side and on the other provide the definition and significance.

Week 1 Cont.

Here's an example:

Side 1: Maize

Side 2: Definition: Corn; a crop originally from the southern area of Central America that spread outward by about 1200 became an important staple of pre-Columbian life.

Significance: With a stable food source, many Native American peoples in Central America and southwestern North America were able to move away from hunter-gatherer lifestyles towards more sophisticated agrarian societies.

(Bonus Tip: If you find a key term especially hard to remember, it may help to add a small hint on Side 1 of your flashcard beneath the term itself.)

Week 1 Cont.

Day 2

1: Take out those flashcards and quiz yourself. See how many definitions you can recall without checking the other side. If any particular definition or flashcard gives you trouble, mark that one and focus on that on later reviews.

2: Now look over those notes and key terms you made. Just like with the flashcards, make a note of concepts you are having difficulty understanding, and check your textbook for clarification.

3: Now let's cover some new ground: read pages 25-28 of the [AP US History Course Description PDF](#). See if you can give examples for the right column of key concepts for each section. If you have any trouble thinking of examples, draw from your notes and textbook.

4: Try 14 more [multiple choice](#) questions from Learnerator Period 1. Again, make sure to divide the questions across sections and difficulty levels. Also make sure to read the explanations, and take notes on the questions you got wrong.

Week 1 Cont.

Day 3

1: Alright, now it's time to move on to Period 2. Let's begin by reading the [Period 2 outline](#) on Learnerator and take notes on the information. You'll want to make at least 20 key terms from this information.

2: Now let's head to the [multiple choice section](#) on Learnerator and complete 23 questions from Period 2. As always spread out your questions across sections and difficulty levels, read the explanations, and take notes on the gaps in your information (this should be happening every time we do multiple choice questions on Learnerator, in case you couldn't tell).

3: Next it's time for something new: go to the [short response questions](#) on Learnerator, and try the short response questions for Period 2. Try to answer these in a test like environment, so cut out any distractions and don't let yourself look at your notes. Once you're done, you should compare your answer against the rubric provided.

4: Let's wind things down by making flashcards for Period 2 - draw from your new key terms, notes, and the feedback you got from the multiple choice and short response questions for this.

Week 1 Cont.

Day 4

1: Warm up today by reviewing your notes and quiz yourself with your flashcards. Check your textbook for any information you're still struggling with from Period 2.

2: Now read pages 30-34 of the [course PDF](#). As with the Period 1 material, try to provide specific examples for the right column of key concepts. You also want to update your notes and key terms for any new information you learned here.

3: Next, let's complete 23 more [multiple choice](#) questions from Period 2. You should be getting a sense by now for the structure and feedback system of Learnerator, so feel free to tweak how you do multiple choice to your own learning style.

4: Once you've done that, go to the [short response](#) question section, and try the FRQ and DBQ for Period 2. These will be the most challenging kinds of questions you face on the exam, but remember that they're just practice here.

Generally, DBQs will take longer due to the need to address the source material piece by piece, but also provide you with the evidence you need right with the question. FRQs, on the other hand, provide more freedom for their answers, but can be challenging as they require you to come to the table with the information and evidence you need.

Remember to cut out your notes and any distractions to simulate a test environment. When you're finished, compare your notes to the rubric and make notes on any information you struggled with on the questions.

Week 1 Cont.

Day 5

1: Alright, it's time for Period 3. Read the Learnerator [outline](#) for the sections of Period 3. Like before, you'll want to take thorough notes on just about everything. As with Period 2, you'll want to make at least 20 new key terms.

2: Now let's see how well you learned all that. Complete 26 [multiple choice](#) questions from the Period 3 sections on Learnerator.

3: Our next activity is going to get a little more specific. Look up the Bill of Rights (your textbook may have it. If not you can find an online pdf [here](#)). Read through it, and consider its significance in terms of what it was reacting to. You don't have to memorize each amendment, but try to get a sense of what it was trying to guarantee and its significance for the formation of the American system of government.

4: Finally, you'll want to make some flashcards for Period 3, based off what you learned from the outline, the multiple choice questions, and the bill of rights. You should be getting a pretty sizable deck by now, which is exactly what you want.

Week 1 Cont.

Day 6

(Note: This is our first “weekend” day. Basically this will be double the material as a usual day, and you can choose to tackle it all in one day and have the other day free, or split it up among two days.)

1: Start the day by reading pages 36-42 of the [course PDF](#), and try to provide specific examples for the key concepts. These are the sorts of examples you’ll want to be able to pull out for FRQs and DBQs on the test, so it’s important you gain the ability to think of and provide them without your notes.

2: Complete another 26 [multiple choice](#) questions on Period 3. Remember to read the explanations and take notes on questions you got wrong!

3: Finish up your Period 3 course by updating your notes, flashcards, and key terms for the section. We want these to be in good shape, as we’ll be using them for the review on the second part of the day.

4: If you haven’t already, take a short break (15-45 minutes). If you plan to split up your weekend courses, save the rest of the day’s material for tomorrow.

5: Look back over all the notes and flashcards you’ve made for the previous three periods. This is just a quick refresher before we get into the review proper, so don’t worry about it too much or take too long here.

Week 1 Cont.

6: Next, it's time for a quick review! Go to the [multiple choice](#) questions and answer 8 questions from Period 1, 11 from Period 2, and 12 from Period 3. Try to get at least 2-3 questions from each section per period. Take notes on the questions you miss and pay attention to the explanations.

7: Now that you've had a chance to both review your notes and test your knowledge on these periods, go to the [checklist](#) section on Learnerator and go through the course checklist on Periods 1-3. If you confidently feel you know the information on each bullet point, check it off and congratulate yourself on a job well done. If you feel like you still have more to learn on any particular subject, don't worry! You still have plenty of time to understand these concepts. Finish the activity by reviewing any material you couldn't check off.

8: Read pages 7-21 of the [course PDF](#), which focuses on our historical thinking methods and historic themes. Think about how these methods and themes apply to the information you've learned in Periods 1-3. While not all the historic themes really apply in these sections, at least a few can be seen in different sections of the material.

You'll want to go back through your notes and key terms here and mark ideas and events that are particularly relevant to particular themes of the course. You also should be familiar enough with the material by now to think historically about all the major terms and events of the three periods.

And there we have it: our first week down. Good job on keeping pace so far, but remember not the slack off. There's still plenty of ground left to cover.

Week 2

Day 1

1: We're going to start a bit differently today. Drawing from what you've learned from the first three periods, make a causal timeline of the information you've learned so far. While you can add dates if you want, these are less important to figuring out a line of cause and effect. What matters is you establish a linear narrative of "X led to Y led to Z" or "X occurred, so Y occurred in response, while Z occurred at the same time".

Basically, this is our "big picture" to tie together all the different periods and concepts of this AP study guide. Try to get 15-20 major events down from each Period.

2: Alright, now we're off to Period 4. Heads up: this one will be pretty intensive. Go to the [outlines](#) section and read the sections for the period. Take notes on these sections, and try to make at least 25 new key terms.

3: Now that you've introduced yourself to the key concepts of Period 4, go the [multiple choice](#) section on Learnerator and try 25 questions from Period 4.

4: We'll finish out our day by making new flashcards from the key terms and other important bits of Period 4. We know this is a lot of ground to cover. Don't let the breadth of information we're covering here deter you. You'll be able to handle it just fine by the end of the month.

Week 2 Cont.

Day 2

1: Since we covered so much material yesterday, let's start off today by reviewing your notes from the new period and briefly quizzing yourself with the flashcards. If any of these concepts give you trouble, make sure to mark them for later.

2: Next, let's try for 25 more [multiple choice](#) questions for Period 4. Don't forget to read the explanations and take notes on the questions you got wrong.

3: Now let's check out pages 44-51 of your [course PDF](#). See if you can provide specific examples for the right-hand column here. If you're struggling to do so, find examples from your notes, your textbook, or the Learnerator outlines.

4: We'll finish out the day by heading back to Learnerator and answering one of the [short response](#) questions on Period 4. Remember to conduct the question in a test like environment. You'll also want to remember to check your answer against the rubric to see what you've missed.

Week 2 Cont.

Day 3

1: Still with us? Good. Let's start out today by going back and looking over those flashcards you marked yesterday. Do you still have trouble remembering any of them? Quiz yourself (and do a little research, if necessary) until you're comfortable with them.

2: Now let's hit up 25 more questions on [Learnerator](#) for Period 4. Follow the usual rules for spacing out which questions you choose and note taking on the explanations.

3: Next, you'll want to try to answer the remaining short answer on Learnerator for Period 4. Once you're done, look at the rubric and compare it to your answer. If you missed any key points, consider rewriting your response, with the missing pieces in mind.

4: We'll be keeping this brief today, so finish things up here by updating your notes and key terms with whatever you learned from the questions you answered. We're nearly done with this period, so make sure you're confident with everything we've learned here.

Week 2 Cont.

Day 4

1: Today we're finally finishing up Period 4, so let's do one more review of your notes and flashcards. Try to focus on anything you marked in your previous reviews as your problem areas.

2: Now let's do 25 more [multiple choice](#) questions for the period. Don't forget to follow standard practices for spacing out your questions and taking notes on the explanations.

3: Next up is Learnerator's DBQ for section 4. Remember, DBQs are some of the most thorough questions you'll need to give, but it also provides you with a lot of the information you need with the documents themselves. Don't be afraid to bring any relevant outside information you have about the subject, but make sure to use the information in front of you as well.

4: Pull out your causal timeline now, and add a section for the events of Period 4. Due to the crazy amount of material on Period 4, you could have as many as twice the amount of events to put down here, so expect somewhere between 25-40 events.

Week 2 Cont.

Day 5

1: After spending the better part of our week on Period 4, it's finally time to move on. Start today by pulling up the Learnerator [outline](#) on Period 5, and read through all sections in there. Try to make at least 20 key terms from the material.

2: Next, let's go to the [multiple choice](#) section on Learnerator and complete 26 question on Period 5, across various sections and difficulty levels. Make sure to take notes, particularly for questions you missed.

3: The last big thing today will be Learnerator's FRQ for Period 5. When you're done, check your answer against the rubric. Like we said, FRQs are pretty tricky: they may seem a lot simpler than DBQs, but because nothing is provided for you, you have to bring all the examples to prove your points yourself. Don't worry if you struggle here, we'll come back to it later.

4: And we'll finish out the day by making some flashcards for Period 5. Don't hesitate to use the multiple choice questions and FRQ to gauge which parts of the period you need to sharpen your knowledge on.

Week 2 Cont.

Day 6

1: Alright, our second weekend section. You'll want to start your day reviewing your notes from Period 5, and quizzing yourself with those new flashcards. If you want you can include some materials from Period 4 as well.

2: Next we'll answer 26 more [questions](#) for Period 5. Make sure to space out your questions across sections and difficulty levels, and take notes on the explanations for questions you got wrong.

3: Now, you'll want to read pages 52-58 of the [course PDF](#). Go through and try to provide specific examples for the key concepts listed, first without and then with your notes. If you had trouble on yesterday's FRQ, review this list and use the examples there to revise your answer.

4: Take a short break here, or if you're splitting up Day 6 across both weekend days save the rest of today's material until tomorrow.

5: And we're back for the Periods 4 and 5 review! Go to the [multiple choice section](#) of Learnerator and take 15 questions from Period 4 and 14 questions from Period 5. Try to answer at least a few questions from each section of each period.

Week 2 Cont.

6: Now we'll want to see if you've come away from this crazy week knowing everything you need to know regarding Periods 4 and 5. Go to the [checklist](#) section on Learnerator, and run through the bullet points on the sections of Periods 4 and 5. Check off concepts you're familiar with, review and research points that you're still unsure about.

7: And we'll finish off the week by applying critical thinking to all the information we've learned. Go back through your notes and key terms for Periods 4 and 5 and apply the key historic themes and the methods of historic thinking from pages 7-21 of the course PDF. Could you comfortably explain to a friend how the information from these periods apply to these themes?

And there we go: two out of four weeks done, five out of nine periods covered! Find some way to celebrate making it halfway through this study plan, and enjoy the rest of your weekend!

Week 3

Day 1

1: Hello again, folks. Today we're starting up Period 6. Start by reading all sections of the Learnerator [outlines](#) for the period. Take careful notes on the material, and make at least 20 new key terms.

2: Now let's test what you learned by doing 26 [multiple choice](#) questions for Period 6 on Learnerator. Make sure to space out the difficulty of these questions, and take notes on the explanations for questions you got wrong.

3: To continue our little test, head to the [short response](#) section and choose a short answer question for Period 6. Complete the short answer in test like conditions, then compare your answer to the rubric.

4: Wrap up the day by making flashcards for Period 6 from your key terms, as well as any new material you encountered from the multiple choice and short answer questions.

Week 3 Cont.

Day 2

1: Today marks the second half of our Period 6 material. Start by reviewing your notes and quizzing yourself with your new flashcards. Make sure to keep track of any concepts or terms that give you trouble.

2: Now we'll go to Learnerator and answer 26 more [multiple choice](#) questions. Hopefully you should be pretty familiar with all the material by now, but make sure to read the explanations and take notes on anything you got wrong.

3: Next open up the [course PDF](#) and read pages 60-66. As with before, go through the list of key concepts and see if you can provide specific examples of historic events, peoples, or trends for each.

4: Finally, we'll answer the second short answer question and the DBQ for Period 6 on Learnerator. Before you try the DBQ, run over the examples you just made for the course PDF. While DBQs provide a large amount of the evidence in the documents themselves, the best answers are those that bring in outside knowledge and tie it in with the documents.

Week 3 Cont.

Day 3

1: Start the day by retrieving your causal timeline, and add 15-20 events each for Periods 5 and 6. The timeline is getting overwhelming for you, make an abridged version from only the most important events or themes. This shouldn't replace the longer timeline, but will be easier to look at for review.

2: Now that we've settled that, read the Period 7 [outlines](#) on Learnerator. Take thorough notes on the material, and create 30 new key terms from people, events, and themes of this period.

3: On the multiple choice section of Learnerator, answer 27 [multiple choice](#) questions for Period 7, across various sections and difficulty levels. As always, take notes based on the questions' explanations, especially for questions you got wrong.

4: Next, head to the [short response](#) section and answer Period 7's short answer question. When you're done, compare your answer against the provided rubric, and take notes on any part of the desired answer you missed.

5: Now let's finish the day by creating some flashcards for yourself for Period 7. There's a lot of material here, so feel free to focus in on the terms and concepts you found difficult today.

Week 3 Cont.

Day 4

1: Yesterday was pretty intensive, so let's start today slow. Just review your notes for Period 7, and briefly quiz yourself on your new flashcards. You'll want to mark anything that gives you special trouble.

2: Next we'll head to Learnerator and answer 27 more [multiple choice questions](#) on Period 7. As always, space out your questions across the sections and difficulty levels and take notes on the explanations of answer you got wrong.

3: Now let's read pages 68-75 of the [course PDF](#). Take notes on any key concepts you missed, then try to provide examples for the listed key concepts.

4: Last but not least we're going to try the FRQ for Period 7 on Learnerator. Once you've finished, compare your answer to the rubric once you're finished. When you've done this, go back to exam conditions and rewrite your answer with the rubric in mind.

Week 3 Cont.

Day 5

1: Alright, last day for Period 7. Let's start by reviewing our notes and key terms, particularly any new notes you added yesterday or anything you marked as giving you trouble.

2: Next we'll go to Learnerator and answer 27 more [multiple choice](#) questions. Take notes on the explanations, particularly on questions you got wrong or guessed on.

3: After that, let's answer the DBQ for Period 7 on Learnerator. Remember: the key to DBQs is to integrate the evidence in front of you with your outside expertise in US History and historical thinking skills.

4: Finally, let's pull out our full causal timeline and add a section for Period 7. As with Period 4, try to give this period double (25-40) the events of your usual for individual periods. Remember, dates are less important than establishing connection and narrative. How does one event lead to another, or how do two events affect one another?

Week 3 Cont.

Day 6

1: Here we are, at the end of week 3. Today we're going to start with the review, and then continue on to the beginning of Period 8. This will give us extra time to review at the end of week 4 and save us from dragging out the relatively short final two periods.

But enough forecasting. Let's get to the review. You'll want to start with multiple choice: go to [Learnerator](#) and answer 13 questions from Period 6 and 13 questions from Period 7. There should still be a few questions left in each even once you're finished.

3: Next you should go to the [checklist](#) on Learnerator and go through the bullet points for all sections of both Periods 6 and 7. Check off those ideas you feel that you have a confident handle of, and review and refresh on any you don't.

4: We'll finish the review with a quick reflection on the historic themes and methods of historic thinking, and how the information you've learned for Periods 6 and 7 apply to them. You'll want to go through your notes and mark key terms you feel are relevant to particular themes, and consider how to apply these ideas within the context of historical thinking.

Week 3 Cont.

5: Take a short break (or even a long break, if your schedule allows it). If you plan to split up this session into two days, save the rest of the material here for Day 7.

6: Welcome back! We'll be spending the rest of the day on Period 8, so let's head to Learnerator and read through the [outlines](#) for the period. Don't forget to take thorough notes on the material and create 20 key terms from key concepts.

7: Now you'll want to go to the [multiple choice](#) section and answer 28 questions across Period 8. Remember to take notes on questions you got wrong or got right only through guesswork.

8: Next, we'll go to the [short response](#) section for Learnerator and answer one short response question and the DBQ for Period 8. Once you're done, compare your answers to the rubric and take notes on concepts you missed or forgotten.

9: Finally, take the time to make some flashcards from Period 8 based off of your notes and what you learned from answering the Learnerator questions. Go enjoy the rest of your weekend; we'll be back for the final week!

Week 4

Day 1

1: Ready for the home stretch? Let's begin by quizzing yourself with your Period 8 flashcards. If you find yourself struggling with anything, you may want to mark it down for later attention.

2: Next, go to Learnerator and answer 28 more [multiple choice](#) questions from Period 8. As always, space out the question distribution and take notes on the explanations.

3: After that you'll want to read pages 77-83 on the [course PDF](#), and mark down examples for the key concepts listed. Not only is this helping you learn to connect themes with specific evidence, but it's also preparing you for the day's next step.

4: Our last step of the day will be answering the remaining short answer and the FRQ for Period 8 on Learnerator. While you shouldn't have your notes out while answering the questions, you should have plenty of evidence still fresh in your mind from the course PDF exercise.

Week 4 Cont.

Day 2

1: And at last, we have the final period. Like the very first period, this one is fairly light on materials, so consider it a break between the intensive material of Periods 7 and 8 and the cumulative reviews coming at the end of the week.

As you might expect, start by reading the Learnerator [outline](#) for Period 9, and take notes. Since Period 9 is pretty light, you should only need ~15 terms here.

2: Next up, go to the [multiple choice](#) section on Learnerator, and answer 17 questions across a variety of sections and difficulty levels. Make sure to take notes on the explanations, particularly for questions you got incorrect or questions you answered correctly only by guessing.

4: Reaching the peak here, we're going to try and tackle the Period 9 FRQ on Learnerator now. Once you're finished, review the question against the rubric and then rewrite your answer with the rubric in mind.

5: Lastly, we'll cool down by making just a few more flashcards based off what you've learned with Period 9. Draw from your key terms, notes, the Learnerator questions, or (preferably) a combination of the three.

Week 4 Cont.

Day 3

1: Start the day with a quick review of your notes for Period 9. Once you're familiar with those, quiz yourself with the Period 9 flashcards. Highlight any ideas or flashcards that give you trouble.

2: Now that we've warmed up, try to answer 17 more [multiple choice](#) questions for Period 9. Read the explanations for the answers, and take notes on the explanations of questions you got wrong.

3: Next we'll open up our [course PDF](#), and read through pages 85-89. See if you can't provide examples for the listed key concepts from your knowledge of the period alone.

4: The last thing we're going to do today is to update one last time our causal timeline with events from Periods 8 and 9. Add the usual amount (15-20) of events for each Period.

Week 4 Cont.

Day 4

1: Today we're going to have a quick review for Periods 8 and 9. You'll want to start by quickly reviewing your notes and flashcards from the periods. Focus on any terms you've highlighted previously as your weaker areas of knowledge.

2: Now for a brief [multiple choice](#) review on Learnerator: 15 questions from Period 8, and then 8 questions from Period 9. Follow standard procedure for which questions you choose, and on taking notes from the explanations.

3: Now we'll want to peruse the [checklists](#) for Periods 8 and 9 to see if you have down all the information expected of you from each section. If there's anything you're still not 100% sure about, review the material in your notes or textbook. Once you have gotten each point down, it's time to move on to synthesis.

4: Finally, we'll apply our concepts of historical themes and historical thinking to your knowledge of Periods 8 and 9. Tag your notes with relevant historic themes, and brainstorm for a while on how you can use the information within the modes of historical thinking.

Week 4 Cont.

Day 5

1: Today is going to be a quick overview of all previous periods rolled into one. Just a brief check to make sure that you have everything you need before heading into the final review.

If you need to review your notes or flashcards from any Period before you begin, start with that now. Pay careful attention to those problem areas you highlighted earlier!

2: Now you'll want to review your causal timeline (and your abridged timeline, if you have one). Polish it up, fill in any gaps you find, highlight particularly important events, and clarify the links between events. This can be a powerful tool for the exam, so make sure it's as honed and complete as you can make it.

3: Now it's time for a full review of [multiple choice](#). Go to Learnerator and answer

- 4 questions from Period 1
- 8 from Period 2
- 9 from Period 3
- 12 from Period 4
- 10 from Period 5
- 10 from Period 6
- 10 from Period 7
- 12 from Period 8
- 4 from Period 9

Week 4 Cont.

That should total to 79 questions in all, which makes for a pretty tall order! Still, you should have a strong enough understanding of all this material to answer these questions confidently and relatively quickly.

Make sure to take questions you haven't answered, and when possible space out the questions you choose among the sections of each period. (Alternatively, go to our [AP US History Ultimate Study Guide](#) and click the links in the subject breakdown).

For this review, make sure you answer the questions in a test like environment—no distractions, no notes.

4: The last thing you'll want to do today is look over the [checklist](#) and ensure you still have a firm grasp of every bullet point. If review your notes on any point that still gives you trouble.

Week 4 Cont.

Day 6

1: Here we are, final weekend! The exam may be coming up soon, but if you've stuck to the regiment here (or your own version), then you should be more than prepared to handle it. This weekend's material will be a back to back final review session. You'll want to maintain an exam like environment—no distractions, no notes. Good luck!

Let's begin by reviewing your notes and key terms one last time. Feel free to quiz yourself on your flashcards as well.

2: Now for a [multiple choice](#) review. Go to Learnerator and answer the following questions:

- 2 from Period 1
- 5 from Period 2
- 5 from Period 3
- 11 from Period 4
- 6 from Period 5
- 6 from Period 6
- 9 from Period 7
- 7 from Period 8
- 3 from Period 9

That's a total of 54 questions. Space out the questions if you can, but make sure to only choose questions you haven't already answered.

Week 4 Cont.

3: Next, pull up [AP Central](#)'s section for previous tests. We're going to be trying a DBQ from the exam makers themselves now. Select a previous year and try to answer one of the DBQs provided. (A good one to try is [2013's question](#) on public opinions of slavery, but you can look around and choose one for yourself). Once you've finished, review your answer against the site's scoring guidelines, and revise the essay to these standards.

5: Take a break (you've certainly earned it). If you plan to split up the weekend session into two days, do so here.

6: Alright, time for round two. Briefly review your notes, then get ready for the final wave of [multiple choice](#):

- 2 from Period 1
- 5 from Period 2
- 5 from Period 3
- 12 from Period 4
- 6 from Period 5
- 5 from Period 6
- 9 from Period 7
- 8 from Period 8
- 2 from Period 9

Again, this should total to be 54 questions in all. With this last round, you should have finished every question from every period on the Learnerator site! Congratulations!

Week 4 Cont.

7: Now it's time to try another question from a previous year's exam - this time an FRQ. Go to AP Central, and pick a question from a previous year to answer (if you have trouble deciding, consider [2012's question 4, from part C](#)). Once you've finished, compare your answer to the scoring guidelines for that year.

And there you have it! You have now successfully completed Learnerator's 1 month AP US History study plan.

In the days between the end of this AP study guide's course and the test, make sure to periodically review your notes, key terms, flashcards, and timeline. On the night before the exam itself, eat a healthy dinner and get plenty of sleep. On the day of the exam, have a good breakfast (ideally with lots of protein) and that you bring snacks for the test itself.

Remember to take the exam seriously, but also don't let its importance or intimidation factor daunt you. In the end, it is just one test in one specific subject area. And if you managed to keep to this plan, you should be more than ready. We're sure you'll do great.

For information on other AP exams and the other study guides we offer, head to [Learnerator](#) or read more on our blog.



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The Ultimate AP US History Study Guides

Studying for AP US History is stressful. From remembering patterns of colonization to understanding the impact of the end of the Cold War, AP US History is one of the most dynamic AP subjects the College Board offers, with the latest revision occurring this past Fall (2015). Learnerator provides hundreds of AP US History practice questions to help you prepare smarter for the APUSH test. With curriculum-aligned questions, you can rest assured that when you practice on Learnerator, you're prepping smart for the test.

Sometimes students and teachers want to pinpoint exactly what Key Concept they need to devote more time towards. As such, we went ahead and tagged every single one of our AP US History questions to the official College Board curriculum.

So if you're teaching AP US History this year, you can turn to this page if you ever need to know which questions to assign your students on Learnerator. If you're a student, you can turn to this page for targeted practice so that you can study more efficiently. Be sure to bookmark this page for quick reference and to share it with friends. Hope you enjoy and best of luck on AP US History this year!

If you prefer a physical copy, you can download a PDF of this [here](#).

The Ultimate AP US History Study Guides Cont.

Period 1: 1491 – 1607

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 1: 1491 – 1607	<p>Key Concept 1.1:</p> <p>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.</p>	1.1.I.A	<ol style="list-style-type: none"> 1. Cause of Maize Cultivation 2. Impact of Maize Cultivation 3. Historical Significance of Maize Cultivation 4. Historical Reliability of Evidence
		1.1.I.B	<ol style="list-style-type: none"> 1. Influences on Native Cultures 2. Native Social Patterns

The Ultimate AP US History Study Guides Cont.

Period 1: 1491 – 1607

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 1: 1491 – 1607	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.	1.1.1.C	<ol style="list-style-type: none"> Depiction of Native Life Patterns in Native Life Regional Impact on Natives
		1.1.1.D	<ol style="list-style-type: none"> Comparing Native Cultures
		1.2.1.A	<ol style="list-style-type: none"> West and East

The Ultimate AP US History Study Guides Cont.

Period 1: 1491 – 1607

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 1: 1491 – 1607		1.2.I.B	1. Impact of Interaction
		1.2.I.C	2. Causes of Exploration
		1.2.II.A	1. Condition of Natives 2. Native Response to Conditions 3. West and East 4. Impact of Interaction
		1.2.II.B	1. Impact of Native Conditions 2. Impact of Trade
		1.2.II.C	1. Process of Slave Trade 2. Sourcing the Slave Trade 3. Historical Sourcing

The Ultimate AP US History Study Guides Cont.

Period 1: 1491 – 1607

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 1: 1491 – 1607		1.2.II.D	1. African and European relationships
		1.2.III.A	1. Columbus and Natives 2. Nature of Native Americans
		1.2.III.B	1. European Perspectives 2. Native Responses to Europeans 3. European Responses to Natives

The Ultimate AP US History Study Guides Cont.

Period 1: 1491 – 1607

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 1: 1491 – 1607</p>		<p>1.2.III.C</p>	<ol style="list-style-type: none"> 1. European Responses 2. Continuity Of Perspectives 3. Beliefs About Slavery 4. Historical Interpretation 5. Historical Continuity 6. Quilombos 7. Quilombos in Historical Context

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 - 1754	<p>Key Concept 2.1:</p> <p>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.</p>	2.1.1.A	<ol style="list-style-type: none"> 1. Native Subjugation 2. Consistent Sentiments 3. Contributing Attitudinal Factors 4. Making Connections 5. Understanding Context 6. Similarity 7. Groups in Opposition 8. Parallel Critics 9. Similarity

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 – 1754		2.1.I.B	<ol style="list-style-type: none"> 1. Native American Alliances 2. Peace With the Natives 3. Continuity of Cause 4. Ideas expressed by the passage
		2.1.I.C	<ol style="list-style-type: none"> 1. Native American Alliances 2. Effecting Change
		2.1.II.A	<ol style="list-style-type: none"> 1. Who Benefits from Slave Trade 2. Benefits of Tobacco 3. Use the Evidence 4. Contract of Indenture

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 – 1754		2.1.II.B	<ol style="list-style-type: none"> New England Economy New England Communities The City Upon a Hill
		2.1.II.C	<ol style="list-style-type: none"> Columbian Exchange
		2.1.II.D	<ol style="list-style-type: none"> Sectional Difference Future Legislature to Support
		2.1.II.E	<ol style="list-style-type: none"> A Crisis Situation Frontier Tension

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 – 1754		2.1.III.A	<ol style="list-style-type: none"> Treaty of 1722 Native American Alliances Peace with the Natives Assimilation Understanding Context Groups in Opposition
		2.1.III.B	
		2.1.III.C	
		2.1.III.D	<ol style="list-style-type: none"> Early Government

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 – 1754		2.1.III.E	<ol style="list-style-type: none"> 1. Testing Alliances 2. Sympathy for Slavery 3. Colonial Slavery 4. POV 5. Target Audience
		2.1.III.F	
	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’s and resistance to Britain’s control.	2.2.I.A	<ol style="list-style-type: none"> 1. Mayflower Compact

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 – 1754		2.2.1.B	<ol style="list-style-type: none"> Puritan Intolerance Related Change Over Time
		2.2.1.C	<ol style="list-style-type: none"> Trade in Context Trade Continuity
		2.2.1.D	<ol style="list-style-type: none"> Rights of Englishman Virginia Charter Settlement of Massachusetts The Continuity of the Compact Puritanism in Context

The Ultimate AP US History Study Guides Cont.

Period 2: 1607 - 1754

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 2: 1607 – 1754		2.2.II.A	<ol style="list-style-type: none"> British Beliefs Strict Laws Labor Contracts Context of the Excerpt The Middle Passage
		2.2.II.B	<ol style="list-style-type: none"> Triangular Trade
		2.2.II.C	

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800	Key Concept 3.1: 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.	3.1.I.A	1. Colonial and British Conflicts
		3.1.I.B	1. Resistance to Independence
		3.1.I.C	1. British and Indian Interaction 2. Indian Resistance

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.1.II.A	<ol style="list-style-type: none"> Regional US Interests Calls for Independence
		3.1.II.B	<ol style="list-style-type: none"> Justifying Rebellion
		3.1.II.C	<ol style="list-style-type: none"> Join or Die
		3.1.II.D	
		3.1.II.E	<ol style="list-style-type: none"> The French
	Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.	3.2.I.A	<ol style="list-style-type: none"> Declaration of Independence Impact of Evangelism George Whitefield

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.2.1.B	<ol style="list-style-type: none"> 1. Impact of Common Sense 2. Reasons for Common Sense 3. Locke's Influence 4. Colonial Beliefs 5. Support for Independence 6. Independence Goals 7. Reasons for Independence 8. Thomas Paine 9. Colonial Independence 10. Common Sense
		3.2.1.C	<ol style="list-style-type: none"> 1. John Locke 2. Locke's Writings

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.2.I.D	<ol style="list-style-type: none"> 1. Republican Motherhood 2. Abigail's Advocacy
		3.2.I.E	<ol style="list-style-type: none"> 1. Legacy of the Revolution 2. Revolutionary Inspiration
		3.2.II.A	<ol style="list-style-type: none"> 1. Articles of Confederation 2. Early Voting Rights 3. State Constitution
		3.2.II.B	<ol style="list-style-type: none"> 1. Foreign Policy Impact 2. Early Foreign Policy 3. Articles of Confederation
		3.2.II.C	<ol style="list-style-type: none"> 1. Reasons for the Constitution

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.2.II.D	<ol style="list-style-type: none"> Slavery in the Constitution Slavery Compromise End of the African Slave Trade
		3.2.II.E	<ol style="list-style-type: none"> Constitutional Compromise Great Compromise The Bill of Rights Constitutional Rights Democrat-Republicans v. Federalist
		3.2.III.A	<ol style="list-style-type: none"> Economic Importance

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.2.III.B	1. French Revolution 2. Democratic Reform 3. VA and KY Resolution 4. Political Party Division 5. Government Issues 6. Democrat-Republicans v. Federalist
		3.2.III.C	
		3.2.III.D	

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800	Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.	3.3.1.A	<ol style="list-style-type: none"> 1. Indian Relations 2. The Indian Problem 3. Treaty with the Six Nations 4. Indian Treaties
		3.3.1.B	<ol style="list-style-type: none"> 1. Continued Indian Relations 2. American Society in NW

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.3.I.C	<ol style="list-style-type: none"> 1. 1790s Foreign Policy 2. Article Failures 3. Success of the NW Ordinance 4. American Society in NW 5. Seeds of Sectionalism
		3.3.I.D	<ol style="list-style-type: none"> 1. Pontiac 2. Extinction of Native Tribes 3. Tecumseh's Response 4. Seizures of Land
		3.3.I.E	<ol style="list-style-type: none"> 1. The Horrors of Colonization 2. The New Laws

The Ultimate AP US History Study Guides Cont.

Period 3: 1754 - 1800

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 3: 1754 - 1800		3.3.II.A	<ol style="list-style-type: none"> British and French Great Awakening The Second Provision Importance of the Treaty
		3.3.II.B	<ol style="list-style-type: none"> Washington's Warnings
		3.3.II.C	<ol style="list-style-type: none"> Committees of Correspondence Permanent Alliances Washington and Foreign Policy Washington's Farewell The Election of 1800

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 4: 1800 - 1848</p>	<p>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.</p>	<p>4.1.1.A</p>	<ol style="list-style-type: none"> 1. First Political Parties 2. Election of 1800 3. Federalists vs DR 4. Anti-War of 1812 5. Northern Anti-War 6. British Aggression 7. End of War of 1812 8. Effects of War of 1812 9. Hartford Convention 10. North v War 1812 11. Political Rivalry

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.1.1.B	<ol style="list-style-type: none"> 1. McCulloch v Maryland 2. Fletcher v Peck 3. Protecting the People 4. States' Rights 5. Marbury v Madison 6. Against the Court 7. Effects of Court 8. Limits of the Court
		4.1.1.C	<ol style="list-style-type: none"> 1. Whig Platform 2. Beliefs of Whigs 3. Election of 1840 4. Battle over Currency

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 4: 1800 - 1848</p>		<p>4.1.I.C</p>	<p>5. Clay vs Jackson</p> <p>6. Election of 1832</p> <p>7. Clay's Beliefs</p> <p>8. Jackson's Actions</p> <p>9. Anti-Bank Issues</p> <p>10. Jackson Veto Effect</p> <p>11. Common Man President</p> <p>12. Opposing Jackson</p> <p>13. Jackson and Tariffs</p> <p>14. Jackson Supporters?</p> <p>15. Violating Precedent</p> <p>16. Jackson's Conflicts</p>

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 4: 1800 - 1848</p>		<p>4.1.I.D</p>	<ol style="list-style-type: none"> 1. South and Tariffs 2. US Tariff Policy 3. Violating Precedent 4. Jackson's Conflicts 5. Embargo Act 6. Effects of Embargo 7. Failure of Embargo 8. Slave Trade 9. Expanding Slavery 10. New Slave Issues

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 4: 1800 - 1848</p>		<p>4.1.I.D</p>	<p>11. Defending Slavery</p> <p>12. Necessary Evil</p> <p>13. Supporting Slavery</p> <p>14. Belief on Slavery</p> <p>15. Abolitionist Plans</p> <p>16. Stop Abolitionists</p> <p>17. Missouri Compromise</p> <p>18. Increasing Tension</p> <p>19. Compromise Effect</p>

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.1.II.A	1. Religion's Effect 2. Revival Meetings 3. Rejecting Revival
		4.1.II.B	1. White House 2. White House Symbol 3. Fate of White House 4. Rip van Winkle 5. Literature's Purpose 6. Period Writing 7. Native Struggle 8. US N American Policy 9. Tecumseh's Fate

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 4: 1800 - 1848</p>		<p>4.1.II.B</p>	<p>10. Mormon Faith</p> <p>11. Mormon's Fate</p> <p>12. Know-Nothings</p> <p>13. Nativism</p> <p>14. Replacing Workers</p> <p>15. Tecumseh's Actions</p> <p>16. Harrison's Actions</p> <p>17. Locating Native Conflict</p> <p>18. Cherokee Action</p> <p>19. Cherokee Fates</p> <p>20. Power Struggle</p>

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.1.II.C	<ol style="list-style-type: none"> Transcendentalism Thoreau Beliefs Transcendental Effect
		4.1.II.D	<ol style="list-style-type: none"> Gag Rule Policy on Slavery North's Black Codes Pennsylvania Policy North's Freeman Freemen's Concerns Nat Turner Fear of South North's Feelings

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.1.III.A	<ol style="list-style-type: none"> 1. Religion's Effect 2. Revival Meetings 3. Rejecting Revival
		4.1.III.B	<ol style="list-style-type: none"> 1. Garrison's Beliefs 2. Garrison's Call 3. Garrison's Action 4. Reformers Disagree 5. Gag Rule 6. Effects of Gag Rule

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.1.III.B	7. Policy on Slavery 8. North's Black Codes 9. Pennsylvania Policy 10. North's Freeman 11. Freemen's Concerns
		4.1.III.C	1. Status of Women 2. Effort of Women 3. Reformers Disagree 4. Effect of Reform

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848	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.	4.2.1.A	
		4.2.1.B	1. Erie Canal 2. Creating Canals

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.2.I.C	<ol style="list-style-type: none"> 1. Erie Canal 2. Creating Canals 3. South and Canals 4. Railroad Lines 5. Railroad Locations 6. Effects of Railroads
		4.2.II.A	<ol style="list-style-type: none"> 1. Factory Girls 2. Lowell Workers 3. Irish Immigrants 4. Joining the Irish 5. Irish Jobs

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.2.II.B	<ol style="list-style-type: none"> 1. Controlling Workers 2. Different Workers
		4.2.II.C	<ol style="list-style-type: none"> 1. Factory Girls 2. Opportunities for Work
		4.2.III.A	<ol style="list-style-type: none"> 1. Replacing Workers
		4.2.III.B	
		4.2.III.C	<ol style="list-style-type: none"> 1. Slave Numbers 2. Increasing Slavery 3. Obtaining Slaves 4. Cotton Exports 5. Tariffs Hurt South

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.2.II.C	6. King Cotton 7. Hating Tariffs 8. Invalidating Tariffs 9. States' Rights
		4.2.III.D	1. Erie Canal 2. Creating Canals 3. South and Canals

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 4: 1800 - 1848</p>	<p>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.</p>	<p>4.3.I.A</p>	<ol style="list-style-type: none"> 1. Monroe's Speech 2. US Policy Failure 3. US Foreign Policy 4. Webster-Ashburton Treaty 5. US British Relations 6. Hidden Treaty Benefits 7. Slave Trade and Treaties 8. Oregon Journey 9. Dangerous Journey 10. Drawing Settlers 11. Polk's Goals 12. US Trends in West 13. Oregon Treaty

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.3.I.B	<ol style="list-style-type: none"> Seminole War Jackson and Indian Fighting Future President Indian Removal Desiring Land Constitution Crisis
		4.3.II.A	<ol style="list-style-type: none"> Texas Independence Expanding Slavery
		4.3.II.B	<ol style="list-style-type: none"> Protesting the War

The Ultimate AP US History Study Guides Cont.

Period 4: 1800 - 1848

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 4: 1800 - 1848		4.3.II.C	<ol style="list-style-type: none"> 1. Fire Bell in the Night 2. Compromise on Slavery 3. Choosing Slave States 4. Fearing Texas 5. Wilmot Proviso 6. Outcome of Proviso 7. Mexican American War 8. Opposition to the Mexican War

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877	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.	5.1.I.A	1. Westward Trends
		5.1.I.B	1. Ideological Development 2. Ideological Principles 3. Historical Sources

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 – 1877		5.1.I.C	<ol style="list-style-type: none"> Controversies Expansion Supporters Responses Fights Advocates Principles
		5.1.I.D	<ol style="list-style-type: none"> Causes of Movement
		5.1.I.E	<ol style="list-style-type: none"> Diplomatic Goals Foreign Policy Patterns Foreign Policy Detractors Long-Term Foreign Policy

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877		5.1.II.A	1. Immigrants in the US
		5.1.II.B	1. Social Trends Social Oppositions 2. US Treatment of Immigrants
		5.1.II.C	1. Impact of Movement 2. Native American Advocates 3. Impact of Westward Movement 4. Causes of Conflict 5. Impact of Conflict 6. Historical Perspectives 7. Historical Evidence

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877	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.	5.2.1.A	<ol style="list-style-type: none"> Major Difference Social Connections Regional Changes Social Patterns Historical Evidence
		5.2.1.B	<ol style="list-style-type: none"> Douglas and the Fourth Supporters of Douglas Douglas in Broader Perspective Douglas and Later Movements

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877		5.2.I.C	<ol style="list-style-type: none"> Calhoun as a Source Race and Slavery Continuity and Calhoun Response to Calhoun
		5.2.II.A	<ol style="list-style-type: none"> Cause of Political Change
		5.2.II.B	<ol style="list-style-type: none"> Challenging Argument Douglas's Argument Map Identification Consequences of Change Supporters of Change Political Cartoon Response Enforcing the Law

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877		5.2.II.C	<ol style="list-style-type: none"> 1. Political Benefits 2. Symptom of Change
		5.2.II.D	<ol style="list-style-type: none"> 1. Impact of Statement 2. Causes for Secession 3. Rationale for Secession 4. Northern Opponents 5. A House Divided 6. Parse the Metaphor

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877	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.	5.3.I.A	
		5.3.I.B	1. Continuity of Ideas 2. Impact of Statement 3. Identifying the Statement 4. Supporters of the Statement 5. Cause of Statement

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877		5.3.I.C	
		5.3.I.D	<ol style="list-style-type: none"> 1. Impact of Differences 2. Significance of Differences 3. Effects of Differences 4. Key Battle 5. Factors of Success 6. Long Term Impact of War 7. Significance of the Civil War 8. The Influencer

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 5: 1844 - 1877</p>		<p>5.3.II.A</p>	<ol style="list-style-type: none"> 1. Supporters of Change 2. Nast's Supporters 3. Challenging the Challengers 4. Long Term Impact 5. Nast's Argument 6. Major Change 7. Blackmon's Argument 8. Historical Significance 9. Identifying Change 10. Impact of Amendment

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877		5.3.II.B	<ol style="list-style-type: none"> 1. Later Change 2. Extending Support 3. Supporting Arguments 4. Supporters of Anthony
		5.3.II.C	<ol style="list-style-type: none"> 1. Causes of Change 2. Divergent Perspectives 3. Debate of Plans 4. Reconstruction as a Whole

The Ultimate AP US History Study Guides Cont.

Period 5: 1844 - 1877

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 5: 1844 - 1877		5.3.II.D	1. Example of Argument
		5.3.II.E	1. Shifts in Power 2. Foreshadowing Change 3. Long Term Consistency 4. Use of the 14th Amendment 5. Long Term Significance

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898	Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.	6.1.I.A	<ol style="list-style-type: none"> 1. Results of Railway Act 2. Building Railroads 3. Attracting Settlers
		6.1.I.B	<ol style="list-style-type: none"> 1. Patently Obvious 2. Patent Medicine 3. Patent Changes 4. Patent Critics
		6.1.I.C	

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898		6.1.I.D	
		6.1.I.E	<ol style="list-style-type: none"> 1. Mahan's Beliefs 2. Mahan and War 3. Disagree with Mahan 4. Teller Amendment 5. Controlling Cuba 6. Need for War
		6.1.II.A	<ol style="list-style-type: none"> 1. Support of Big Business 2. Enforcement of Reforms
		6.1.II.B	<ol style="list-style-type: none"> 1. Mine Workers 2. Child Labor 3. Ending Child Labor

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898		6.1.II.C	<ol style="list-style-type: none"> Terrance-Powderly Violent Strikes Unions and Immigrants Big Business Policy Other Reform Laws
		6.1.II.D	<ol style="list-style-type: none"> Southern Occupations African American Status Changes in the South Southern Industries Funding the New South Northern Workers
		6.1.III.A	

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898		6.1.III.B	<ol style="list-style-type: none"> 1. Farmer Discontent 2. Supporting Farmers 3. Farmers Impact
		6.1.III.C	<ol style="list-style-type: none"> 1. Populist Platform 2. Graduated Income Tax 3. Populist Impact 4. Interstate Commerce Act

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898	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.	6.2.1.A	1. The New Colossus
		6.2.1.B	1. Upper Class Lifestyle 2. Urban Technology

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 6: 1865 - 1898</p>		<p>6.2.I.C</p>	<ol style="list-style-type: none"> 1. Slowing Immigration 2. Attracting Settlers 3. Helping Immigrants 4. The New Colossus 5. Immigrants and Politics 6. Old vs New Immigrants 7. Hating Irish 8. Immigrant Discrimination

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898		6.2.I.D	<ol style="list-style-type: none"> Dangers of Cities Unions and Immigrants Impact of Political Machine Politics of Graft Jane Addam's Beliefs
		6.2.I.E	<ol style="list-style-type: none"> Social Classes
		6.2.II.A	
		6.2.II.B	
		6.2.II.C	<ol style="list-style-type: none"> Pressuring Natives Native Americans Fate

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898		6.2.II.D	<ol style="list-style-type: none"> Upsetting Native Americans US Violating Treaties Response of the Sioux Little Big Horn Results Native Americans Native Americans Fate
		6.2.II.E	<ol style="list-style-type: none"> I Will Fight No More Pressuring Natives Failure of Assimilation

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898	Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.	6.3.1.A	<ol style="list-style-type: none"> 1. Belief of Big Business 2. Politics and Big Business
		6.3.1.B	<ol style="list-style-type: none"> 1. Gospel of Wealth 2. Contradicting Carnegie 3. Background of Carnegie 4. How the Other Half Lives 5. Actions of Jacob Riis 6. Riis and Others Like Him

The Ultimate AP US History Study Guides Cont.

Period 6: 1865-1898

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 6: 1865 - 1898		6.3.I.C	1. Jane Addam's Beliefs
		6.3.II.A	
		6.3.II.B	1. Women's Suffrage Tactics 2. Western States 3. United Front?
		6.3.II.C	1. Atlanta Exposition Address 2. Controversial Speeches 3. Tuskegee Institute 4. Criticism of Booker T

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945	Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.	7.1.I.A	<ol style="list-style-type: none"> 1. The Tractor Revolution 2. Repetition Over Time
		7.1.I.B	<ol style="list-style-type: none"> 1. Looking Back 2. Similar Treatment 3. Continuity Over Time 4. Paranoia

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.1.I.C	5. Cross of Gold 6. Bryan Supporters 7. Interference to Bryan 8. Bank Run 9. Run Sympathy 10. Run Causation
		7.1.II.A	1. Mary Elizabeth Lease 2. A Vision for America 3. A Changing America

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.1.II.B	<ol style="list-style-type: none"> Trust Hunting Contrary Policy Antitrust Continuation Jungle Reaction Prohibition Reaction Reflections of the Past Effects of Bootlegging
		7.1.II.C	<ol style="list-style-type: none"> Public Awareness of Policy Muir's Beliefs Conservation
		7.1.II.D	

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.1.III.A	1. Essential Freedoms 2. Continuing the Four Freedoms
		7.1.III.B	
		7.1.III.C	

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945	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.	7.2.I.A	
		7.2.I.B	<ol style="list-style-type: none"> 1. The Birth of a Nation 2. A Dream Deferred 3. The Deferred Dream
		7.2.I.C	<ol style="list-style-type: none"> 1. Free Speech? 2. Sedition over Time 3. Targets of Sedition

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 7: 1890 - 1945</p>		<p>7.2.I.D</p>	<ol style="list-style-type: none"> 1. Anti-Evolution 2. No Support 3. Influences 4. D.W.Griffith and Continuity 5. Flappers are Trending 6. Resistance 7. Citizenship for Former Slaves 8. Parallel Sentiments

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.2.II.A	<ol style="list-style-type: none"> 1. Looking Back 2. Similar Treatment 3. Continuity Over Time 4. Paranoia 5. Peopling 6. Political Reactions to Immigration 7. Continuities of Immigration
		7.2.II.B	
		7.2.II.C	

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.2.II.D	<ol style="list-style-type: none">1. Braceros2. Events and Processes3. Resolution's Audience

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945	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.	7.3.I.A	1. Roosevelt Corollary 2. Trend of the Corollary 3. Corollary Audience 4. Historical Consistency 5. Imperialist Reactions 6. Expansion and Continuity
		7.3.I.B	1. Anti-Imperialist Influences 2. Critics of Imperialism

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.3.I.C	<ol style="list-style-type: none"> 1. McKinley the Tailor 2. Overseas Control 3. McKinley and the Philippines 4. Using the Evidence
		7.3.II.A	<ol style="list-style-type: none"> 1. Followers of Washington 2. Consistency with Washington 3. Washington's Sentiments 4. Wilson's Context

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.3.II.B	<ol style="list-style-type: none"> Liberty Loans Liberty Loans Continuation Liberty Loan Alignment
		7.3.II.C	
		7.3.II.D	<ol style="list-style-type: none"> Neutrality After WWI Neutrality Trends
		7.3.II.E	
		7.3.III.A	
		7.3.III.B	<ol style="list-style-type: none"> Decades of Unemployment Data Support Ups and Downs and All Around

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 7: 1890 - 1945</p>		<p>7.3.III.C</p>	<ol style="list-style-type: none"> 1. Code Talking 2. Historical Connections 3. Making WAVES 4. WAVE Intent 5. WAVE Impact Over Time 6. Double V for Victory 7. Action for Double V 8. Response of Double V for Victory 9. Equal Protection 10. Turning Point

The Ultimate AP US History Study Guides Cont.

Period 7: 1890 - 1945

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 7: 1890 - 1945		7.3.III.D	1. Atomic Danger 2. Attitudinal Contributions
			3. Results of Truman's Sentiments
		7.3.III.E	

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980	<p>Key Concept 8.1:</p> <p>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.</p>	8.1.I.A	<ol style="list-style-type: none"> 1. Marshall Plan Reaction 2. Russian Aggression 3. Support of the Marshall Plan 4. United Nations 5. United Nations Continuity 6. Continuity and Change
		8.1.I.B	

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.1.I.C	<ol style="list-style-type: none"> The Cuba Project Cuba Trends Cuba Intervention Missile Crisis
		8.1.I.D	<ol style="list-style-type: none"> Declaration of Independence Similar Methods Identification with the Vietnamese

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.1.I.E	<ol style="list-style-type: none"> The Cuba Project Cuba Trends Cuba Intervention Missile Crisis
		8.1.II.A	<ol style="list-style-type: none"> Communists in our Midst Red Scare J. Edgar Hoover's Motivation Greece After WWII

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 8: 1945 - 1980</p>		<p>8.1.II.A</p>	<p>5. Greek Comparison</p> <p>6. Change of Heart</p> <p>7. True Meaning of Patriotism</p> <p>8. Containment</p> <p>9. Dominoes</p> <p>10. Dominoes in Context</p> <p>11. Supporting the Dominoes</p> <p>12. Dominoes Outside of Asia</p>

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.1.II.B	<ol style="list-style-type: none"> 1. Kent State 2. Consequences of Kent State 3. Reactions to Kent State
		8.1.II.C	
		8.1.II.D	

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980	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.	8.2.1.A	<ol style="list-style-type: none"> 1. Racial Exclusion and Discrimination 2. Continuities of Injustice 3. Montgomery Bus Boycott 4. Audience of Busing Complaint
		8.2.1.B	<ol style="list-style-type: none"> 1. Ban on Segregation 2. Fulfill the Promise 3. Impacting Brown v Board 4. Presidential Support 5. Redress of Grievances 6. President Kennedy Acts 7. Commander in Chief

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.2.I.B	8. Sweatt v Painter 9. Educational Opportunity 10. Sweatt Support 11. Opposition to the Court 12. Results of Kennedy's Telegram
		8.2.I.C	1. Opposition to the Court
		8.2.II.A	1. Stonewall 2. Stonewall Reflection 3. Stonewall Shifts
		8.2.II.B	
		8.2.II.C	

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.2.II.D	1. Continuity 2. Rachel Carson 3. Environmental Continuity 4. Clean Air 5. Environmental Trend 6. 55mph 7. Continuity over Time
		8.2.III.A	

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
<p>Period 8: 1945 - 1980</p>		<p>8.2.III.B</p>	<ol style="list-style-type: none"> 1. Medicare 2. Future Tense 3. Healthcare Revolution 4. The War on Poverty 5. Complicating the War on Poverty 6. War on Poverty Compares to... 7. Expansion of Social Security 8. Miranda v Arizona 9. Miranda Support 10. Linkage to Miranda 11. Engle v Vitale 12. Effect of Engle v Vitale

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Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.2.III.B	13. Continuing Thing 14. The War on Poverty
		8.2.III.C	1. Goldwater on Taxation 2. Goldwater's Comments
		8.2.III.D	1. Weatherman Comparisons 2. Setting the Stage for the WUO 3. Danger Represented by the WUO
		8.2.III.E	1. Repercussions of Watergate

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980	Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	8.3.I.A	
		8.3.I.B	
		8.3.I.C	<ol style="list-style-type: none"> 1. Late 20th Century Immigration 2. Immigrant Continuity and Change 3. Prior Immigration

The Ultimate AP US History Study Guides Cont.

Period 8: 1945 - 1980

Period Number	Key Concept	Subtopic	Related Learnerator Questions
Period 8: 1945 - 1980		8.3.II.A	<ol style="list-style-type: none"> Levittown Critics of Suburbanization Little Boxes Little Boxes All the Same Federal Support Ticky Tacky Influence
		8.3.II.B	
		8.3.II.C	<ol style="list-style-type: none"> Falwell's Supporters Falwell's Significance Impact of Falwell

Period 9: 1980 - Present



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CHAPTER SIX



AP US History Crash Course Review



7 Years War



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Have you heard of the Seven Years War? Did you know that it actually lasted for nine years? Did you know that it's also called the French and Indian War? If you didn't answer yes to these questions then this AP US History crash course on the Seven Years War is for you! As an APUSH student, it's not too important to know the specifics of the fighting and the battles themselves, so this review will focus mostly on the effects and the impacts of the war. This should help you with any Seven Years War multiple choice or essay question that comes your way!

What was the Seven Years War?

The Seven Years War was a conflict between France and Great Britain that lasted from 1754 to 1763. It's known as the Seven Years War because most of the fighting took place in the seven-year period between 1756 and 1765. In America, the war is known as the French and Indian War.

7 Years War Cont.

Cause of the war

The main cause of the war was a disagreement between Great Britain and France over territory. Both the British and the French had colonies in North America, but they were not living peacefully together in the new world. France kept trying to expand into the Ohio and Mississippi River Valleys, forming alliances and trade agreements with the Native Americans there, but the British already had claims to the land. In 1749, the Governor of Virginia awarded a land grant to the Ohio Company. When the company asked the French to recognize their claims to the land, the French and Native Americans who lived there refused. This and several subsequent territory disagreements provoked the outbreak of war.

Key events of the war

Like I said before, it's not too important to know the specifics of the fighting, but it's useful for your own background knowledge.

Fort Necessity, 1754

The first battle of the war was a defeat for the British. The Governor of Virginia sent an army, led by 21 year-old George Washington, to try and remove the French from their forts in Western Pennsylvania. They wanted to stop French expansion, but Washington lost 1/3 of his men and he was forced to surrender.

Fort Duquesne, 1755

A similar outcome happened a year later at Fort Duquesne, where 2/3 of British General Edward Braddock's forces were killed.

The Expulsion of the Acadians, 1755 – 1763

The British took over Nova Scotia and kicked out 11,000 French Acadians. Most of the Acadians died during the Expulsion, but the ones who were lucky enough settled in Louisiana, where they became Cajuns.

7 Years War Cont.

For most of the early parts of the war, the British were unsuccessful, but in 1759, when they captured Fort Duquesne, Fort Ticonderoga, and Fort Louisbourg, things began to look up for them. Their biggest victory, however, came in September, when the British conquered the French at the Plains of Abraham near Quebec. Montreal surrendered the next year.

The Treaty of Paris (Peace of Paris)

The Seven Years War officially ended with the Treaty of Paris in 1763. The terms of the agreement were this:

Britain got Canada from France and Florida from Spain.
Britain got all French land east of the Mississippi River, but not New Orleans.
France got Guadalupe and Martinique, Caribbean sugar islands that were valuable for trade. Spain got Cuba and the Philippines.

Economic impacts of the war

By the end of the war, Britain was in major debt. Before the war, the colonists had contributed very little financially to the country. The British policy of Salutary Neglect, which basically meant that the British left the colonists alone, ended when the British needed money. Britain believed that the colonists should share some of the financial responsibility of the empire, which, you guessed it, meant taxes! And tax the colonists they did!

Currency Act – Britain disallowed the colonists from forming their own currency.

Stamp Act – Britain imposed a tax on over 50 commonly used goods, which enraged the colonists because there was no way they could get around it.

Stamp Act Congress – In response to the Stamp Act, the colonists formed the Stamp Act Congress to boycott British goods.

Declaratory Act – Britain reinforced their authority to tax whatever they wanted.

7 Years War Cont.

Social impacts of the war

During the Seven Years War, the colonists viewed themselves as equal to the British soldiers, but as you can probably guess, the British didn't agree. There was still a sense of superiority among the British, which only served to infuriate the colonists who had risked their lives to fight in the war. This is when an emergence of a separate colonial identity began to form.

In addition to this newfound identity, new philosophies were taking hold in the colonies that undermined traditional political authority. The idea of Republicanism, which meant a government without a king, was gaining popularity. A second type of philosophy, "liberalism," was also taking root. This was a philosophy defined by John Locke as rights to life, liberty, and property. This essentially mean that citizens gave up some of their freedom in exchange for government protection.

Other important results of the war

The most obvious impact of the French and Indian War was a shift in the balance of power and territorial changes. France was basically gone from North America and British colonies were expanding quickly. Because of this, the Native Americans were the real losers of the war. The alliance they had with the French was over and the Native Americans were left defenseless to the whims of the British colonists.

But they didn't back down so easily. In 1763, Indians from the Ottawa and Delaware tribes launched an armed revolt known as Pontiac's Rebellion. It was a failure in terms of removing the British from their territory, but they did manage to kill hundreds of colonists. Britain realized they needed to slow down their colonization of territories to avoid more conflict, so they responded with the Proclamation Line of 1763. This forbid colonists from settling west of the Appalachian Mountains and reserved that territory for Native Americans.

The increased tensions between the British and the colonists in the aftermath of the Seven Years War eventually led to the American Revolution.

7 Years War Cont.

What you need to know for the APUSH Exam

A 2012 AP US History [free-response question](#) asked for an analysis of the effects of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies between 1754 and 1776.

This question shows that it's more important to focus on the impact the Seven Years War had on Britain and its colonies, then the actual events and battles of the war. If you understand how the war eventually led to the American Revolution, you are on your way to a great score on the APUSH exam!

Big Stick Diplomacy



Photo Credit: Public Domain

“Speak softly and carry a big stick.” Almost every red-blooded American has heard that phrase before. But do you really know what it means? More than that, could you explain why it is important in the form of a Free Response Question on the AP US History exam? You need to be very familiar with this idea for the APUSH test, so we made a quick breakdown for your learning pleasure. So, here you have it: a crash course on Big Stick Diplomacy, as coined by good ole Teddy Roosevelt.

The Quick Details

Definition: A method of negotiating where it is approached peacefully, but recognizing the possible need for force. Specifically used in reference to American foreign affairs during the presidency of Theodore Roosevelt.

Dates: 1899-1908

Where: American foreign affairs with Latin America, Cuba, and Japan

Who: Theodore Roosevelt and American Congress

Why: To exert American influence and power, and to efficiently expand American markets.

Big Stick Diplomacy Cont.

Background

Theodore Roosevelt apparently coined the phrase “Speak softly and carry a big stick,” which pretty accurately summarizes the foreign affair policy of Big Stick Diplomacy, in 1901. It would go on to pretty accurately summarize his actions while in office. During the presidency of William McKinley, there was some early tension between American economic markets and foreign markets. Tension was building under McKinley’s presidency. When he was assassinated in 1901, Theodore Roosevelt was ready to step in and fill the void. He came prepared with his Big Stick Diplomacy.

Then what?

It did not take very much time into Roosevelt’s term for him to put his policy into action. As an example of his “speak softly” philosophy, Roosevelt refrained from using military force to break up strikes, even though that was a common practice by previous governments. Instead, when a bunch of mine workers went on strike, he decided to have a meeting with some of the mining company’s leaders to negotiate a deal. Their negotiations ended up not being able to resolve the issue, and Roosevelt went on to use the military. However, instead of forcefully breaking the strike, he used the military to manage the mines, which essentially put mining companies out of work. The mining companies proceeded to give in and the strike came to a close. This was one of the first examples of Theodore Roosevelt’s Big Stick Diplomacy, just on a domestic scale.

There are numerous examples of Roosevelt’s Big Stick Diplomacy at work in foreign affairs, and you probably covered many of them in your AP US History course. We will run through a couple different ones. For the APUSH exam, you will not need to know all the ins and outs of each foreign affair issue. You do, however, need to know about the actions America took in each circumstance and how that represented Big Stick Diplomacy.

Big Stick Diplomacy Cont.

Latin America

In Venezuela, as a result of previous tensions with Britain and Germany, a blockade by these two forces was put into action. Although this conflict did not directly affect the U.S., Roosevelt went ahead and got involved. He denounced the blockade and asked for it to be ended. He felt that it was important to protect the interests of smaller countries and allowing them to function on their own, as they needed to. To back up his request for the end of the blockade, he created a naval presence near Cuba. Just for enforcement purposes.

This is a key example of Big Stick Diplomacy because the first action was rooted in peaceful negotiation. He simply requested an end to the blockade. However, he was not hesitant to use the military to further enforce the issue. He spoke softly, but carried a big stick.

The Panama Canal

If ever there was a time where the US stuck their nose when it didn't belong to further their own interests, it was during the construction of the Panama Canal. America wanted to build the canal as a way of expanding their market, as having a way for ships to navigate through Central America would be very beneficial economically. Columbia and France had companies that were to oversee construction of the canal, and knowing the importance of it to the U.S., they raised their prices. Instead of using direct military force, America instead engineered a revolution in Panama, encouraging them to break away from Columbia. America also funded much of that endeavor, which scored them permanent access to the canal and cheaper rates of construction. This was once again a key example of exerting Big Stick Diplomacy. This time, instead of military force, Roosevelt used America's economic firepower to manipulate Panama into breaking from Columbia.

Big Stick Diplomacy Cont.

Cuba

During the time of Roosevelt's presidency, relations with Cuba went through a couple of different amendments. Originally, Cuba had a Teller Amendment in place, which basically restricted any powers of autonomy and greatly limited their jurisdiction. This evolved to the Platt Amendment, which not only restricted Cuba's rights to self rule even more, but also gave America more established rights to self-rule. It also established American rights to intervention in Cuba when necessary, while also calling for a withdrawal of troops. This serves as an example of Roosevelt's Big Stick Diplomacy because although he used some military pressure to establish the amendment, he was more concerned with the economic and political negotiations going on. Also, it continues the theme of America getting involved in areas that they didn't necessarily have a reason to be involved in.

For the Test

Okay, so you should have a good idea of what Big Stick Diplomacy is and a few examples of it. You need to know that it was a practice of negotiation in which Theodore Roosevelt approached negotiations peacefully, while also not being afraid to use military force to enforce his negotiations. You should also know that it was relatively controversial because it often involved America taking part in aspects of foreign affairs where they didn't really belong. Lastly, it led the way for William Howard Taft's less successful Dollar Diplomacy.

Bill of Rights



Photo Credit: Public Domain

Assuming you have lived in the US all your life and as the stellar APUSH student you are, you know it like the back of your hand, right? No? Well don't panic. To help you learn all you need to know to ace the AP US History exam; here is a quick run-through of the Bill of Rights.

It's not a bad idea to memorize the Bill of Rights and what they do. As with all things in AP US History, be aware of the context of these amendments. Be ready for a FRQ as follows:

“The Bill of Rights did not come from a desire to protect the liberties won in the American Revolution, but rather from a fear of the powers of the new federal government. Assess the validity of the statement.”

As we run through the amendments, we will keep this question in mind and how some of the amendments may support or defend this statement.

Bill of Rights Cont.

Overview:

When the Constitution was created, it went through an extensive ratification process, but many people felt that it needed further ratification. So in 1791, the first Congress, led by James Madison, ratified the first 10 amendments to the US Constitution, and these would be known as the Bill of Rights. But what exactly do these amendments say? What do they do? And to stay with the question stated above, how might they limit federal power? Here's a quick summary.

Amendment 1: Freedom of religion, press, speech, and petition.

One key thing to consider about this right is that the desire for “freedom of religion” was a large part of what drew people to the New World in the first place. In relation to the FRQ, this amendment could easily be perceived as an attempt to limit federal power.

Amendment 2: Right to bear arms.

This amendment gives people their right to keep firearms and weaponry. It is based on the apparent necessity of a “well regulated militia.” Based on the implied importance of a well-regulated militia, this may support the idea of the Bill of Rights as a way of preventing too strong of a federal government.

Amendment 3: Protection from quartering of troops.

The Third Amendment guarantees that citizens cannot be forced to house soldiers. The context of this amendment is important. In 1791, after seeing American citizens forced to house British troops, this was an incredibly relevant issue.

Amendment 4: No unreasonable search and seizure

This law indicates the anti-federalist fear of too much government power. This amendment can also be difficult to interpret in court, because it is unclear what counts as “unreasonable.”

Bill of Rights Cont.

Amendment 5: Right to due process, protection from self-incrimination and double jeopardy, loss of property

This amendment is most primarily aimed at protecting people from being unfairly accused of a crime. In the context of creating a new government, it is clear that Congress feared a corrupt government unfairly manipulating the justice system.

Amendment 6: Right to a speedy and public trial

The Sixth Amendment protects people who have lawfully been accused of a crime. The 5th and 6th amendments together make up for what we now know as Miranda Rights. Also, when congress created this amendment, the abuse of power seen from British monarchs and authorities were fresh on their mind.

Amendment 7: Right to trial by jury

This amendment also ensures that a case tried by a jury should not be "reexamined" by another court, unless a law specifically calls for it.

Amendment 8: No Cruel and Unusual Punishment

The Eighth Amendment also protects those accused of a crime from bail costs that are too high, excessive fines, or "cruel and unusual punishment." Going back to the FRQ, it is easy to see how this amendment is both a response to newfound liberty and a fear of a government that is too powerful.

Amendment 9: General rights of the people

The Ninth Amendment makes it clear that just because a right is not spelled out by the Constitution or any of its amendments, does not mean that right doesn't exist.

Bill of Rights Cont.

Amendment 10: State powers

It says that if the Constitution does not give certain rights to the Federal Government, then those rights belong to the states. This is perhaps the most obvious evidence of a fear of too powerful federal government.

Having a general understanding of these amendments, and then thinking about the FRQ posted above, you can see how you might formulate an answer in support of the statement. You could cite specific amendments and explain how they put a check on federal power, and how that seems to be a specific theme through the Bill of Rights.

Understanding the Bill of Rights will be an essential part of your AP US History exam. As seen above, knowing what each amendment says and the purpose behind its creation will have you prepared to clearly answer a question related to it.

Dollar Diplomacy

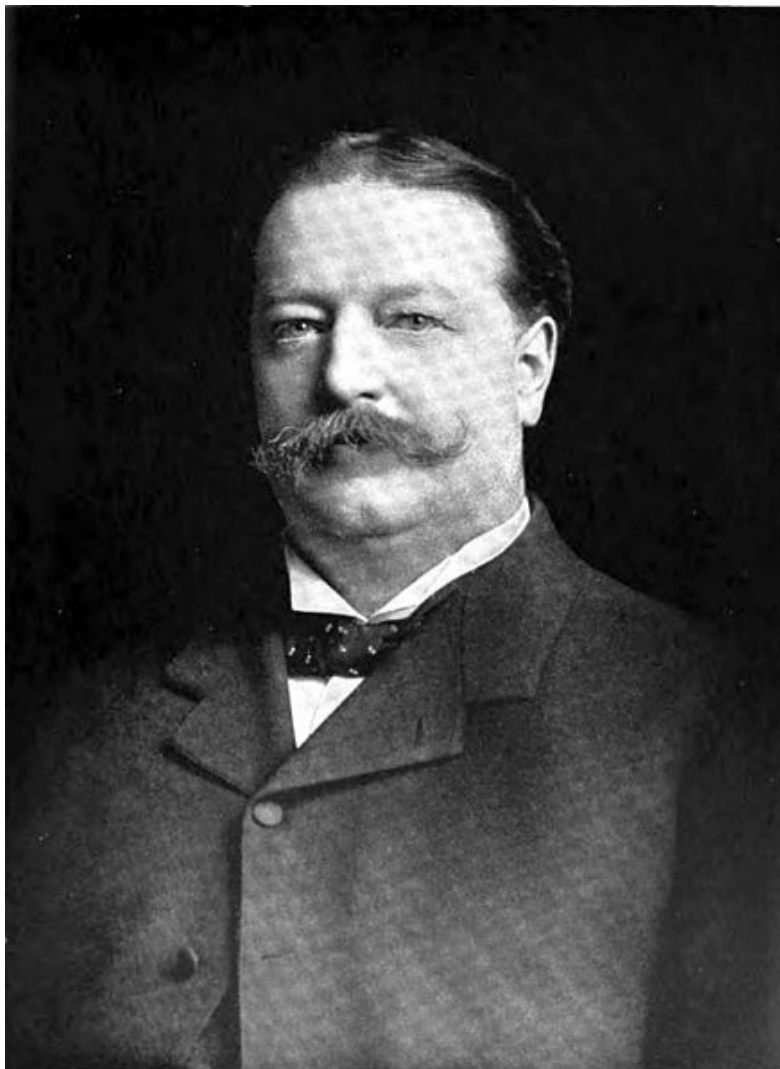


Photo Credit: Public Domain

Dollar diplomacy. Aside from sounding like the sweet name of a movie, do you have any idea what it means? Could you explain it to a friend in easy to understand terms? More than that, could you successfully answer an essay question about it on the AP US History exam? Do you know the politicians involved or what time period it is associated with? Chances are, the answer was no to at least one of those questions. Thankfully, we are going to give you a crash course on dollar diplomacy and explain everything you need to know about it to kick butt on the APUSH exam.

Dollar Diplomacy Cont.

Definition:

Dollar diplomacy is most often defined as exerting financial power as a form of imperialism, as seen in the US under President Taft.

Background:

The period marked by dollar diplomacy is usually marked by the years of 1909-1913. Prior to this, America experienced the executive authority of Theodore Roosevelt and his “Big stick diplomacy” attitude about foreign affairs. This policy was in many ways dominated by the desire to imperialize and expand American influence. Under this, the US exerted its power financially and militaristically. Basically, he wanted to expand U.S. influence, and if he had to use military force to do so, he would.

Also during this time, America had continued to emerge as an economic powerhouse. Effects of the industrial revolution continued through the end of the 19th century and into the beginning of the 20th. Industry started to increase in its importance to the U.S. economy. More than that, the United States became an international player in the economy, and started to gain a lot of global force in terms of economics. When the U.S.’s thriving economy matched with their powerful military, they were a force to be reckoned with.

The Overview:

William Howard Taft served as the secretary of war under President Roosevelt from 1904-1908. He was a highly influential and well-respected leader of that time, and often served as the right hand man to Roosevelt. Thus it seemed only natural that he would successfully run for office in 1908. When he came to power, Republicans were well liked and he gained quite a bit of approval simply by being supportive of Roosevelt. However, his agenda proved to be quite different from Teddy’s, and this was clear from the start.

Dollar Diplomacy Cont.

Once in office, Taft shook things up pretty quick. He got rid of a really prominent diplomat, and went on to reorganize the entire state department, doing so based on geographical premises. That process was mostly led by Huntington Wilson, the incredibly active assistant secretary to the Secretary of State. Many of his biggest changes, however, occurred on the international scale. One of Taft's biggest priorities was to expand the United States economic market. In fact, his policy is actually known as dollar diplomacy because it was, in essence, an attempt to increase the value of the American dollar.

Taft basically just built on Roosevelt's idea of "speak softly and carry a big stick" except for he replaced the use of military force with financial force. He also hoped that by establishing the prominence of American business, it would limit power of other countries. His efforts to imperialize through the use of economic force were focused primarily on China and Latin America. And with these goals in mind, Taft went on to get involved in the economic affairs of countries that America did not have any particular claim to.

China had an existing "open door policy" that President Taft hoped to expand on. According to this policy, China was open to free trade so that no one country could have too much control of the country. However, Taft felt that Japan and Russia had an unfair hold on Chinese business, and so he worked to get America more involved with China. Specifically he did this by partnering with Britain, France, and Germany to invest in a massive Chinese railroad project. For numerous reasons, one of which was Japan and Russia's interest in Chinese business, the project ultimately failed.

Aside from his work in Asia, President Taft was also very active in Latin American countries. Taft and his counterparts arranged for large investments to be made in countries like Haiti, Liberia, and the Dominican Republic. In each of these countries, the U.S. leadership felt that by giving out loans and investing heavily, they could bring about some kind of reform or improve U.S. relations. Unfortunately, this was not the case, and much of his investments backfired. A lot of countries were frustrated with the U.S.'s ambitious involvement where it did not belong, and in general it led to more tension than it did to any kind of peace.

Dollar Diplomacy Cont.

Why it matters for you in AP US History:

Although Taft's dollar diplomacy is usually recognized as a failure, it is still very important to know about as an AP US History student. For one, a lot of the actions involved in dollar diplomacy eventually led to revolts, Civil Wars, and U.S. military involvement. Its effects, although negative, were indeed far reaching. Beyond that, the idea of dollar diplomacy in America is part of a larger debate that you, as an APUSH student, should be involved in. This debate is centered on determining the role of America in global affairs, be it politically, economically, or militarily. It also involves the growing tension between imperialists (who want more American involvement overseas) and anti-imperialists (who want America to mind its own business). This was a crucial matter during the early 20th century, and dollar diplomacy is a key indicator of its importance.

As you review for the AP US History test, make sure you know what dollar diplomacy means, which president supported the idea, how it manifested itself in American foreign affairs, and what its overall lasting effects were. Just remember: dollar diplomacy is just one example of a larger theme in AP US History, and you have to know what role it plays within that context.

Encomienda



Photo Credit: Public Domain

The AP United States History exam covers hundreds of topics over several centuries of American history, and in order to earn a high score, you'll need to be familiar with all of them. Luckily for you, in this APUSH crash course we will review the most important aspects of one frequently tested APUSH topic: the encomienda system.

Encomienda Cont.

The Encomienda System: What is It?

The term “encomienda” refers to a system of dependency relationships, in which the stronger party protects the weaker party in exchange for a service. During the 16th century, Spanish imperialists employed the encomienda system during their conquest of the Americas and the Philippines.

The Spanish monarch would assign a Spaniard a plot of land and a specific group of Native Americans, whom he would “protect.” The Spanish lord would protect his group of natives from pirates and warring tribes in exchange for their unpaid labor. The encomenderos (Spaniards assigned land and people) also were assigned the task of Christianizing the Native Americans “given” to them. Although in name indigenous people were assigned to be in charge of the labor, the natives were vastly mistreated. This setup led to decades of enslavement and exploitation of Native American peoples and perpetuated the cruel domination by the Spanish in the New World.

Since its establishment in 1512, the encomienda system was under scrutiny. On the island of Hispaniola (present-day Haiti and the Dominican Republic), where the system was especially prevalent and harsh, priest Bartolomé de las Casas protested the institution of encomienda. He pushed for the New Laws in 1542, which gave indigenous peoples certain rights and allowed for the gradual abolition of the encomienda system. However, these laws were met with revolts from the encomenderos who were in charge of plots of land with slave labor. Ultimately the encomienda system continued until 1717.

Encomienda Cont.

Historical Context

The 16th century was a “golden age” for the Spanish monarchy; after the voyages of Christopher Columbus, the Spanish continued expanding their imperial conquests and created a global empire that spread across the Iberian Peninsula, the Caribbean, and Central and South America. Spanish explorers who ventured to the New World were known as conquistadores, or “conquerors.”

The Spanish took advantage of the rich resources in the New World, especially gold, silver, corn, indigo, and sugar cane. In order to make use of these resources and still make a profit, the Spaniards instituted a system of slavery so they would have a constant supply of free labor in their colonies. The Spanish often divided up communities and families in the Caribbean to fit their own labor needs.

For the APUSH exam, it’s also helpful to have an idea of the aftermath of the encomienda system. Eventually, the encomienda system was replaced by repartimiento, in which the native workers were allotted directly to the Spanish monarchy rather than individual Spaniards in the colonies. The natives were then assigned to settlers for a certain amount of time, usually only for a few weeks. This system was intended to reduce the amount of abuse of the workers. However, slavery-like conditions generally persisted, especially in the mining industries.

Encomienda Cont.

Why is the Encomienda System Important?

The AP United States History test will not only expect you to know the facts about encomienda, but also its significance. The encomienda system reveals one of the earliest instances of protest against slave labor and mistreatment of native peoples in the New World. Bartolomé de las Casas had an enormous influence on the passage of the New Laws that would phase out the system, although this abolition was delayed by the Spanish crown.

In addition, the encomienda system had a large impact on the tradition of intermarriage between races in the New World. Because Spanish law prevented mestizos, or people of mixed race, from being called for labor, many indigenous people began seeking out marriages with white people and Creoles so that their children could escape the encomienda system. In some areas, the pattern of intermarriage was so prevalent that the Spanish were forced to seek labor from other sources, eventually turning to the African slave trade that would become so influential in early America and in the United States.

What You Need to Know for the APUSH Exam – Multiple Choice

The multiple choice section of the AP United States History exam will ask you more fact-based questions with specific and concrete answers. This differs from the written section, which will ask you to make comparisons and connections across US history and among different movements and concepts.

For APUSH multiple choice questions about the encomienda system, you should know key figures like Bartolomé de las Casas, the priest of Hispaniola who protested. Also be able to recognize the names of the Spanish monarchs of this period: Ferdinand and Isabella. They funded the majority of conquistador expeditions to the new world.

Encomienda Cont.

Also, familiarize yourself with the motives behind the Spanish expeditions to the Caribbean and the Americas, especially the natural resources and precious metals as well as Christianization. These motives and the scale of harvesting created the need for a large and cheap labor force, which the Spanish found in the form of slavery. AP US History multiple choice questions often ask about motives, whether political, economic, or social, so make sure you can understand the purpose of the encomienda system.

College Board does not release multiple choice questions from the APUSH exam; however, the [APUSH course framework](#) can give you an idea of what they are likely to ask about. Here is an example question similar to one that might appear on the exam:

“The encomienda system implemented by the Spanish empire in the New World was intended to serve which purpose?

- a. a method of farming that would result in the greatest outcome of produce
- b. a form of government where indigenous leaders and Spanish conquistadors were given highest authority
- c. a system of large manors and estates with Indian slaves managed for the benefits of the conquistadors
- d. to militarily protect the conquered Spanish lands from foreign invaders
- e. a system of trade between Spain and its acquired lands”

(Correct answer: C. The encomienda system was not a system of trade, as stated in answer E. Although the system did have to do with agriculture, it was not designed with production values in mind, as in A. Encomienda did include a policy of protection, but this was for the benefit of indigenous people, not lands as in D. Answer B is the nearly correct, but indigenous leaders were not held on equal standing with the conquistadors. Letter C is the most correct answer choice.)

Encomienda Cont.

What You Need to Know for the APUSH Exam – Essays and Document Based Questions

Fortunately, neither the document based question nor any of the essays on the APUSH exam will focus exclusively on any events prior to 1607, which includes the encomienda system. However, if you feel confident in your knowledge of this system, you can tie it in to free response questions about the origins of slavery in the Americas; the earlier stages of colonialism; or the tradition of protests against slavery. You may also mention the religious motives or the importance of crops and precious metals to the Europeans who would later arrive in the present-day United States.

With this APUSH crash course as a tool, you can tackle any questions about the encomienda system on the AP US History exam in May. If you remember the key players and motives, you'll be well on your way to a high score.

Federalists vs. Antifederalists

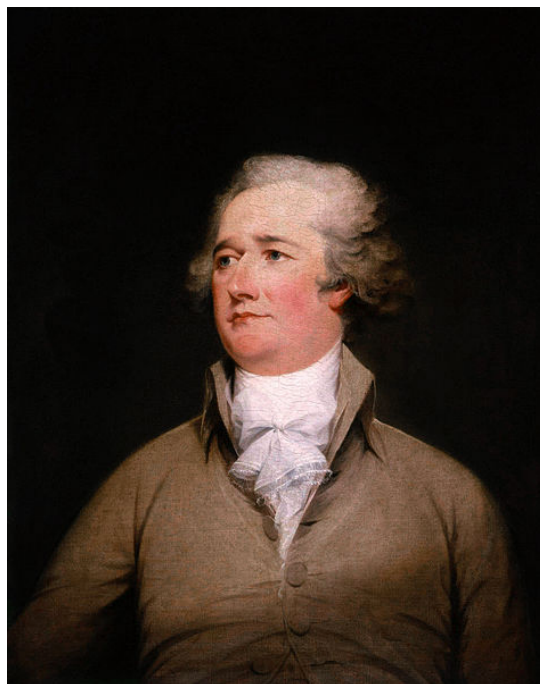


Photo Credit: Public Domain

As a student of AP US History, you probably know the Constitution and all its amendments like the back of your hand. But, did you know that the story of the Constitution is so much more than what you may have heard? Ratifying the Constitution was a long and drawn out process, mostly because the states were divided into what they wanted for a government. Some states wanted a strong, central government. The citizens that shared this idea were called Federalists. The citizens that opposed the idea of one principal government were the Antifederalists, who supported the idea of small, state governments.

The separation of the country into these two groups made it very difficult for the leaders of the Philadelphia Convention, who first drafted the Constitution, to feel confident that the states would approve the document. The previously written Articles of Confederation stated that approval of the Constitution had to be unanimous for it to become ratified.

Federalists vs. Antifederalists Cont.

The drafters of the Constitution then decided to bend the rules a little bit and discard the Articles of Confederation completely when piecing together the final drafts of the Constitution. Since the Articles of Confederation were basically thrown out the window, there was no rule stating that the Constitution could only be ratified if all of the states agreed. Instead, the delegates suggested that only 9 of the 13 states had to approve the Constitution for the document to be ratified.

Even still, getting the majority of the states to agree on approving the Constitution was no small feat, especially when the voters were divided into two different groups with such differing views on how their country's government should be ruled.

Understanding the opposing views of the Federalists and the Antifederalists is vital to studying AP US History. After all, these two groups were who ultimately forged our nation and who created the basis for today's two-party political system. Now let's dive into what the Federalist vs. Antifederalist division was all about.

Who Were the Federalists?

The Federalists were the people who backed the Constitution. For the most part, Federalist citizens were well educated and made up the wealthier classes of the country. They believed that there was an overwhelming need for a centralized, powerful government. They believed that having such a government would help protect their economic status, making sure they wouldn't lose a cent of their wealth. According to the Federalists, a centralized government also would significantly avoid fighting between states. If there were one central, federal law on an issue, it would prevent states with opposing views on that particular issue from fighting.

Benjamin Franklin, George Washington, Alexander Hamilton, and James Madison were just a few of the influential fathers of our country who associated as Federalists.

Federalists vs. Antifederalists Cont.

Who Were the Antifederalists?

The Antifederalists weren't nearly as easy-going as their Federalist rivals. Unlike the wealthy Federalists, the farming lower class Antifederalists had a strong opposition for big government; they were very devoted to small, state governments.

They had a bone to pick about the absence of a Bill of Rights in the Constitution. The Antifederalists believed that there should be something stating the basic rights and liberties sanctioned to each citizen. Antifederalists also feared that a centralized government would soon become too controlling and abuse the powers assigned to it, such as the power of taxation. They believed that abusing this power would not only lead to the unfair taxation of lower class citizens, but also to the deterioration of states' rights. This in particular struck fright into the hearts of the Antifederalists.

These states rights advocates were particularly afraid of the potential for government failure. Antifederalists had a strong belief that a centralized republican country couldn't possibly rule a country the size of America.

What Were the Federalist Papers?

Just when it seemed like the differences between Federalists and Antifederalists would leave the country torn and without a Constitution, a few Federalists stepped in to save the day. James Madison, Alexander Hamilton, and John Jay came together and developed a sequence of essays to ease the fears of the Antifederalists. In these essays, now known as the Federalists Papers, Madison, Hamilton, and Jay solved many problems that the Antifederalists had with the Constitution. Most importantly, they suggested a series of checks and balances be put into place within the Constitution to enforce limitations on the government.

Federalists vs. Antifederalists Cont.

The Federalist Papers were the saving grace of the Constitution. With the help of these essays, the Federalists gained enough backing for the Constitution to be properly ratified. Eventually, all of the states ratified the Constitution.

As you now understand, it was no easy accomplishment for the Constitution to become ratified. This was because the country was divided in a war of governmental ideals. Essentially, it was Federalists vs. Antifederalists in the battle for the nation. Thankfully, everything worked out and the United States was able to implement the Constitution we know and love today.

The Constitution is an incredibly important part of history and this is reflected in the AP US History tests over the past few years. In 2008, [an essay question](#) outlining the differences between the views of the Federalists and Antifederalists was even a part of the exam. According to the AP Central on the College Board's website, an essay that received an 8-9 on the AP exam had a thesis that contained a clear definition as to why the Antifederalists opposed the ratification of the Constitution. Rubrics from previous AP exam essays are a great way to study, because it is made clear exactly what the scorers are looking for. I would greatly suggest taking this rubric focusing on the Federalists vs. Antifederalists debate and using it to formulate a practice thesis; utilizing the information you've learned from this article, of course!

As long as you understand the differences between the views of the Federalists and the Antifederalists and how they affected the ratification of the Constitution, you're bound to be on your way to passing the AP US History exam.

Gospel of Wealth



Andrew Carnegie at National Portrait Gallery.
Photo Credit: Public Domain

The AP United States History exam covers hundreds of topics, all of which you need to be familiar with in order to get a high score. This might sound impossible, but success on the APUSH test is really all about studying smarter. The most vital things to review about a particular event, policy, or movement are the answers to the following questions: What is it? What else was happening at the time? Why is it important to United States history?

Gospel of Wealth Cont.

The Gospel of Wealth: What is It?

The term “gospel of wealth” refers to the 1889 article of the same name by Scottish immigrant Andrew Carnegie. Carnegie became the second-richest man in American history (after John D. Rockefeller) by dominating the growing steel industry.

In “The Gospel of Wealth,” Carnegie argued that extremely wealthy Americans like himself had a responsibility to spend their money in order to benefit the greater good. In other words, the richest Americans should actively engage in philanthropy and charity in order to close the widening gap between rich and poor.

Carnegie explained that the common trend of leaving all of one’s money to their heirs was disgraceful, and that instead the wealthy should use their money to benefit society while they were still alive. He embodied this philosophy thoroughly, giving away about 90% of his wealth during his lifetime. One of his main channels of wealth into the public was the creation of Carnegie libraries. These buildings were simply modeled, but provided the public with the tools they needed to expand their own knowledge, skills, and suitability in society.

Historical Context

Cultural and economic context is especially important to understanding the Gospel of Wealth for the AP US History exam. There are three main concepts that help contextualize Andrew Carnegie’s work: the Gilded Age, industrialization, and Social Darwinism.

Gospel of Wealth Cont.

The Gilded Age

The Gilded Age is the period of United States history spanning roughly the 1870s until 1900 (It is important to understand different time periods on the APUSH test, so make sure you know this). The name was coined by author Mark Twain, and refers to the glamorized “gilded” layer of wealth that tried to hide America’s serious social problems.

The Gilded Age was an era of rapid economic growth. At this time, wealthy “captains of industry” and “robber barons” manipulated the growing steel, railroad, and gold markets and became astronomically rich. However, despite the economic growth and illusion of Americans becoming wealthier, serious labor problems arose, and society was cut through with corruption. The visibility of the extremely wealthy created an image of a thriving United States painted in gold, but looking beyond the surface revealed a state of social chaos and exploitation of the working class.

Industrialization

The Second Industrial Revolution, beginning between 1840 and 1860 and continuing until World War I, created a rapidly growing set of industries in America including steel, rail, and coal mining. The growth of factories changed the dynamic of the American work force and created a need for the rise of labor unions and other forms of organized labor. For the first time, the need for skilled labor decreased as the popularity of unskilled factory work soared. However, jobs were created for both skilled and unskilled workers, and the wages of both groups grew. A new middle class began to form, but nevertheless the gap between the rich and poor was enormous.

Andrew Carnegie played a key role in the industrialization of America as he dominated the steel industry. The wealth he gained from his work and the images of the gap between rich and poor inspired him to sell his steel company to financier JP Morgan and devote his life to philanthropy.

Gospel of Wealth Cont.

Social Darwinism

In the Gospel of Wealth, Carnegie describes the wealthy as being especially skilled, intelligent, and prepared with the tools needed to responsibly and efficiently distribute money. This idea implies that poverty is a kind of character flaw of those Americans who are less hardworking.

This argument draws on a popular idea of the time known as Social Darwinism. This societal theory from the 1870s argues that the economically “strong” (in other words, the very wealthy) will rise to positions of power while the “weak” (the poor) will occupy the lowest, least powerful positions in society. Many Social Darwinists embrace laissez-faire capitalism, in which there is unregulated economic competition among individuals, much like Charles Darwin’s theory of biological competition that leads to evolution.

Why is the Gospel of Wealth Important?

Andrew Carnegie’s philosophy embodied the incredible wealth of a handful of individuals in the Gilded Age, and influenced many other captains of industry in their own philanthropy, including John D. Rockefeller. His charitable legacy continues into the present day, with hundreds of Carnegie libraries still operating and the Carnegie Foundation still distributing the family’s wealth. However, despite the benefits of Carnegie’s philanthropy, the Gospel of Wealth had some setbacks. Some captains of industry used the theory to excuse their own massive accumulation of wealth, and to, in a sense, make themselves feel better about being so far “above” the poor and middle classes.

What You Need to Know for the APUSH Exam – Multiple Choice

The multiple choice section of the AP US History exam will ask you more fact-based questions, unlike the APUSH DBQ and FRQs that are broader. For questions about the gospel of wealth, you should be familiar with the key figures, especially Andrew Carnegie. Be familiar with other “captains of industry” such as John D. Rockefeller and Cornelius Vanderbilt.

Gospel of Wealth Cont.

What You Need to Know for the APUSH Exam – Essays and Document Based Questions

The written section of the AP US History exam will ask more concept and connection-based questions. Many AP US History DBQs and FRQs ask about the Gilded Age and its key players, like Andrew Carnegie. You should be able to connect the Gospel of Wealth and Andrew Carnegie to the broader characteristics of the Gilded Age. You should also be able to contrast the experiences of the very wealthy against those of the growing industrial classes.

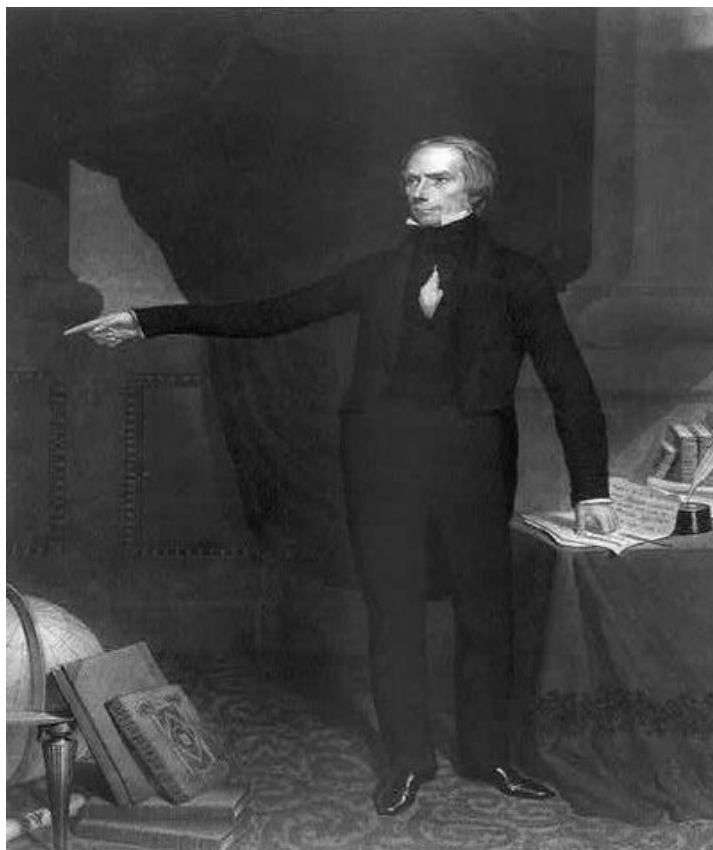
Several AP US History free response questions in previous years have asked about the Gilded Age. For example, [a recent essay question](#) asked:

“Explain how TWO of the following individuals responded to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries. Jane Addams Andrew Carnegie Samuel Gompers Upton Sinclair”

In this FRQ, you could discuss the value that Andrew Carnegie placed on philanthropy in order to solve the massive social problems created by industrialization and the widening of the socioeconomic gap. Then, you could compare Carnegie’s ideas to those of Samuel Gompers, president of the American Federation of Labor, who played a more active and personal role in labor reform. Gompers encouraged the “defeat” of the wealthy (like Andrew Carnegie himself), whom he called the “enemies” of everyday workers.

With this AP US History crash course in hand, you have all the tools you need to master questions about the Gospel of Wealth on the exam. If you can make the connections between Andrew Carnegie’s ideas and the rapidly changing America during the Gilded Age, you’ll be well on your way to a 5 on exam day.

Henry Clay



Portrait of Henry Clay. [Photo Credit](#): Public Domain

In the early 19th century, tensions between the North and the South were high and civil war seemed to be right on the horizon. Issues of slavery, new territories, tariffs, and more created a huge divide between slave and free states. Luckily, Henry Clay was there to diffuse several tricky situations. Elected Senator from Kentucky at the age of 29, Clay went on to serve for more than 40 years as Senator, Representative, Speaker of the House, and Secretary of State. Known for his great negotiating skills and compromises that held the nation together, Clay is a popular topic on the AP US History Exam. This APUSH review will tell you everything you need to know about Henry Clay and his accomplishments, successes, and failures.

Henry Clay Cont.

War of 1812

Henry Clay was a leading advocate of going to war with Britain. In fact, he was part of a group of politicians known as the “War Hawks,” which also included John C. Calhoun. The issues of impressment (British military kidnapping American soldiers), Britain not respecting US neutrality, and the arming of Native Americans all contributed to Clay’s pro-war sentiments. However, Clay later played a role in ending the war, serving as a US ambassador peacemaker during the Treaty of Ghent. No land was gained or lost in the war, but Britain finally left their posts and Clay started to make a name for himself as a skilled compromiser, communicator, and peacemaker.

The Missouri Compromise (1820)

Several years later, in 1819, Missouri applied for statehood as a slave state. This was a problem, however, because it would upset the precarious balance between slave and free states; at the time, there were an equal number of each. Enter Henry Clay. Displaying his skills as a great compromiser, he proposed a solution, known as the Missouri Compromise. His solution was to (1) add Missouri as a slave state, and to keep the balance, add Maine as a new free state and (2) ban slavery in all lands acquired by the Louisiana Purchase north of latitude $36^{\circ}30'$. For the APUSH exam, it’s important to know these two parts of the Missouri Compromise and that it really helped make Henry Clay an overnight hero.

Election of 1824

Because of Clay’s surge in popularity after the Missouri Compromise, he decided to run for President in 1824. For context, it’s good to remember that James Monroe had just finished his 8 years as President, ending the Era of Good Feelings. You don’t need to know the specifics of this particular election, but just know that four people were running: Andrew Jackson, John Quincy Adams (Monroe’s Secretary of State), William Crawford (had a stroke before the election), and Henry Clay. Surprisingly, Clay came in dead last in the election. Jackson won the popular vote, but did not win an electoral major as required by the Constitution.

Henry Clay Cont.

The “Corrupt Bargain of 1824”

This is where things get a little sketchy on the part of Clay. If Clay had made the top three in the election of 1824, he most likely would have won the Presidency. This is because Clay was the Speaker of the House and could’ve actually decided the vote. However, since he had no chance of becoming President and since he personally disliked Jackson, Clay decided to throw his support behind John Quincy Adams. The “Corrupt Bargain of 1824” was that Clay made Adams president, and in return, Adams made Clay his Secretary of State, which was seen as a stepping stone to the presidency. Rightly so, Jackson and his supporters were furious, claiming corruption and deceit. For the AP US History test, it’s important to know that although the situation seemed corrupt, Clay and Adams did not do anything illegal. However, Adams’ and Clays’ legacies were forever tarnished, Jackson was pretty much guaranteed the presidency in 1828, and the rivalry between Jackson and Clay intensified.

Tariff Compromise of 1833

The Tariff of 1828, also known as the “Tariff of Abominations,” greatly outraged the South. These new high tariffs, imposed by President Andrew Jackson, forced Southerners to pay an increased tax on goods from the North. Since there was already tension between the North and South on the issue of slavery, this tariff felt like the last straw for many Southerners. In fact, the South nullified the tariff and threatened to secede and go to war if the tariff was collected. Enter Henry Clay yet again. He came up with a compromise, known as the Tariff Compromise of 1833, to lower the tariff rate by 10% over a period of 8 years. This appeased both the North and South. On the same day, Jackson signed into law the “Force Bill” (also known as the “Bloody Bill”), which allowed the President to use military force to collect tariffs in the future. You can see just how different Clay’s and Jackson’s views were and how much the hard feelings between the two affected their decisions.

Henry Clay Cont.

Election of 1844

After losing the election of 1832 to Andrew Jackson, Henry Clay failed to win the presidency for the third and final time in 1844. Clay was very popular during this time and had the best chance he ever had to win. However, his downfall was his opinions on Texas. Texas was at the center of the debate in the election of 1844. Clay kept changing his mind on whether or not he wanted Texas to join the Union, since it would enter as a slave state. While Clay was being wishy washy, a dark horse candidate, James K. Polk, emerged. He was greatly in favor of US expansion, citing Manifest Destiny, or the United State's God-given right to expand from sea to sea. In an upset, Polk won the presidency, tossing away Clay's chances at the presidency and making Andrew Jackson very happy.

Compromise of 1850

After the Mexican American War, the US was granted new land in the Mexican Cession. This created problems, however, because, yet again, the issue of slave vs. free was a huge bone of contention. What was going to happen with all the new land? Would slavery be expanded into these new territories? Things were further complicated when California applied for admission as a free state, which would tip the balance in favor of free states, 16 to 15. Enter Henry Clay one last time. For the APUSH exam, it's extremely important to know about the Compromise of 1850. This compromise was Clay's third and most important compromise and consisted of five parts:

- 1) Strict Fugitive Slave Law, requiring federal judicial officials in all states to actively return escaped slaves to their masters.
- 2) Popular Sovereignty in Mexican Cession, meaning the people living in that area got to decide whether they are admitted as a free or slave state.
- 3) California was admitted as a free state.
- 4) The slave trade was abolished in Washington, D.C. (Important note: Slavery itself was not banned, only the trading/selling/buying of slaves in that area.)
- 5) Texas was paid money to settle a boundary dispute.

Henry Clay Cont.

For the AP US History exam, it's important to know about the parts of the Compromise of 1850, but it's even more important to recognize the impact of the compromise. Before the Compromise, the US was very close to civil war. If Clay had not proposed his Compromise, the United States would've most likely started the Civil War in 1850. If this had happened, it's very possible that the South would've won. The Compromise of 1850 avoided war for the next 10 years. Additionally, it increased tensions over fugitive slave laws, led to the rise of a new group of politicians, such as Stephen Douglass and Abraham Lincoln, and kept major issues of slavery out of Congress for the next several years.

Summary

Who was Henry Clay? He was a great compromiser, negotiator, and peacemaker. He diffused major situations and problems that would've led to a very different United States if he hadn't of intervened. Even though he never became president, his legacy as a skilled compromiser lives on. For the APUSH exam, you should know about his compromises, the impact of those compromises, and how he delicately maintained the balance between the very different views of the North and the South.

Impressment



Press gang, British caricature of 1780.

Photo Credit: Public Domain

There are hundreds of topics covered in the AP US History curriculum, and as a student taking the AP US History exam, you must be familiar with all of them in order to do well on the exam. However, this does not mean you need an in depth knowledge of every single topic that will be covered. The best way to be sure that you know enough about a topic is to make sure you can define it, explain the historical context behind it, and explain why it is important. In this AP US History crash course, we will go over that exact information for one of the many topics to be covered on the exam: Impressment.

Impressment Cont.

Definition

Impressment is defined as the act of forcing men to enlist in military service.

Historical Context

Impressment was most notably used by England in the late 18th and early 19th centuries in order to grow the size of the Royal Navy, although the practice had existed for hundreds of years. The practice was legal under British law, as the navy had the right to forcibly enlist eligible men during times of war. The British began to use impressment on a larger scale in order to grow and maintain their ranks during the Napoleonic Wars. When the navy needed more men, press gangs were sent out to harbors to search ships for sailors eligible for service. Often, those ships carried Americans who were forced into service. Due to impressment, the Royal Navy increased from 10,000 to 140,000 men between the late 18th century and early 19th century.

Why is Impressment Important?

Impressment is important for a couple of reasons. The first and most important reason is that it was one of the main causes of the War of 1812. The practice of impressment caused a growth in tension between the British and the Americans, as the British forcibly enlisted thousands of American men into the Royal Navy from passing ships, and refused to recognize that Americans had renounced their British citizenship. Impressment is also important because it led to the Embargo Act of 1807, which stopped all foreign trade. The Embargo Act was later repealed due to its disastrous economic consequences, and was replaced with the Non-Intercourse Act, which allowed trade with all countries except Britain and France.

Impressment Cont.

What You Should Know for the AP US History Exam – Multiple Choice

The multiple-choice section of the AP US History exam will ask you fact-based questions. For the multiple choice section, you should know that the British increased their use of impressment due to a need for men during the Napoleonic Wars, and that the need for men stemmed from both casualties and extremely high desertion rates. You should also know that Americans strongly disapproved of this practice, and that it led to the War of 1812 as well as the Embargo and Non-Intercourse Acts.

What You Should Know for the AP US History Exam – Essays and Document-Based Questions

The written section of the AP US History exam will ask you to connect events in history, and use those connections to form an argument for or against a given idea. For the written section of the exam, you should understand how impressment affected the events that followed it. You should know that impressment led to a rise in tensions between Americans and the British, and was one of the main causes of the War of 1812.

Using this crash course on impressment, and others on topics relevant to the AP US History exam, you will build a bank of knowledge that will help you to succeed on the AP US History exam.

Industrial Revolution

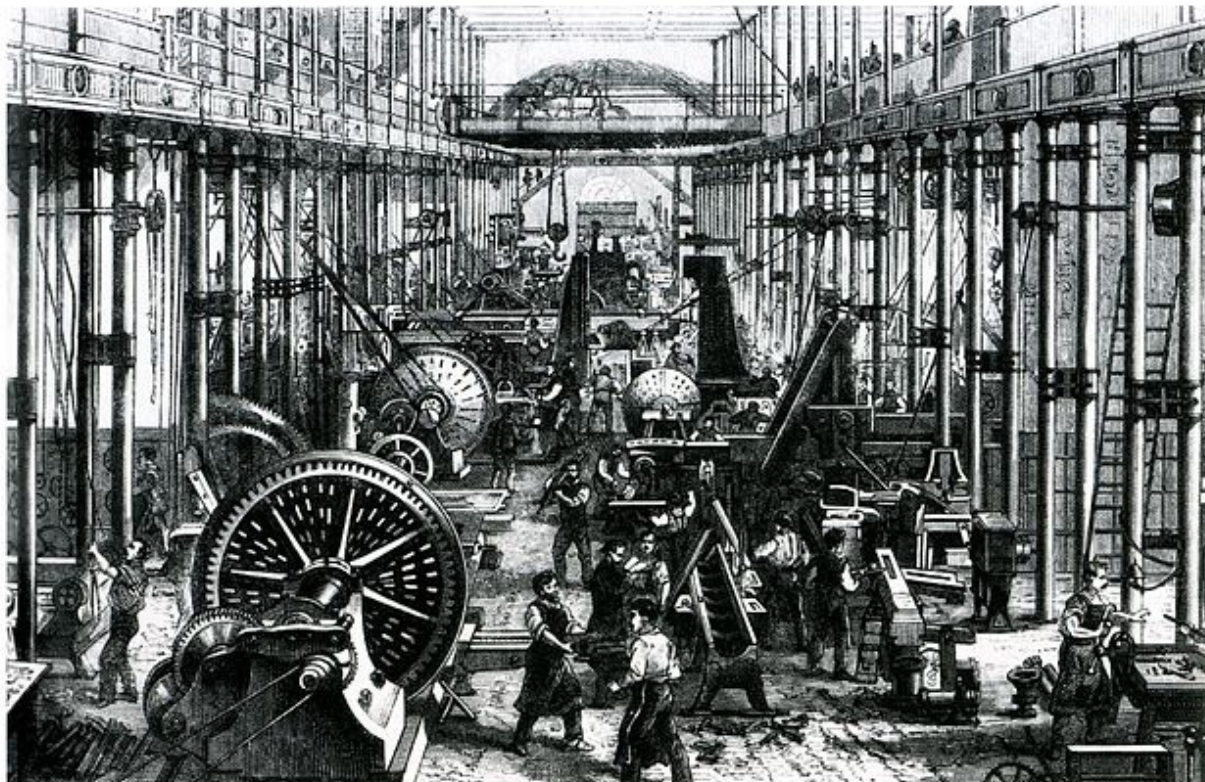


Photo Credit: Public Domain

The Industrial Revolution is typically most closely associated with European countries, but it also had a profound impact within the United States. It was certainly spurred on by the movement in Europe, but it also became intrinsically American. The Industrial Revolution's importance in America cannot be glossed over when you are studying for the AP US History exam. To fully understand how America got from the Revolutionary War to where we are now, you will need to understand the Industrial Revolution. Lucky for you, we are here to help.

In order for you to really understand the Industrial Revolution's impact on America, you will need to have a general knowledge of the Industrial Revolution as a whole.

Industrial Revolution Cont.

So what exactly was the Industrial Revolution?

The Industrial Revolution was a period (mid-1700s to mid-1800s) marked by rapid industrialization and economic changes.

Okay, I know you aren't supposed to use the word in a definition, but it just makes sense here. Basically, it was a really quick rise in industry (factories, mass production, you get the picture). Instead of just living a subsistence lifestyle and only providing enough goods for someone to take care of their immediate family, people started to specialize in producing certain things or providing certain services. This led to not only increased ability to produce things, but it also led to a reliance on obtaining goods from others. If a family that used to provide everything for itself is now spending all of its time producing quilts to sell to others, they are going to need a way of getting food, clothing, and other essentials. In this way, a market is created, and industrialization takes hold.

That is a very, very brief overview of the Industrial Revolution. There is obviously a lot more to it. It was a time period of great change, and it was one in which European ideas had a profound impact. Most historical studies put a much heavier emphasis on the movement in Europe and Britain's rise to power during this time. However, its importance in American history cannot be missed.

Industrial Revolution Cont.

Why is the Industrial Revolution important for APUSH?

First off, it is a good idea for you to know some of the details leading up to the Industrial Revolution. You will want to know about things like Eli Whitney and the cotton gin, the widespread use of the steam engine, the importance of steamboats and railroads as a means of transportation, and the effect of the telegraph on interstate and international communication. You will want to have somewhat of an idea about Adam Smith and the division of labor. These things shaped much of the Industrial Revolution.

Second, you need to understand how industrialization shaped the regional and national economy. People and regions began to specialize in producing certain goods, largely depending on what kinds of resources were available to them. As they started to specialize in certain markets and goods, different regions became dependent on each other. For example, the South was necessary to the national economy as they produced the cotton needed for textile production up in the North. This interdependence and emphasis on American resources caused there to be a greater importance placed on American land, which helped lead into westward expansion.

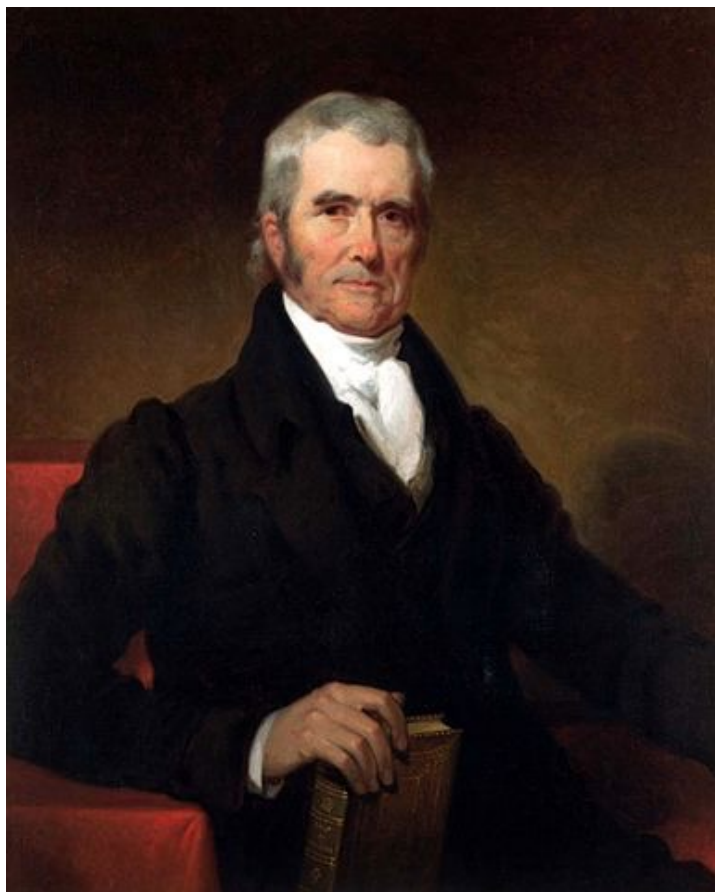
Third, it is crucial to have a grasp of how the Industrial Revolution shaped the American way of life. Prior to industrialization, America was mostly just focused on agriculture, and it was made up of small farm communities. As specialization occurred, factories developed, and new markets were created, cities and towns grew in importance. A second phenomena known as urbanization took hold, as a newly formed middle class started to take residence in bigger industrial cities. Also, labor unions started to form to combat poor working. So much of what we know about modern day American life is a result of this period.

Industrial Revolution Cont.

Now what?

When you are getting ready for the AP US History (APUSH) exam, you do not want to miss the importance of the Industrial Revolution. It is a good way for you to show your ability to analyze change over time, one of the key skills you are being tested on in this course. Besides that, understanding the period of the Industrial Revolution and the effects of that movement will help you understand the course of American history after that time period. You'll be much more prepared to talk about the Civil War, Reconstruction, and the Depression if you can talk about the Industrial Revolution.

John Marshall



John Marshall. Photo Credit: Public Domain

Have you heard of John Marshall? Do you know what his views were and how he molded the government into what it is today through landmark court cases? If you answered “no” to those questions, then this APUSH exam review is for you! This quick crash course will cover John Marshall and the important APUSH court cases you need to know.

John Marshall Cont.

Who was John Marshall?

Appointed by his cousin President John Adams, John Marshall was the fourth Chief Justice of the Supreme Court, ruling from 1801 to 1835. A staunch Federalist, Marshall believed in a strong central government and opposed states' rights. During his time as Chief Justice, he increased the power of the federal government, helped promote business, and stimulated the economy through several landmark decisions. His Federalist ideals greatly influenced the decisions he made.

He is considered by many to be one of the greatest Supreme Court Justices in American history because his decisions have shaped the role of the government and the judicial branch into what they are today.

Marbury v. Madison, 1803

It's not too important to know the outcome, or even the details, of this case, but I will briefly talk about what happened. Before he left office, John Adams appointed a man named William Marbury, who happened to be a Federalist, to the position of justice of the peace for the District of Columbia. However, the delivery of this commission was left to the new president, Thomas Jefferson, who told his Secretary of State, James Madison, to deliver the papers. Madison refused to deliver the commission because he didn't want a Federalist judge in the courts. Marbury sued Madison.

The significance of this case is that it established the principle of judicial review, which means that the Supreme Court can declare laws of Congress unconstitutional. If laws conflict with the constitution, they should be declared "null and void." This ruling greatly increased the power of the Supreme Court and shows the Federalist views of Marshall's Court.

John Marshall Cont.

McCulloch v. Maryland, 1819

Another court case you should know about is McCulloch v. Maryland. In this case, the state of Maryland did not like the Second National Bank because it competed with smaller state banks. In hopes of destroying the national bank, Maryland tried to impose hefty taxes on it. The Bank refused to pay the taxes and the case went to court.

What's important about this case is that the Supreme Court sided against Maryland, saying that it was "necessary and proper" for Congress to establish a national bank. This case dealt with the implied powers of the Constitution and upheld the federal government's superiority over state governments.

Dartmouth College v. Woodward, 1819

This case dealt with contracts and whether or not states had the right to interfere with them. The government of New Hampshire tried to change the charter of Dartmouth College to change it from a private school to a public school. However, when the case was taken to court, Marshall ruled that a charter is a contract, and contracts must be honored. This case weakened the powers of the state governments and strengthened the powers of the federal government.

Gibbons v. Ogden, 1824

For the APUSH Exam, don't worry about the details of this case too much. Just know that the state of New York granted a monopoly to a boat company on the Hudson, which involved interstate trade between New York and New Jersey and raised the question of whether states could control interstate trade. The importance of this case is that Marshall ruled that states could NOT control interstate trade and only Congress had this power. This was yet another blow to states' rights.

Note: Know the difference between interstate trade and intrastate trade. The former involved trade between different states, while the latter involves trade within one state.

John Marshall Cont.

Cherokee Nation v. Georgia, 1831

After the Cherokee Indian tribe sued the state of Georgia for forcing them to move and follow Georgia laws, the Marshall Court found that the Cherokees had no legal rights to sue the Federal Court. The significance of this case is that the Cherokees were not found to be a separate foreign nation and were still subject to state laws. This meant that they could still be forced to move West.

Worcester v. Georgia, 1832

In a follow-up to Cherokee Nation v. Georgia, an American citizen sued Georgia on behalf of the Cherokees. Because the Supreme Court could now hear the case since it was brought by an American citizen, Marshall ruled that Georgia laws did not apply to Cherokees living on Cherokee land. This meant that they didn't have to move westward or abide by the state's laws. This enforced the idea that the federal government had control over Indian affairs, not the individual states. President Andrew Jackson was upset by the ruling, and said, "John Marshall has made his decision, let him enforce it."

Why is John Marshall important in APUSH?

John Marshall is extremely important for the AP US History Exam. There have been several questions on Marshall's views and the significance (although not the details) of his landmark court cases. It's important to know that Marbury v. Madison established the principle of judicial review, and that McCulloch v. Maryland, Dartmouth College v. Woodward, and Gibbons v. Ogden upheld the authority of the federal government over the authority of state governments. Overall, Justice Marshall's Supreme Court decisions strengthened the powers of the federal government at the expense of state governments. A 2004 [free-response question](#) asked about why the 1800s was named the "Revolution of 1800," with respect to economic, foreign policy, judiciary and politics. To explain the ways that the judiciary branch experienced a revolution during this time, you could reference different Marshall court cases and talk about how they established the superiority of the federal government over state government.

Battles of Lexington and Concord



Photo Credit: Public Domain

The AP US History curriculum spans hundreds of topics, and you must be familiar with each one in order to score high. This sounds daunting, but if you know what to study, you'll be able to master the major topics on the APUSH exam. The most important things to review about a topic are its definition, historical context, and importance in the broader scope of United States history. In this AP US History crash course, we will go over these aspects of a key moment in the American Revolution: the Battle of Lexington and Concord.

Battles of Lexington and Concord Cont.

The Battle of Lexington and Concord: What is it?

The first shot of the American Revolution, often referred to as “the shot heard ‘round the world,” was fired on April 19, 1775, at Lexington, Massachusetts. Two battles ensued in the towns of Lexington and Concord between colonial and British redcoat troops. To this day historians disagree about which side fired the first shot, because although the militiamen were provoked, they were under orders not to fire first. Thus, when a shot was fired, retaliation began on both sides.

The colonial militiamen were outnumbered greatly by the British, or “regular,” troops. As the regulars gained ground against the colonial militia at Lexington, they pushed onward to the town of Concord to search for supplies in their military cache. To their surprise, the supplies had already been removed by colonists who had received the location of the cache. The regulars began moving back toward the rest of their troops as the colonial militia received reinforcements from neighboring towns. In the end, British troops were forced into a tactical withdrawal into Boston despite their perceived advantages in both skill and supplies.

Battles of Lexington and Concord Cont.

Historical Context:

Even though Lexington and Concord were the first battles of the American Revolution, they came as no surprise to residents of the colonies or British troops. After decades of rule by British colonial power, American colonists began to resent the overbearing presence of the British government that controlled them from across the pond.

Many of the colonists' grievances stemmed from British measures to generate revenue from the colonies by way of high taxes on their residents. These actions began in 1764, and notably included the Sugar Act, the Stamp Act, and the Townshend Acts, which used colonial taxes to pay the salaries of judges and governors so they would remain loyal to the British crown.

The seemingly endless list of taxes led to a growing and fierce resentment among colonists. They spoke out against these measures in which they had no say, creating the now-famous refrain, "no taxation without representation." Even before Lexington and Concord, anger over British ordinances has resulted in violence. The resentment generated by the Townshend Acts led to an occupation of Boston in order to control the colonists in 1768; two years later, the citizens protested this occupation in the Boston Massacre. Three years after the massacre, anger was still boiling and the institution of a new tax on tea led to a protest in which Boston colonists dumped British tea in the harbor.

As you can see, tension was building long before the first gunshots of the Revolution were fired. Colonists were gearing up for a stronger form of resistance when Joseph Warren received information that British troops were in possession of a large military cache and would soon begin a march on Concord. He passed this tip on to Paul Revere, a courier, so that revolutionary leaders like John Hancock and Samuel Adams could prepare a response by the militias.

The next morning, April 19, 1775, British troops marched onto the Lexington town green to find nearly 80 militiamen gathered there, ready to fight back. To this day, historians do not agree conclusively about which side fired first.

Battles of Lexington and Concord Cont.

Why is the Battle of Lexington and Concord Important?

The first militia battles of the American Revolution marked a turning point in both the style of colonial resistance and the attitude of colonists toward their own strength. Although the militiamen were outnumbered and less skilled than British troops, they were able to secure a victory, proving they could take on one of the most powerful military forces in the world. News of the British defeat spread quickly across the Atlantic, and by the following summer, a full-scale war for independence had broken out.

The Battles of Lexington and Concord involved several key players in the American Revolution, including Paul Revere on his “midnight ride”, John Hancock, and Samuel Adams, future signers of the Declaration of Independence. These first battles solidified colonial leadership and the ability to rally colonists for more organized resistance.

In addition, the militia’s victory supported the desired image of colonial innocence, or just cause, against the faulty and deceiving British Empire. This attitude was vital to war morale in the colonies throughout the war as battles became larger and more difficult.

What You Should Know for the AP US History Exam – Multiple Choice

The multiple choice section of the AP US History exam will ask you fact-based questions. For this section, you should know that the long history of British imposition of taxes on the colonists without their consent created an atmosphere of anger and frustration toward British rule. You should also know the progression of resistance from the Boston Massacre, to the Boston Tea Party, to the violent outbreak of battle in Lexington and Concord. It is also important to know for the AP US History test that this was the first battle of the American Revolution, which led to more organized military resistance by the colonists.

Battles of Lexington and Concord Cont.

What You Should Know for the AP US History Exam – Essays and Document-Based Questions

The written section of the AP US History exam will ask more about concepts, patterns, connections, and social and cultural attitudes. This is where you show off your knowledge of the effect of the Battles of Lexington and Concord on colonial morale as they defeated the mighty British troops by surprise. You should understand the shift in patterns of resistance, and the reasons for decades of growing tension leading up to the Battles of Lexington and Concord. The APUSH free response questions will often ask about comparisons and contrasts during a period ending in the year 1775. You should know that 1775 is the year of Lexington and Concord, and understand why this is such a significant moment of change. For example, [a past AP US History FRQ](#) read as follows:

“The French and Indian War (1754-1763) altered the relationship between Britain and its North American colonies. Assess this change with regard to TWO of the following in the period between 1763 and 1775.

Although this FRQ does not mention or ask about Lexington and Concord specifically, it calls for a connection between earlier military events (the French and Indian War) and the later relationship between Britain and the colonies. The period between 1763 and 1775 refers to a time of increasing British economic dominance in the colonies that culminates in a battle at Lexington and Concord. This question is a good opportunity to demonstrate your knowledge of the connection between politics, economics, and the outbreak of war.

Battles of Lexington and Concord Cont.

In an essay for this question, you could begin by writing about the economic impact of the French and Indian War on the colonies and the British Empire. The British began imposing taxes on the colonies largely as a result of this war, because they were unhappy with the financial and military support received by the colonists. As we discussed earlier, these taxes led to decades of building resentment that eventually led to the American Revolution, beginning with Lexington and Concord.

To bring in politics, you could discuss the effect of the war on the political attitudes of the colonists. After the French and Indian War, there was a boost in colonists' morale because they had proved they could unite against a common enemy. At the close of the war, without the same common enemy and with a surge of confidence, the colonists began to divert their attention more toward the increasingly overbearing British Empire. The next common enemy was Britain.

With this crash course on the Battles of Lexington and Concord, you're well on your way to conquering both multiple choice and essay questions on the early stages of the American Revolution. Using this course and others, you will build a strong base of knowledge before the exam in May.

Manifest Destiny



Photo Credit: Public Domain

The idea of Manifest Destiny was a driving force behind US expansion in the mid-1800s, and it had lasting impacts for the nation as a whole. Even if you already know some of the basics, this short APUSH exam review will give you a boost of confidence you need to answer any Manifest Destiny related multiple choice or essay question.

Manifest Destiny Cont.

What is Manifest Destiny?

You're probably wondering what exactly Manifest Destiny is. It was never a law or a policy, but rather an idea. The term was actually created by newspaper journalist John O'Sullivan and is most associated with the time period between 1840 and 1850.

To put it simply, Manifest Destiny was the belief that America had the "God-given" right to expand from sea to shining sea. At the time, Americans had a bit of a superiority complex and believed they were more virtuous than other nations. Because of this, Americans made it their mission to spread their virtues, such as democracy and liberty, as far west as they could. They believed this was their divine duty and that nothing could stop them.

There are several key examples of Manifest Destiny that you should know about for the AP US History exam. Pay attention to how each of these events demonstrates the idea of Manifest Destiny.

The Boundaries of Oregon

In the early 1800s, four countries had claims to Oregon – the US, Britain, Spain, and Russia. However, by the 1830s, Britain and the US were the only ones left in the running. But there was tension, because the boundaries for Oregon were not settled and both sides were stubborn in their claims to the land. President James K. Polk actually campaigned on the slogan "fifty-four forty or fight," which reflected his demands for all of the land beneath the 54°40' geographic parallel. Eventually, however, the Oregon Treaty of 1846 was signed between the US and Britain which settled the boundary at the 49th parallel.

Manifest Destiny Cont.

The Annexation of Texas

In 1836, Texas declared independence from Mexico and became the Lone Star Republic. Eight years later, in 1844, the presidential campaigns of Henry Clay and James K. Polk focused heavily on the issue of Texas. Clay was constantly flip-flopping and changing his mind about whether or not Texas should become a state. Polk, on the other hand, was firm in his mission to annex Texas and make it a part of the United States. The American people, holding fast to the idea of Manifest Destiny, favored this expansion, which is probably why Polk won the election that year.

In 1845, Texas was annexed via a joint resolution. Usually, a treaty is necessary to add land to the US, which meant that 2/3 of the Senate needed to approve. In this case, the joint resolution to acquire Texas only required more than half of both the House and the Senate to approve.

It's important to note here that Southerners favored the admission of Texas as a state because they saw it as a way to further expand slavery.

You should also understand that the boundary between this new state of Texas and the country of Mexico was disputed, which leads us to the next important event.

Manifest Destiny Cont.

The Mexican-American War, 1846-1848

Another example of America's belief that it was their divine destiny to expand is the events that occurred during the Mexican-American War. It's not important to know about the actual fighting, so below I will outline some of the causes and effects of this key event that you should know for the APUSH exam.

Causes:

The main cause of this war was the disputed Texas boundary issue between the United States and Mexico.

American leaders argued that Mexican troops had illegally crossed into American territory and killed American soldiers, saying that they had "shed American blood on American soil."

Because Americans believed in their Manifest Destiny, they were prepared to go to war with Mexico.

After two years of fighting, the Mexican-American War ended with the Treaty of Guadalupe Hidalgo. This gave the US large portions of land, including California, New Mexico, present-day Nevada, Utah, and Arizona, and parts of Wyoming and Colorado.

Effects:

The US gains all the land given up by Mexico, which increases the size of the United States by 1/3.

The US now expands from the Atlantic Ocean to the Pacific Ocean.

Slavery would become the number one issue leading up to the Civil War. This is because of the Wilmot Proviso, which sought to keep slavery out of the Mexican cession. Remember, however, that this never became law because it failed to pass the Senate.

Manifest Destiny Cont.

The Significance of Manifest Destiny for APUSH

The idea of Manifest Destiny eventually led to westward expansion and the United States as we know it today. However, there were also some other key impacts you should know for the AP US History exam.

Native Americans:

The Native Americans, who had lived in North America for hundreds of years, kept losing more and more land as Americans pushed further west. This eventually forced them to live on reservations.

Slavery:

The debate over whether new lands should be slave or free states was a polarizing issue between the North and the South. The Wilmot Proviso, mentioned earlier, is an important example that you should remember for the test. This proposed, but never passed, law would've stopped the expansion of slavery into new territories. The South was adamant about not letting this happen.

Politics:

Finally, you should know about Manifest Destiny's impact on politics. During this time, the Republican Party was formed. One of the party's platforms, especially under Abraham Lincoln, was to stop the spread of slavery. They did NOT advocate for abolishing slavery, but they did want to stop its expansion into new lands acquired by the US.

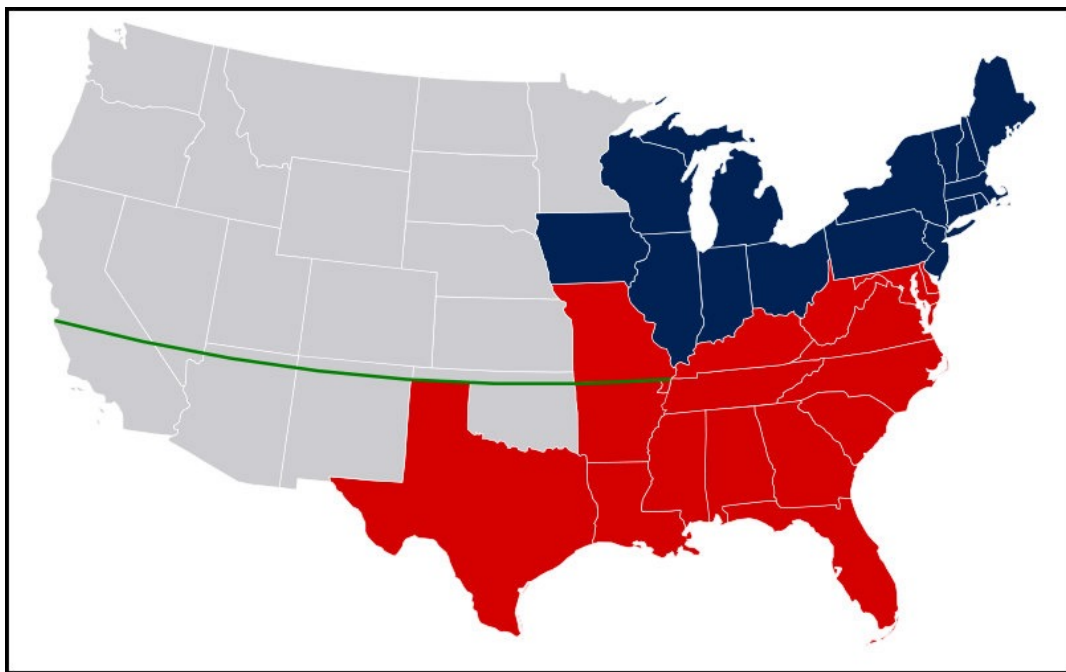
Manifest Destiny Cont.

What do I need to know about Manifest Destiny for the APUSH exam?

For the AP US History Exam, make sure you know what Manifest Destiny is, and a few examples of it in action. Understand how the United States' claims on Oregon and Texas, and the lands gained after the Mexican-American War, contributed to a nation that expanded from coast to coast. It is also very important for the APUSH exam that you know the significance of Manifest Destiny. You'll need to know how it brought up the issue of slavery, how it forced Native Americans to become displaced, and how the politics of the time were influenced by the American need to grow bigger and better.

In a 2012 [free-response question](#), students were asked to analyze how westward expansion contributed to growing tensions between the North and the South. For this essay, you could rely heavily on the idea of Manifest Destiny. Mentioning how the annexation of Texas brought up the question of slavery, how the Mexican-American War land acquisitions caused dispute about whether to expand slavery, and even mentioning the Wilmot Proviso, would be a great step towards writing a winning essay.

Missouri Compromise



Missouri Compromise Line. Photo Credit: GFDL

Do you understand the Missouri Compromise? Well you should! The Missouri Compromise played an important part in alleviating some of the hostile political tensions between the North and the South just before the Civil War. In early nineteenth century America, the North and South were progressively drifting apart. Slavery started to become more of a public issue as the South's economy started to depend on the slave trade more and more.

After the Louisiana Purchase, America gained a great deal of land west of the Mississippi River and many Southern plantation owners gathered their families and slaves and moved westward.

Missouri Compromise Cont.

For Missouri in particular to become a part of the Union and gain statehood, the population in the territory had to reach 60,000. When this was achieved, the territory of Missouri applied for admission into the Union as a state. Missouri actually happened to be the only area in the United States entirely covered by the Louisiana Purchase to apply for statehood.

With the overwhelming majority of the citizens living in Missouri being plantation proprietors and slave owners, it was assumed that the territory would enter the Union as a slave state. At least, that's what the migrant Southern property owners were hoping for.

However, the American citizens of the North did not view the situation the way the Southerners did. Northerners argued against the admission of Missouri as a slave state. They reasoned that a new slave territory would disturb the balance between the free and slave states already set into place. It was no secret that the Northerners also believed that the act of enslaving others was morally wrong. This also had an impact on the arguments citizens of the North had against the admittance of Missouri as a slave state.

In 1819, Missouri settlers took a proposal straight to the House of Representatives, requesting the territory's admission as a slave state. After this proposal was submitted to the House of Representatives, nothing outside of the debate happened. However, during the arguments over Missouri's statehood, James Tallmadge, a Congressman from New York, announced a new amendment. This amendment stated that no additional slaves could be brought into the territory and all of those born into slavery in the Missouri territory would be free at the age of 25.

Missouri Compromise Cont.

This outraged and struck fear into the hearts of the Southerners. They assumed that if Congress could abolish the system of slavery in a new territory, they would also try to do so in existing territories.

Much to the relief of the Southern citizens, the amendment proposed by Tallmadge was not passed. The Senate, despite the bill being approved by the House of Representatives, rejected it.

For some time afterwards, Congress and the House were in a stalemate position regarding the admission of Missouri into the Union. Northern citizens were greatly bothered by the idea that Missouri, should it have become a slave state, could be overrepresented in government (due to the Three Fifths Compromise, which stated that slaves accounted for three fifths of a citizen, gaining each state up to 60 representative votes). This fear, paired with the Northern belief that slavery was a moral issue, made it seem like there was no room for negotiation on this issue.

However, that was before Henry Clay stepped in and saved the day with the Missouri Compromise.

Missouri Compromise Cont.

What was the Missouri Compromise?

The Missouri Compromise was a negotiation drafted up by Kentucky politician Henry Clay.

Think of the Compromise as a teeter-totter on the schoolyard you used to play on as a kid. The weight you put on one side made you teeter down, but when a friend of yours put weight on the other side, you were balanced out.

This is how the Missouri Compromise went on for 34 years. The South would gain a provision and obtain the advantage, and then the North would do the same until it was all balanced out.

What did it solve?

Specifically, the Missouri Compromise accomplished a lot. When Henry Clay first prepared the negotiation, he immediately admitted Missouri in as a slave state. However, when he did this, Clay also separated Maine from Massachusetts and the territory entered the Union as a free state. Congress also added a provision that banned slavery in all territories included in the Louisiana Purchase north of the 36° 30' latitude line, also known as the Mason-Dixon line.

The Missouri Compromise solved many minor issues involving slavery and the political relations between the Northern and Southern states, but it did not prevent the inevitable Civil War from occurring years afterward.

Missouri Compromise Cont.

Why is the Missouri Compromise important for APUSH?

The Missouri Compromise is a vital term to understand for the AP US History course. In 2012, [an essay question](#) was incorporated into the AP US History exam, surrounding the tensions between the North and the South due to westward expansion. This would be a perfect opportunity to write an outstanding essay explaining how the new territories obtained through the Louisiana Purchase really put a strain on the already crumbling political ties between the North and the South. Incorporating an understanding of the Missouri Compromise into a well-written practice thesis is a great way to prepare for the AP US History exam.

Monroe Doctrine



Portrait of James Monroe.
Photo Credit: Public Domain

Although the generalities of James Monroe's presidency are not incredibly vital to passing the AP US History exam, one of his accomplishments, the Monroe Doctrine, is very important to understand. This agreement ultimately changed the history of the world's foreign policies forever, even though it did not gain much publicity when it was first put into place.

After the French Revolution, all of Europe was in an uproar. Many countries were battling civil rebels that were trying to overthrow the ruling monarchies.

Monroe Doctrine Cont.

From 1814 to 1815, the rulers of several different European countries met at the Congress of Vienna. The monarchs agreed to do everything in their power to stop their dethroning by democratic movements.

An alliance was formed at the Congress of Vienna called the Holy Alliance, consisting of France, Russia, Austria, and Prussia. This alliance began their movements to restore royal power in 1821 when they defeated liberal rebels in Italy. A few years later, at the Congress of Verona, the alliance decided to assist Spain in its efforts to maintain the throne. In 1823, the Spanish king returned to the throne and the Holy Alliance set their eyes on the revolting colonies the Spanish were having trouble with in South America.

This was an unfortunate turn of events for Great Britain, who benefitted greatly from the revolts in South America. The country made a huge profit when they set up commerce in the Spanish colonies.

Afraid that the Spanish throne and the absolute power that came with it would be restored in South America, George Canning, the British foreign minister, sought out a bargain with the United States. Canning proposed that Britain and the United States form an alliance against the French and anyone else trying to restore power to Spain. One condition of this alliance, however, was that the United States had to abandon any plans to conquering any territory in South America.

When hearing of this plan, John Quincy Adams, the Secretary of State at the time, was not entirely satisfied with the terms of this alliance. Adams was honored that Britain, a country whose colonial rule was just overthrown by his own nation's armies, would desire to form an alliance. However, Adams did not agree with the United States being forced to renounce all intentions of ever colonizing South America.

Monroe Doctrine Cont.

Adams also felt that all countries in the Holy Alliance should be informed of the intentions of Britain and the United States before the alliance could be formed. He felt that it was more dignified and proper to state their aims to protect the Spanish colonies clearly to their opponents.

Adams spoke with President Monroe about this ordeal promptly. Monroe agreed with the Secretary's urgings and together they drafted up the agreement that came to be known as the Monroe Doctrine.

What was the Monroe Doctrine?

The Monroe Doctrine was an agreement to the terms Adams suggested regarding the alliance between Great Britain and the United States. President Monroe first introduced this policy in an address to Congress in the winter of 1823. In the end, it was compromised that the Monroe Doctrine would be composed of two main points.

The Two Main Points of the Monroe Doctrine for APUSH:

- 1) It was proclaimed that the colonization of North and South America by European powers was prohibited from that point forward. Monroe suggested that any attempts to colonize in the Americas would be viewed as a threat directly aimed at the United States.
- 2) The United States would avoid any participation in European affairs. This included meddling with existing colonies in North and South America belonging to European countries.

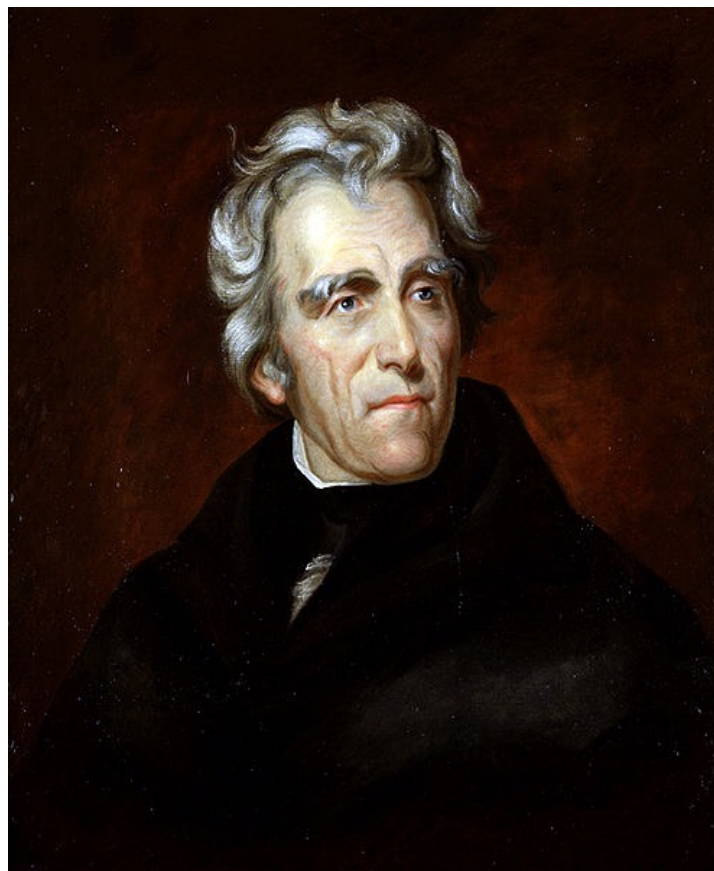
The United States had virtually no way of backing up the statements in the Monroe Doctrine. Basically, it was one big threat that no European country wanted to mess with. The United States joined in an alliance with Great Britain. This granted the nation access to Britain's Royal Navy, which was the most prevailing fleet in the world at that time.



Monroe Doctrine Cont.

The Monroe Doctrine is very relevant information to know when taking an AP US History course. In 2013, [an essay prompt](#) on the APUSH exam instructed students to analyze the methods the United States used to progress its foreign affairs up until 1823. The scoring guidelines specifically noted the importance of the Monroe Doctrine in contributing to the advancement of world affairs during this time in America's history. It would be incredibly wise to review this article and learn as much as possible about this very important part of history before your AP US History exam.

Nullification Crisis



Andrew Jackson. [Photo Credit](#): Public Domain

The Nullification Crisis was one of the most dramatic scandals to sweep the nation. Watching the headlines during the presidency of Andrew Jackson was like watching a reality television show today: everyone was wondering what would happen next.

But to understand the Nullification Crisis and what it was, you first have to understand all of the events that lead up to the incident.

Nullification Crisis Cont.

Let's go back to the election of 1824. On one side, you have Andrew Jackson: a real popular "man's man"; a dedicated war hero in the 1815 Battle of New Orleans. On the other side, you have John Quincy Adams: son of the second President of the United States and the Secretary of State under President James Monroe.

Now, what we're to understand is that Jackson, being incredibly popular, should have won the election of 1824 by a landslide. But that's not exactly how it played out.

Although Andrew Jackson secured the Electoral College with 99 votes and achieved 43% of the popular vote, he did not win. This was because not one single candidate running for the presidency obtained the majority vote in the Electoral College. When no contender secures that majority vote, it is then up to the House of Representatives to pick the candidate they see fit best for President.

Even then, Andrew Jackson did not win the election. Henry Clay, a fiery rival of Jackson, teamed up with John Quincy Adams to forge a coalition that secured Adams's seat in the White House. This act came to be known as the "Corrupt Bargain" by Jackson's supporters. This was only the beginning of a long sequence of years marked by bad blood between Jackson and Adams.

Nullification Crisis Cont.

Many supporters of Jackson plotted to sabotage the presidency of Adams. Adams was from New England, where industrialization and manufacturing were becoming a very prominent way of life. Taking advantage of this, Jackson's supporters pushed a scheme through Congress that would ruin Adams's reputation. This proposal would raise the tariffs on goods manufactured in the North, making it seem like Adams only cared for his homeland; since the tariff would benefit the North and devastate the rest of the country.

However, this sneaky exploit proved to be unnecessary when Jackson was elected President in 1828. In fact, the stunt even backfired, making Jackson look like he was the one introducing the tariff. This tax became known as the "Tariff of Abominations" which very quickly sparked the Nullification Crisis.

What was the Nullification Crisis?

The Nullification Crisis was a movement that campaigned against the Tariff of 1828. Supporters of the Crisis, also known as "nullies," stood by the belief that states had the right to nullify federal laws as written in the Constitution.

Who did it affect?

The state of South Carolina was particularly outraged by the tariff. Its economy was already experiencing difficulties, being primarily agricultural in an industrializing country. Someone in South Carolina's legislature anonymously published a pamphlet called "The South Carolina Exposition" later that year. This document suggested that the tariff be nullified because it was unjust and unconstitutional.

Nullification Crisis Cont.

To make things even more scandalous, it came to surface that the author of “The South Carolina Exposition” was none other than Jackson’s Vice President himself, John C. Calhoun.

How was it solved?

Calhoun convinced President Jackson and Congress to enact another tariff known as the Tariff of 1832, which lowered the tax rates a small amount. The South was still not happy with this bargain. South Carolina wanted the tariff to be nullified all together, and they were threatening to secede from the Union if their demands were not met.

Outraged by this betrayal, Jackson quickly gathered up an army and sent it to South Carolina. He then wrote up a Nullification Proclamation, stating that it was impossible for South Carolina to secede over a tariff. A “Force Bill” was also put into place, stating that Jackson’s army could administer the tariff by force.

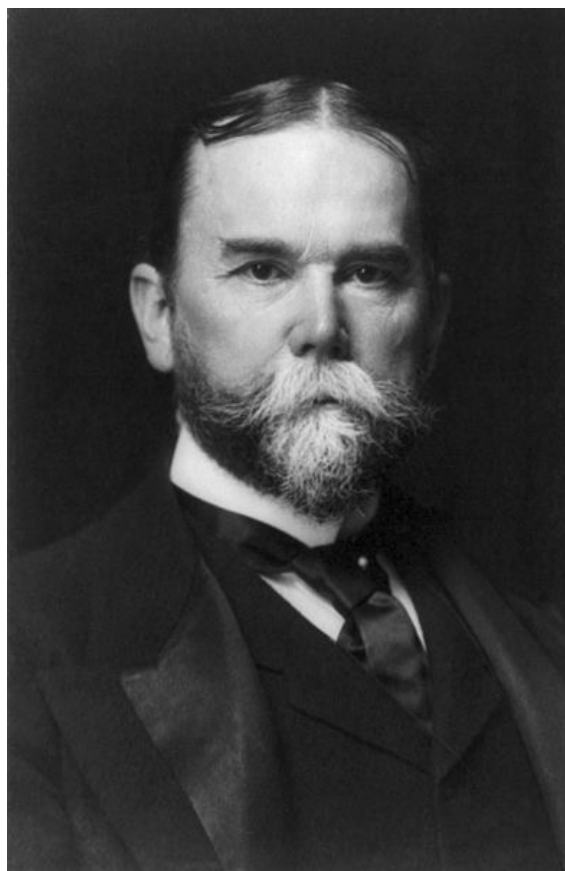
Vice President Calhoun soon resigned from working under Jackson to become head of the nullification cause. While in this position, he enlisted Henry Clay, who still detested Jackson (remember the 1828 election?), to write up a proposal for a compromise tariff.

The Compromise Tariff of 1833 was passed through Congress, and brought significant relief to the Southern states. The tariff still wasn’t as low as South Carolina was demanding, so in the Compromise, it was stated that the state nullified all previous tariffs put in place by Jackson. The initiation of a new tariff accomplished this task anyway, but Jackson did not argue this point, and the Southerners finally felt victorious in the Nullification Crisis.

Nullification Crisis Cont.

In AP US History, it is important to understand South Carolina's outbreak of tenacity that eventually led to the secession of the state before the Civil War, and it is vital to recognize the confidence the South gained when their terms were finally met at the end of the Nullification Crisis. To do well in AP US History, it is very important to recognize this connection and the events of this Crisis, as well as the state of the economy at the time of the Crisis; this was an [essay question](#) on the 2008 exam.

Open Door Policy



John Hay. Photo Credit: Public Domain

The AP US History exam covers centuries of topics, policies, trends, and events, and you need to have a solid working knowledge all of them in order to score well. However, you don't need to be an expert on every battle, law, and political debate. The most important things to know on each topic for the APUSH test are what it is, its historical context or setting, and why it is important in the scope of US History. In this AP US History crash course, we will review those aspects of Open Door Policy.

Open Door Policy Cont.

Definition

The term “open door policy” refers to the proposition to keep trade in China open equally to trade with all countries, preventing any one nation from controlling trade in the region. The policy also called for powers to respect Chinese territorial integrity. In other words, the countries with “spheres of influence” – areas of political and economic control – in China must allow Chinese officials to regulate trade and impose tariffs. This measure was intended to appease opponents of total imperialism by maintaining Chinese sovereignty.

Historical Context

During the late 19th and early 20th centuries, countries scrambled to extend their political and economic power worldwide. This period is referred to as the Age of Imperialism, because the European powers and nations like the US and Japan focused heavily on the expansion of colonial territory and the growth of global empires.

In China, the competition between Europeans, Americans, and Japanese was so intense that the imperial powers began literally carving up the territory into pieces. Each of the expanding colonial nations would have a sphere of influence within which it could carry out free trade in China’s rich markets.

The United States held a particular interest in open door policy and in China itself. After the Spanish-American War ended in 1898, the US found itself with a large amount of newly won territory, including the Philippine Islands. With this new area of influence, the US had a foot in the door to economic advantages in Asia. China became the next step in the imperial expansion process. Thus, Secretary of State John Hay wrote the Open Door Note in 1899, proposing the equal division of Chinese territory. Opening the door to China would allow the United States to gain economic influence in the region without having to carve out its own piece.

Open Door Policy Cont.

Why is Open Door Policy Important?

Open door policy reflected the intense spirit of competition among global powers during the Age of Imperialism. All imperial countries accepted the United States' proposal except Russia, with the goal of creating relatively equal spheres of influence. Ultimately, however, imperial powers continued to exploit the resources and labor in China, and the open door experiment led to threatening resistance by workers within China.

In 1900, an anti-foreign movement known as the Boxer Rebellion arose. A secret Chinese organization called the Society of Righteous and Harmonious Fists gathered strength and attacked foreign missionaries in China. As the conflict grew, it became a violent rebellion that led to the deaths of thousands of Chinese nationals and hundreds of foreigners. This rebellion illustrated the flaws in open door policy as promises of Chinese sovereignty were exposed as empty.

Open door policy embodied the attitude of global powers during the Age of Imperialism as the economic markets continued to expand worldwide. Imperial nations sought as much economic control as possible, expanding into any uncolonized territory they could find and claiming it as their own. In addition, the policy created some goodwill between the Chinese and Americans, which would later lead to American conflict with Japan over China.

Open Door Policy Cont.

What You Need to Know for the APUSH Exam – Multiple Choice

The multiple choice section of the AP US History exam will contain more specific and fact-based questions. You should know about Secretary of State John Hay's role in the creation of open door policy via the Open Door Note. You should also know the key players in the division of Chinese territory, especially the United States, Japan, and Great Britain. Keep in mind that Russia was the only imperial nation to reject participation in open door policy.

You should also know about the significance of the Boxer Rebellion in terms of its display of the weaknesses of open door policy. The AP US History exam has a tendency to ask about the significance of rebellions and revolts, so an understanding of the broader connections between the Boxer Rebellion and open door policy itself will be useful, even in the multiple choice section.

What You Need to Know for the APUSH Exam – Essays and Document-Based Questions

The written portion of the AP US History exam will call for more conceptual discussion of events, and patterns. You should be able to connect open door policy with the broader Age of Imperialism, as well as the Boxer Rebellion. You should also be able to discuss the United States' own interests in China, and why they were so insistent on gaining financial advantages in the region.

Here is an example of a past APUSH [Free Response Question](#) dealing with open door policy:

“United States foreign policy between 1815 and 1910 was determined less by economic than strategic, moral, or political interests. Assess the validity of this generalization with reference to at least TWO major episodes (for example: treaties, war, proclamations, annexations, etc.) in the foreign policy of the United States between 1815 and 1910.”

Open Door Policy Cont.

This FRQ calls for a discussion of the strategies embedded within American foreign policy in a time period that includes the Age of Imperialism. 1815 to 1910 is a broad timespan, but you do not need to encompass the entire era of foreign policy in your answer. If you feel confident in your knowledge of the Age of Imperialism, you can choose your two major episodes from this period. For example, you could first discuss the political reasoning behind the Spanish-American War, and then the political motives of open door policy.

Remember: this question asks you to assess the validity of a certain statement, so you must do so in your thesis. APUSH graders are not only looking for historical knowledge, but also that you are answering the correct question. You could go in either of two directions, depending on which episodes you choose and the way you analyze them. If you would like to say the statement is valid, you should focus more on the political strategy of open door policy. Although open door policy was an economic system, you could argue that the motives were fundamentally strategic and political because of the desire for territorial expansion of influence.

Conversely, you could argue that the statement is not completely valid. If this is the path you choose to take, make sure to mention that while open door policy had political and strategic implications, it primarily was an economic proposal. You would need to argue that the main focus of US foreign policy, through actions such as this one, was financial and geared toward revenue more than anything else at this time.

With this crash course as your guide, you're in a good position to talk about various aspects of open door policy on the AP US History exam. Remember the connections and the key motives, and you'll be well on your way to scoring a 5 on APUSH exam day.

Progressive Era



Photo Credit: Public Domain

The Progressive Era is exactly what it sounds like – a time of progression and reform in the United States. But do you know what the Progressives wanted to change? Do you know the impact of those changes? The AP US History exam has had a lot of questions on the Progressive Era, so this crash course will prepare you for any that come your way!

The Progressive Era was a time of change on the national and state levels between 1900 and 1920. The Progressives who sought such change were women, the middle-class, and people who lived in urban areas. (It's important to note that Progressives were NOT the same as the Populists, who were farmers from the West and Midwest).

Progressive Era Cont.

In around the 1880s, large companies needed to cut their costs, and in order to do that, they had to lower wages and increase employee hours. By the beginning of the 1900s, people began to feel that these companies were too powerful. The Progressive Era was born out of that feeling.

The general goals of the Progressives were improving social problems, reforming local governments, improving labor conditions, democratizing the political process, and regulating big business. They believed in cooperation to improve society.

Progressive Era Cont.

The Progressive Presidents

Theodore Roosevelt, 1901 – 1909

An easy way to remember Roosevelt’s political program, which he called “the Square Deal,” is to know that it consisted of the “three C’s:” consumer protections, corporate regulation, and conservation of natural resources.

Consumer protections – Heavily influenced by muckraking, and in particular Upton Sinclair’s *The Jungle*, Roosevelt focused on making sure the American people (the consumers) were protected. The Pure Food and Drug Act and the Meat Inspection Act were passed under Roosevelt.

Corporate regulation – Roosevelt wanted to control trusts, and actually became known as the “trust buster,” even though he didn’t want to completely get rid of trusts altogether. He wanted to regulate good trusts, and eliminate the bad ones. A good example you should know about is the 1902 Anthracite Coal Strike. Roosevelt actually sided against the owners of the mine and threatened to seize mines if the owners didn’t cooperate.

Conservation of natural resources - Roosevelt also focused on the environment. A perfect example of this is the Newlands Reclamation Act, which used money from the sale of lands out west to use towards irrigation projects in other parts of the country.

William Howard Taft, 1909 – 1913

Taft was the real “trust buster.” He wanted to break up any and all trusts, regardless of whether they were good or not. Roosevelt had picked Taft to be his successor, but when Taft became president, the two had a falling out due to Taft’s “trust busting” antics. In the next election, Roosevelt actually ran against Taft under his own Progressive Party, the Bull Moose Party, but lost.

Woodrow Wilson, 1913 – 1921

Under his New Freedom platform, Wilson wanted to eradicate trusts and lower tariffs. He wanted to stop big business from dominating the government by encouraging small business. He also established the Federal Reserve Act.

Progressive Era Cont.

Muckraking

At around this time, the mass circulation of magazines and newspapers was just starting. People in California could read about something happening in New York, and vice versa, which was something that hadn't really been easy to do before. Taking advantage of this new form of widespread communication were the "muckrakers," a group of investigative journalists who exposed industrial and political abuse happening across the country.

For the AP US History exam, it's important to know about a few key muckrakers and their works:

The *Jungle* by Upton Sinclair was a novel that revealed the gruesome truths behind Chicago's meatpacking industry. This book actually directly led to the Pure Food and Drugs Act and the Meat Inspection Act of 1906.

How the Other Half Lives by Jacob Riis was a series of shocking photographs that publicized the poor living conditions of immigrants in New York City.

The *History of the Standard Oil Company* by Ida Tarbell was an expose of the Standard Oil Company's harsh treatment of other businesses.

For the test: Make sure you know these "muckrakers" and what their works were about. More importantly, understand the influence they had on the American people and the US government.

Progressive Era Cont.

African Americans

For the most part, African Americans were left out of government reforms during the Progressive Era. Keep in mind that the Progressives did NOT have goals of fighting for civil rights. Still, there are a few things you should know about African Americans during the Progressive Era for the AP US History exam.

First, you need to know about a key African American figure, W.E.B. Du Bois. A Harvard PhD graduate, Du Bois demanded an immediate end to segregation. He opposed Booker T. Washington's idea of black separatism and believed that Whites and Blacks needed to work together to achieve full equality. He also founded the NAACP in 1909.

You should also know about Ida B. Wells-Barnett, a Black civil rights advocate who championed an end to lynching.

For the test: Know the differences between W.E.B. Du Bois' approach to equality versus Booker T. Washington's'. Also, remember that the Progressives did not seek an end to racial discrimination and nothing much was achieved during this time for the rights of African Americans.

Women

Women made great strides during the Progressive Era in several areas of reform. Jane Addams founded the Hull House in Chicago, which helped women, children, and immigrants by teaching literacy classes, creating daycare centers for working mothers, and publishing expose reports. Florence Kelley was the leader of the National Consumer League, which successfully boycotted goods made by children to help pass child labor legislation. Dorothea Dix lobbied on behalf of mentally ill Americans to get them out of appalling conditions in prisons and into safe asylums.

For the test: Know the key Progressive Era women and what they fought for. Also know that women fought for issues that men often overlooked.

Progressive Era Cont.

Key Amendments

Four important amendments were passed during the Progressive Era:

The 16th Amendment is the graduated income tax, meaning the higher your income, the more tax you pay. This, of course, gave more money to the government but also helped decrease the poor–rich divide.

The 17th Amendment is the direct election of senators. Before, they were elected by state legislatures so this amendment increased the political power of the citizens of a state.

The 18th Amendment is prohibition, or the illegalization of alcohol. This amendment was heavily influenced by the Women’s Christian Temperance Union. It was seen as a Progressive failure because it increased organized crime.

The 19th Amendment is women’s suffrage. Women were finally given the right to vote, although they were still not treated as equals to men.

For the test: Know what each of these amendments is, but more importantly, be able to identify the impact they had on the nation.

The Progressive Era on the APUSH Exam

As an AP US History student, you need to know all the facts, but you also have to make determinations based on those facts. To put it simply, you have to focus on the impact and the cause and effects of certain events in history. For the Progressive Era, you have to know the ways in which it was effective and the ways in which it was ineffective. Let’s take a look at that right now.

The Progressive Era was effective because it was a time of reformation. Child labor laws made it illegal for under 16’s to work for interstate commerce. Women’s labor laws reduced the number of hours women had to work. Additionally, a very important impact of the Progressive Era is that it greatly increased participation in politics.

Progressive Era Cont.

Unfortunately, the Progressive Era wasn't effective in other areas. There was no civil rights reform. Immigrants and African Americans were discouraged from voting because of poll taxes and literacy tests, meaning that a large portion of the population couldn't vote. Prohibition raised crime levels and was actually repealed 13 years later. Also, the 19th Amendment passed in 1919, meaning during the majority of the Progressive Era, women could not vote.

Shays' Rebellion



Daniel Shays and Job Shattuck. [Photo Credit](#): Public Domain

Being a student in an AP US History course, we all view America as a prosperous nation full of opportunities for the ambitious. However, this was not always the case. In fact, during the Revolutionary War era, the United States was steadily accumulating debt. This eventually led to a financial crisis. At this time, the country did not have a centralized government strong or effective enough to tackle this obstacle.

The manufacturing industry brought significant revenue into the country during the war. But at a certain point during the war, the production of goods quickly plummeted. This nearly caused a crash of the entire economy of America at the time. A severe economic depression resulted from the years 1770 to 1790.

Shays' Rebellion Cont.

The recession affected nearly every economic class. Since citizens could not afford certain goods and services, producers were forced to reduce their prices to record lows. This hit local farmers especially hard. The depressed crop prices resulted in the farmers accumulating massive amounts of debt. This eventually left them unable to sustain their farms.

With the nation in a severe economic depression, the Continental Congress was left with no means to pay off the country's war debts. This included the salary pay of soldiers.

In Newburgh, New York, this in particular became an important issue in politics. Soldiers in Newburgh were unsatisfied with the aid—or lack thereof—they were receiving from the Continental Congress. The soldiers and their families were on the brink of starving. This was enough to bring out any harbored resentment the soldiers held against the Continental Congress.

In 1783, a shocking incident occurred that informed the members of the Continental Congress that a revolt was brewing within the military system. A letter, written by a mysterious and anonymous author, began to circulate through the hands of military officers in Newburgh.

The letter criticized the Continental Congress for their apparent reluctance to fund the armed services for their hard work. The dispatch also suggested that the soldiers initiate an uprising against the government, should they go unpaid for much longer.

Shays' Rebellion Cont.

In March of 1783, soon after the incident, George Washington traveled to New York to schedule a meeting with the Newburg military officers. Washington gave an inspiring speech about patience and service to one's country, which instantly won back the loyalty of the soldiers.

The rebellion was dismissed in the minds of the soldiers before it became anything more than an idea. However, this did not completely resolve the growing tensions of a nation in severe economic decline.

Many states thought it wise to begin printing money to make up for the debt that was steadily collecting. This resulted in increasing inflation as well as the steady depreciation of the dollar. To remedy this, the Continental Congress passed a series of Land Ordinances that allowed land northwest of the Ohio River Valley to be sold to private owners. These private owners were wealthy citizens that wanted to move their families westward into unclaimed territory.

Although these acts lessened some of the national debt, there was still a great deal of social unrest amongst citizens who are still suffering from the recession. This ultimately led to an incident known as Shays' Rebellion.

Shays' Rebellion Cont.

What was Shays' Rebellion?

Shays' Rebellion was an uprising that occurred in western Massachusetts in 1786, just three years after the talk of rebellion amongst soldiers in New York.

What caused Shays' Rebellion?

Massachusetts was one state known for its very strict and conservative government. The government refused to print its own money to cover debts, choosing instead to pay off the balance by heavily taxing its citizens. This tax fell heavily upon the poorer classes of Massachusetts, including farmers and former military.

When the Massachusetts legislature refused to relieve citizens of the burdens thrust upon them by such heavy taxes, the people decided it was time to take matters into their own hands.

A former army captain and farmer by the name of Daniel Shays rounded up a group of over a thousand angry farmers and marched straight to the federal arsenal located in Springfield, Massachusetts. Many of these citizens had recently lost their homes and farms through tax delinquencies and mortgage foreclosures.

The Massachusetts authorities gathered military troops to put a quick and painless end to the rebellion. Although he was later pardoned, Daniel Shays was sentenced to death for his crimes of treason.

Luckily for the lower classes of western Massachusetts, the rebellion did have some influence on the legislature. The majority of the assembly pitied the rebels and gave them a substantial amount of debt relief.

Among the minority that disagreed with appeasing the rebels was George Washington. The effects of Shays' Rebellion troubled Washington and inspired him to lead discussions within the government as to how to create a stronger, centralized government.

Shays' Rebellion Cont.

Why is Shays' Rebellion important for APUSH?

As a student of AP US History, it is incredibly important that you understand the significance of Shays' Rebellion. You should also have a key understanding of how it affected the methods George Washington used to govern the country when he was elected president. Do you think this helped or hurt Washington's leadership abilities?

In 2003, the College Board asked [a free-response question](#) about the causes and significance of Shays' Rebellion. Hopefully this article will have you on your way to a better understanding of this historical rebellion and in turn, better scores on your AP US History exam.

The Cold War



Bundesarchiv, Bild 183-B0527-0001-753
Foto: Röhmert | 31. März 1947

Photo Credit: Bundesarchiv, Bild 183-B0527-0001-753, Creative Commons

You've probably heard of the Cold War, but do you know the foreign policies of the Cold War presidents, what happened during the Cold War in Asia, and how the Cold War affected the American people? Did you know that the Cold War lasted for about 45 years? This AP US History crash course will give you everything you need to answer Cold War-related multiple choice questions and essays.

As an APUSH student there is a lot to cover on the Cold War, so this review will highlight the essential topics you need to know. Let's get started!

The Cold War Cont.

Definition

The Cold War was a period of political, military, economic, and ideological tension between Western democratic nations led by the US and Eastern communist countries led by the Soviet Union (USSR) from around 1947 to 1991. War was never officially declared and the US and the USSR never actually physically went to war, but the two superpowers fought by way of the arms race, proxy wars, and the space race. Because of this, the Cold War can be thought of as more of a relationship between two countries than an actual war.

The Beginnings of the Cold War

During World War II, the US and Soviet Union were on the same side. But this doesn't mean they were ever friendly towards each other. They were really only united over a common enemy – Nazi Germany. The two had always had a very distrusting relationship, even as allies.

After the war, that distrust grew even greater. The Soviets, under Joseph Stalin, began violating postwar agreements that had been made at the Yalta and Potsdam Conferences, driving out German forces and expanding into Eastern bloc countries. The US, now led by Harry Truman after the recent death of Franklin D. Roosevelt, saw this move as a Soviet step towards Communist world domination.

The Truman administration had no plans to sit idly by and watch this happen, and so, after the Soviet Union invaded Eastern Europe, Truman decided to come up with a strategy to defend against the Soviet threat. Drawing upon the views expressed by diplomat George Kennan in his “long telegram,” the US adopted a policy of “containment.” (It's important to note that the policy of containment lasted for the next 50 years).

The Cold War Cont.

The Truman Doctrine

To enforce his policy of containment, Truman wanted to block the Soviets from expanding into Greece and Turkey. In March of 1947, with this goal in mind, Truman sent \$400 million in military and economic aid to the two countries. Defending what is known as the Truman Doctrine, Truman stated that the US should “support free people who are resisting attempted subjugation by armed minorities or by outside pressures.” This doctrine ended the communist threat in Turkey and Greece and set a precedent for foreign policy in the United States.

The Marshall Plan

Another part of Truman’s containment policy included the Marshall Plan (also known as the European Recovery Program, which just happens to be a lot more descriptive!). As you can probably imagine, Western Europe was left in ruin after World War II and the threat of Soviet interference was a constant fear. As a way to help the people of war torn Europe and stop the spread of Communism, Truman offered \$13 billion worth in loans, food, machinery, and fuel to revive the economies of European countries.

What else did Truman do?

The NATO Alliance – The North Atlantic Treaty Organization was formed to create a military alliance between the US, Canada, and ten other Western European countries. It’s good to know that this was a stark contrast from the previous US policy of isolationism.

The Berlin Airlift – After the Soviet Union blocked access to West Berlin to try and keep the US and its allies away, Truman exercised his containment policy and had US planes lift supplies, food, and fuel into West Berlin.

Supported South Korea – After North Korea invaded South Korea in 1950, Truman condemned North Korea and sought to defend South Korea. He wanted to defend South Korea because after the “fall” of China to the communist

The Cold War Cont.

People's Republic of China, Truman needed to redeem himself and restore the American peoples' trust in his policies.

Integration of the Armed Forces – During the Korean War, President Truman desegregated the Armed Forces and African Americans fought alongside white soldiers for the first time.

National Security Council and Policy Paper Number 68 – In 1949, the Soviet Union tested an atomic bomb. Several months later, Truman issued NSC-68, which was a top-secret paper that stressed the need for military buildup in response to Soviet nuclear weapon buildup. This nuclear arms race brought a lot of tension, not just to political leaders, but also to the American people who lived in constant fear of an all out nuclear war.

McCarthyism

The AP US History exam has dedicated several questions to McCarthyism in the past, so it's important to study this section carefully. McCarthyism originated with US Senator Joseph McCarthy, who, without proper evidence, accused over 200 government officials of being Communists. He created fear and paranoia in the nation, as Hollywood actors were “blacklisted” and regular Americans had to undergo aggressive investigations. McCarthy accused both the US State Department and the US Army of being “infested with Communists.” His lack of evidence soon caught up with him, however, and the Senate censured him. He died a few years later, but the impact of McCarthyism is long lasting.

The Domino Effect

For the AP US History exam, it's essential that you know about the Domino Effect, sometimes called the Domino Theory. It was first put into words by Dwight D. Eisenhower in a 1954 speech. It's a pretty simple theory. The US reasoned that if a country fell to communism, nearby countries would soon follow suit. After Eisenhower, John F. Kennedy and Lyndon B. Johnson both put faith in this theory and used it to further their policies of containment.

The Cold War Cont.

The Space Race

In 1954, the Soviet Union launched Sputnik, the first ever satellite to orbit the Earth. This was seen as a surprise and a loss for the American nation. The US viewed itself as being on the forefront of innovation and exploration, so when the USSR was the first to make such a groundbreaking achievement, America had no choice but to try and one-up the Soviets. In response, Eisenhower launched the National Aeronautics and Space Administration (NASA) and put America's first satellite, Explorer I, into space. Congress responded by passing the National Defense Education Act, which funded math and science education.

After several years of what was essentially "one-upping" each other in the race to space, the US finally took the big step and landed the first man on the moon in 1969.

The space race wasn't just a matter of pride, it was a matter of keeping up in the arms race and preparing for what seemed, at the time, to be an impending nuclear war. For the American people, the space race further cemented the idea that Americans were the ultimate heroes, while the USSR were communist villains.

The Cold War Cont.

Other important events to know

The Vietnam War, 1946-1963 – This was the first war to ever be broadcast on television. After North Vietnam came under communist influence, the US took action with their policy of containment. The first part of the war was fought through proxies, meaning neither US soldiers or USSR soldiers physically fought. The US supported South Vietnam and the Soviets supported North Vietnam. However, in the 1960s, US troops were sent to Vietnam under Lyndon B. Johnson. The results were terrifying for the nation, as nearly 60,000 Americans were killed. Because many of the terrors of war were brought into the average American home through TV, distrust in the government grew.

The Bay of Pigs, 1961 – When President John F. Kennedy came into office, he took over Eisenhower's plan to overthrow the Cuban communist Prime Minister Fidel Castro. The scheme was to invade Cuba with an army of US government backed anti-communist Cuban exiles. The plot was a failure. The rebels were killed or taken hostage and Kennedy refused to rescue them. This drew much criticism from the American people. They saw Kennedy as indecisive and impulsive. The Bay of Pigs flop also contributed to a growing relationship between Cuba and the Soviet Union.

The Cuban Missile Crisis, 1962 – Fidel Castro's alliance with the Soviet Union soon led to a dangerous threat for the American nation. After the Bay of Pigs disaster, Soviet Premier Nikita Khrushchev installed missile sites in Cuba, less than a hundred miles from US shores. To avoid nuclear war, Khrushchev agreed to remove the missiles in exchange for Kennedy's promise not to invade Cuba.

The Cold War Cont.

Why is the Cold War important in APUSH?

You might be saying to yourself, “well, okay, I’ve read the information, but why is it important?”

Well, in 2012, a [free-response essay](#) question on the exam required test takers to compare and contrast the Cold War foreign policies of two presidents, chosen from Truman, Eisenhower, or Nixon. To answer this question effectively on the APUSH exam, it’s important that you know the facts. Make sure you can recall two or three specific policies for each of the Cold War presidents. Once you’ve written down a few foreign policies or specific events for each president, you can then start to draw some conclusions about the similarities and differences between two of them. From there, it should be no problem to write a really good essay. (A tip that I think is useful for the exam is to memorize the Cold War presidents in order. It helps in creating a timeline of events and policies in your mind).

In AP US History, it’s important for you to know certain details, but it’s also important for you to know the significance and impact of certain policies, events, and ideas. With all this knowledge in mind, you’re on your way to a great score on the APUSH exam!

The First Great Awakening



Photo Credit: Public Domain

Before the age of revolution, America experienced a time of intense revival and renewed focus on religion. It shaped much of American culture in years to come and laid the foundation for future religious and social movements. As an AP US History student, it is absolutely essential that you understand the importance of the first great awakening in America. This crash course will fill you in!

Definition:

A movement of religious revival during the mid to late 18th century.

Background:

One of the most prominent movements of the 18th century was the enlightenment, which was a result of the scientific revolution. The Enlightenment, which originally took hold in Europe, encouraged people to value logic and reason more than just taking things at face value or accepting them by faith. People such as philosophers John Locke and David Hume led the movement. This ultimately led to a decline in faith, and often, a decline a piety.

The First Great Awakening Cont.

Overview:

As stated in the definition, the first great awakening refers to a period of time in the mid 18th century marked by religious renewal. It was a time that saw a dramatic increase in preaching and church attendance, and religious and spiritual matters were brought to the forefront of American life, more so than they had been since before the enlightenment. People not only started to pay more attention to spiritual matters, particularly the Christian faith, but people also started to think about how these things played a role in their everyday lives.

A couple of key figures ultimately sparked the Great Awakening in America. One of those figures was Jonathan Edwards, a prominent minister who is most well known for his sermon titled “Sinners in the Hand of an Angry God.” Edwards not only delivered very intense and emotional sermons, he was also an extremely well known author with many popular books. One of these books is simply known as “A Faithful Narrative” and it describes a revival that took place in Northampton, MA. His accounts of this revival sparked many other revivals across the country.

Another key figure to the first Great Awakening is George Whitefield. Whitefield was a popular preacher at the time and he was famous for his incredible oratory. He was known to attract thousands of people just to hear him speak. He is often described as a very theatrical teacher with a flair for the dramatic, and his preaching is rumored to have brought grown men to tears.

One important theme that is important to know about the first Great Awakening is the idea of Old Lights and New Lights. Basically, Old lights did not appreciate all of the emotional fervor that went along with the Great Awakening, and they were ultimately against the Great Awakening movement. New lights, on the other hand, embraced the emotional aspects of the movement and were very much in support of it. Jonathan Edwards and George Whitefield both fall under the category of new lights. This created a divide within the church, although the New light movement was much more popular. It eventually even led to the creation of separate churches and universities based on this divide. Princeton University actually stemmed out of the first Great Awakening and the divide between Old and New Lights.

The First Great Awakening Cont.

Effects of the Great Awakening:

The Great Awakening had numerous effects on the political and social spheres of the United States. For one, Protestant Christianity became one of the most prominent religions in America. Within Christianity, a lot of different forms and denominations emerged. Up until the Great Awakening, it was pretty much just Congregational, Quaker, and Puritan churches in the U.S. Because of all the new ideas being put forward, and the inevitable disagreements over these ideas, Christian groups broke off into different denominations. As a result Methodism, Baptists, Presbyterians, and a few other groups grew immensely.

Another effect is that it unified colonies. Although denominations meant more division within the church, they created a certain kind of unity among the colonies. This is mostly just due to the large scope of the Great Awakening. Regardless of where in the states you lived, chances are you had been exposed to Great Awakening teachings or had even been a part of the movement in some shape or form.

Lastly, it drastically changed the religious landscape of the United States. Religion started to become a much bigger part of everyday life. People began to practice piety, meaning that they practiced their faith fervently and consistently. It also had a much more emotional spirit to it, and was not so centered on knowledge and traditions. At the same time, it caused a refocusing on different theological ideas such as the pre-destination versus free will debate that marked the time. These new thoughts and ideas also opened up the way for different religious movements in the future, and made it easier for these to take hold.

The First Great Awakening Cont.

Why you need to know it for AP US History:

For the AP US History exam it is almost a guarantee that you will be asked at least one question about the Great Awakening. It is absolutely essential that you know the time period when the first Great Awakening took place. Further, you may be asked about whom Jonathan Edwards or George Whitefield were. A likely question might ask you which leader wrote “Sinners in the Hands of an Angry God.” Further, you could be asked a multiple choice question about the effects of the Great Awakening, and you should know that if “increased diversity among religions” is an answer, then it’s the right one.

For free response or document based questions, you will need to know some of the origins of the Great Awakening, as well as some of the themes and effects of the movement. You should note how it was a time marked by religious fervor, and how the importance of emotions within religion greatly increased. Aside from specific people, time, and places, be aware of the themes and shifts that occurred.

This is a great topic to try to start thinking about potential questions and answers that may be asked (there aren’t a ton of possibilities). Using this crash course review as a guide, you should be set for an APUSH questions about the first Great Awakening.

The Hartford Convention



Photo Credit: Public Domain

Do you know what the Hartford Convention is? Well you should! In AP US History, it is important to understand how the Hartford Convention. It had many repercussions that may not have directly affected the growth of the United States as a nation, but its formation and goal definitely played into the history of our fledgling country. So why don't we take a look at both its cause and effects?

The Hartford Convention Cont.

The War of 1812

The War of 1812 was one of the first engagements the United States had as a sovereign nation. Once more, we found ourselves embroiled in battle with our former home country, Great Britain. Great Britain had engaged France in the Napoleonic Wars and the United States was caught in the crossfire. Both warring countries needed easily accessible resources to fund their war and American merchants became their primary targets due to our neutrality and reduced navy commissioned by President Thomas Jefferson. While both countries seized American goods, the greatest outrage came from British impressment. Whenever a British ship captured an American ship, they would force American sailors into their service and coerce them into helping them fight France. President Jefferson hoped to compel Great Britain to stop kidnapping American sailors through the Embargo Act of 1807 which prevented the exportation of American goods.

President Jefferson decided to step down after the debacle resulting from the Embargo Act of 1807 and in his place rose his colleague, President James Madison. Madison hoped to deal with Great Britain and France while simultaneously stimulating the now slow American economy. He passed Macon's Bill No. 2 which removed the trade restrictions against France and Great Britain. The bill also stated that if either warring countries removed their own restrictions against the United States President Madison would begin another trading ban opposing the other country. France agreed to President Madison's bill and Napoleon began trading with the United States once more. As per the Macon Bill No. 2 the United States began a prohibition on trading with Great Britain. The resulting blockade drew the United States into a war with Great Britain.

The Hartford Convention Cont.

The Federalists

While Congress may have voted for war against the Great Britain, that doesn't mean every state in the union supported the conflict. The War of 1812 was found most of its support in the new western territories of America and the southern states. However, there was much resistance from New England and the northeast. In this area of the United States those feelings from the Federalists began to ferment that would eventually lead to the Hartford Convention.

The Federalists were centered in New England and were the opposing party to President Madison and President Jefferson's Democratic-Republicans. The Federalists of New England felt that a war with Great Britain would surely destroy their new nation and fought both President Jefferson and President Madison to prevent the outbreak of war. This was found to be impossible however due to American anger at British impressment and the theft of American goods by both British and French forces...

The Hartford Convention

As we read earlier, the Federalists opposed the War of 1812. In fact, the Federalists secretly supported British soldiers at times and gave them food, money, and other supplies. New England states dominated by the Federalists even refused the federal government's call for the activation of state militias. All these feelings came to a boiling point at the Hartford Convention in Connecticut.

The Hartford Convention was held at the Old State House in Hartford from December 15, 1814 to January 5, 1815. They were called to meet by Harrison Gray Otis who wanted to discuss the defense of the nation and grievances by the federal government. In total, there were 26 delegates comprised of representatives sent from Massachusetts, Connecticut, Rhode Island, and certain counties in Vermont and New Hampshire. During this time, the representatives from New England states secretly met to discuss their objections to the actions of the Jefferson and Madison administration.

The Hartford Convention Cont.

The Federalists felt wronged by the War of 1812, they completely disagreed with the fight between the United States and Great Britain and found it unfair that New England was paying for most of the war itself.

The Embargo Act of 1807 and Macon's Bill No.2 had both harmed New England's economy. During their convention, they voted on and came to the consensus on several new amendments meant to curb the power of the current administration. They wanted to prohibit trade sanctions that would last more than 60 days, require a two-thirds Congressional majority vote for the declaration of war, repeal the three-fifths compromise that gave Southern states so much sway, limit future presidents to one term, and finally each new president must come from a different state from the prior president. However, the most outrageous item on agenda of the Hartford Convention was their discussion as to whether to secede from the Union at the time. New England, led by the Federalists, were debating withdrawing from the United States at the Hartford Convention. While they never completely agreed to withdraw, their other amendments were rendered useless and borderline traitorous after the victory of General Andrew Jackson at the Battle of New Orleans.

The Hartford Convention Cont.

When news of the Hartford Convention came out, the Federalists were discredited completely and never again held the political clout that they once did. The Democratic-Republicans fought the War of 1812 to a draw with Great Britain and signed the Treaty of Ghent bringing the war to a close. General Andrew Jackson was made a war hero which would eventually contribute to his presidential campaign. Most importantly, however, the union was maintained and made stronger as a wave of nationalism swept through the nation. The United States was no longer a raggedy band of colonies but a nation able to combat even Great Britain. From an AP US History perspective, the Hartford Convention can be described as the final erasure of any doubts in the success of the United States as a nation run by democracy. Despite the Federalists' doubt in the American government and the US Constitution, our spirit carried the day.

Maybe now you're wondering what role does your knowledge of the Hartford Convention play into taking the AP US History Exam? In 2011, the exam asked how political parties contributed to national unity in the United States between 1790 and 1840. The Hartford Convention falls right in the middle of that period of time and now your knowledge of the event can only help you write a perfect response to that type of question, should it appear again on the exam.

The New Deal



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The nation was in a state of crisis when Franklin D. Roosevelt took office in 1933. The Great Depression had caused severe unemployment (up to 90% in some cities!), business failures, and serious disruptions in international trade. It's no understatement that Roosevelt had a lot of work to do to fix the nation and restore trust in the government! He hoped his New Deal programs would do just that.

As an AP US History student, it is important for you to know what the New Deal is, but also why it is important. This APUSH crash course will give you all the details you need to know to answer New Deal-related multiple choice questions and essays with ease! Let's get started.

The New Deal Cont.

What exactly is the New Deal?

The New Deal was a set of domestic programs set in motion by President Franklin D. Roosevelt between 1933 and 1938. The goals of the program were relief, recovery, and reform, and with these goals in mind, FDR set out to help the poor and needy, improve the economy, and pass laws to stop unemployment, alleviate poverty, and prevent a repeat depression.

The New Deal is generally split into two stages: The First New Deal (1933-1934) and the Second New Deal (1935-1938). It's not too important to distinguish between the two, but just know that the First New Deal focused on dealing with the immediate problems caused by the Depression, while the Second New Deal was more aggressive, liberal, and focused on reforming the nation.

Critics disagree on whether or not the programs ended the Great Depression, but one thing's for sure, the New Deal brought about drastic changes to the United States and dramatically altered its economy and politics forever.

Background Information

It's important to understand the Great Depression and Herbert Hoover's economic policy during the time. Let's briefly overview some information that will help you see the bigger picture.

Before FDR took office, President Herbert Hoover was set the challenge of helping the nation through the worst depression it had ever seen. But he was slow to help and wary of affecting any change. He didn't believe it was the government's job to help failing businesses and unemployed citizens. In fact, he believed that caring for the poor was work for private charities. The only real attempt Hoover made at fighting the Great Depression was the Reconstruction Finance Corporation, which involved public works programs such as the Hoover Dam. But his attempts came much too late, and his term ended, leaving the tremendous problems of the unstable nation for the next president to resolve.

The New Deal Cont.

The First Hundred Days

In what is known as the First Hundred Days, FDR made great strides towards accomplishing his goals of helping the needy, creating new jobs, restoring public confidence in banks, and improving the economy.

During this three and a half month period of the First Hundred Days, Congress passed a staggering fifteen laws to help create new jobs and restore public confidence in banks. You don't need to know all of them, but I will go over some of the important ones you need to know for the APUSH exam.

The Agricultural Adjustment Act, 1933

This act paid farmers to not sell their food and to reduce their crop production. Sounds weird, right? Well, by limiting agricultural production, crop surpluses were reduced and the demand and price for the crops rose. However, the program was controversial since farmers were ordered to plow over their fields and kill their hogs during a time of great hunger.

The National Industrial Recovery Act, 1933

The goal of this act was to combat the Great Depression through government-business cooperation. It created agencies such as the Public Works Administration to set up government funded infrastructure projects to increase jobs. However, the act was not a success and was repealed by the Supreme Court in 1935.

The Civilian Conservation Corps

This organization established a jobs program for unemployed youth. Over 250,000 young men were given conservation jobs working in national parks, helping improve the lives and morals of unemployed workers and benefiting the nation's environment. Over 3 billion trees were planted during the organization's run!

The Tennessee Valley Authority

This agency's primary goal was to create dams and power plants, and to provide electricity to Tennessee. However, it also boosted farming in the area, improved habitats for wildlife, and helped decrease forest fires.

The New Deal Cont.

The Second New Deal

The first New Deal programs were met with less success than FDR had hoped. The Great Depression kept rearing its ugly head and the American people were growing more anxious and desperate. Additionally, there was increasing pressure from the political left and right to change policies, since many were frustrated with the pace of recovery.

Because of this, FDR decided to change his tactics. In 1935, he began implementing more aggressive and liberal programs in an attempt to speed recovery and reform the entire nation. You really only need to know about two main acts passed during the Second New Deal: The Social Security Act and the Wagner Act.

The Social Security Act, 1935

This act created a federal pension system for those retiring at age 65 funded by taxes, workers' wages, and employer contributions. Today, Social Security is in trouble because baby boomers are coming of age.

The Wagner Act, 1935

AKA National Labor Relations Act

This act, often called the Magna Carta for unions, established the National Labor Relations Board to insure workers' rights to organize and bargain collectively. This led to an increase in labor union membership.

The New Deal Cont.

What did the New Deal NOT do?

While the New Deal took on many issues, there are several key factors it failed to address.

The New Deal did NOT:

- Protect civil rights of African Americans
- Integrate Armed Forces
- Legally recognize unions for migrant workers
- Establish Bureau of Indian Affairs
- Nationalize basic industries

What was the impact of the New Deal?

The New Deal was a reformation, as opposed to a revolution. It helped improve the existing economy and expanded the role of the government to include social welfare spending. The Democratic Party became the majority party for most of the 1930s up until the 1980s, because the New Deal Coalition (a strong alignment of different groups of people who supported the New Deal) also supported Democrats. African Americans were helped economically by many of the New Deal programs, but civil rights were not directly tackled.

The New Deal fizzled out around 1937. When the Supreme Court started overturning some parts of the New Deal, FDR responded by “packing the courts.” He added a new liberal justice for any justice who was over 70 and refused to retire. This plan failed because many people believed he went too far. This issue, along with slowing momentum, the recession of 1937, and the looming prospect of war, caused the New Deal to end.

The New Deal Cont.

Although the New Deal provided short-term relief to millions of Americans, created long-term structural reform, and set up programs, such as Social Security, that are still in effect today, it really didn't end the Great Depression. The ramp up to World War II was the catalyst for the reinvigoration of the US economy.

For the AP US History exam, make sure you know the goals of the New Deal (the three R's – Relief, Recovery, Reform), the major acts and bills passed by Congress and how they affected the American people and the nation as a whole, and understand that the New Deal did not end the Great Depression by itself. With all of this knowledge, you're sure to be successful at any New Deal question that comes your way!

The Roaring Twenties

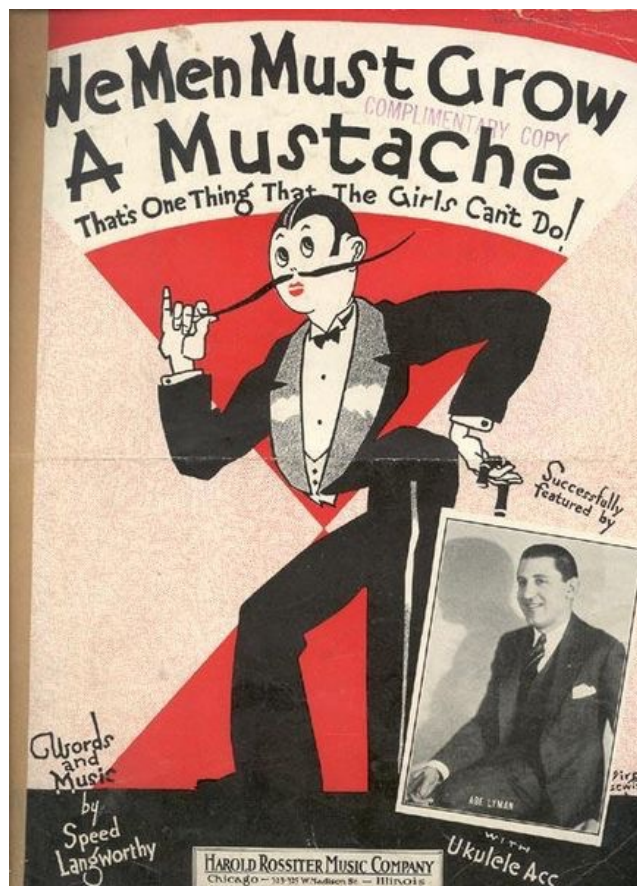


Photo Credit: Public Domain

Have you ever wondered why the 1920s are called the “Roaring Twenties?” When we hear that phrase, we often picture flapper girls with feathers and pearls, jazz musicians playing in dimly lit speakeasies, and Model-T’s rolling down brightly lit city streets. The 1920s probably felt like a non-stop party for many Americans, but did you know that it was a time of both prosperity and trouble?

For the AP US History exam, it’s important to know about the economic conditions, politics, culture, and struggles of the 1920s. This will give you a clear picture as to why this time is known as the Roaring Twenties. It will also give you all the information you need to answer any Roaring Twenties question on the APUSH exam with confidence. Let’s get started!

The Roaring Twenties Cont.

Economic prosperity

The first thing you need to know for the AP US History exam is that the 1920s was a time of great economic prosperity as consumerism took hold of the nation. World War I had just ended, and as the nation shifted from a time of war to a time of peace, production of goods also changed from that of military goods to that of consumer goods. Washing machines, irons, refrigerators, radios, and vacuums became staples in urban and suburban homes. New technologies, such as electricity and the assembly line, made products faster to produce and cheaper than ever before. Henry Ford's Model-T automobile became popular in many American homes as the income of families increased and the price of assembly-line products decreased.

But not everything was so prosperous. While the urban middle and working-class in the cities enjoyed a good standard of living, there were signs of trouble in rural areas. Farmers in the Midwest and South were struggling as the price of agricultural products drastically fell. World War I had created a huge demand for agricultural products, but when the nation returned to peace, supply heavily outweighed demand.

The Roaring Twenties Cont.

Art and entertainment explosion

A very important topic for the APUSH exam is the “Lost Generation of the 1920s.” 40% of the multiple choice questions on the exam cover social and cultural change, it is important to pay close attention to this section of the crash course.

The “Lost Generation” was a group of writers who were disillusioned with 1920s American society. The significant writers you need to know about are Sinclair Lewis and F. Scott Fitzgerald. In his novels *Babbitt* and *Main Street*, Lewis criticized the materialism, consumerism, and conformity of Roaring Twenties society. These writers believed that a nation of consumers made it impossible to find personal fulfillment. Many moved to Europe to escape a society they viewed as hypocritical and fraudulent.

In the *Great Gatsby*, Fitzgerald described the 1920s as the “Jazz Age.” This is a very accurate description of the time. Music experienced a revolution as black musicians such as Louis Armstrong, W.C. Handy, and “Jelly Roll” Morton helped create and popularize jazz. This new type of music created a shift in society as young people, both black and white, desired to break from tradition. The older generation viewed jazz as too sensual, which only made young people more rebellious.

The final things you need to know about the entertainment explosion of the Roaring Twenties is that Hollywood movies, such as the first movie with sound *The Jazz Singer*, became popular, baseball became big business, and national radio network audiences grew to the millions.

The Roaring Twenties Cont.

Nativism and Science vs. Religion

Immigration and migration reached a historical high in the 1920s. Southern and Eastern Europeans arrived in droves from 1880 to 1920. The Great Migration was a mass-movement of Black Americans from the south to cities in the North and West. All of these “New Immigrants” create anti-immigrant backlash.

For the APUSH exam, it’s important to know about a few examples of nativist sentiment. The first is the Ku Klux Klan (KKK), which believed in White supremacy and immigration restriction. During the 1920s, the KKK grew in great numbers and became aggressive, not just towards African Americans, but towards Catholics, European immigrants, and Jews, too. Make sure you are aware of the film *The Birth of a Nation*, by D.W. Griffith, which praises the KKK.

You also need to know about the National Origins Act of 1924, which was a discriminatory law that limited Eastern and Southern European immigration. This act caused a huge decrease in immigrants from those areas, but did nothing to effect the increasing numbers of Mexican and Puerto Rican immigrants.

Finally, it’s important to know about religious Fundamentalism during the time. For the AP exam, know about the Scopes Trial, which tackled the issue of teaching evolution in high school. This is especially important because it is a good example of the push and pull between the flowering modernism and science of the time, and the traditional religious views of many Americans.

The Roaring Twenties Cont.

African Americans and women

The most important thing you need to know about African American culture during the Roaring Twenties is the Harlem Renaissance. This explosion of art, music, and literature challenged the social, racial and political inequalities that many Black Americans faced. Key Harlem Renaissance figures you need to know are Langston Hughes, Zora Neale Hurston and James Weldon Johnson.

The Feminist movement grew in great strides during the Roaring Twenties, too. Flappers, independent young women who smoked cigarettes, cut their hair into short bobs, and wore makeup, challenged the social norm and traditional gender roles. Margaret Sanger, a birth control activist, attempted to legalize birth control, and even opened the first birth control clinic in America. Another step towards equality for women was the passing of the 19th amendment in 1919, which guaranteed women the right to vote. However, during the 1920s, women did not receive equal wages and were often discriminated against in the workplace.

Politics and foreign policy

You don't really need to know a lot about the politics of the Roaring Twenties, but just know that the Republican Party prospered. It's also helpful to remember that the 1920s presidents were Harding, Coolidge, and Hoover.

For foreign policy, understand that the 1920s was an isolationist period, with minor exceptions for war reparation payments and international war agreements. The Kellogg-Briand Pact (1928) ratified by 62 nations, was an agreement that outlawed war as an instrument of foreign policy. The Dawes Plan was a reparation payment plan between Germany and the US.

The Roaring Twenties Cont.

Why is the Roaring Twenties important for APUSH?

Many AP US History exam questions focus on social, intellectual and cultural change. 1920s America is a perfect example of this. The Roaring Twenties came to an abrupt end with the beginning of the Great Depression, but it was a time that greatly changed the nation. It was a time of consumerism, technological evolution, artistic expression, and social and creative expression for women and African Americans. It was also a time of struggle for farmers, and a time of discrimination for immigrants, women, and African Americans.

If you can understand the contradictions of the Roaring Twenties and how the social, technological, and economic advancements that took place during the time changed the nation for good, you are on your way to a great score on the APUSH exam!

The Second Great Awakening



Photo Credit: Public Domain

Do you understand the importance of the Second Great Awakening? Well you should! By recognizing the significance of the Second Great Awakening you'll be one step closer to a better grasp of US history and a better score for the AP US History Exam. The Second Great Awakening lasted from 1790 to 1840. It began as a reaction to the growth in popularity of science and rationalism. The Second Great Awakening fought the perceived moral decay of society and charged Americans to lead their fellow man to salvation.

The Second Great Awakening Cont.

The Second Great Awakening began when Timothy Dwight was promoted to president of Yale College. At the time, Yale College was seen as a center of secular, and therefore ungodly, thought. Timothy Dwight felt it was his duty to prevent the spread of blasphemous thinking. He supported sermons that brought religious revival to Yale College's student body and from there, it spread like a wildfire.

The Second Great Awakening preached sermons that were much softer and kinder. Rather than portraying an angry, vengeful God, the Second Great Awakening painted God as a benevolent and compassionate ruler who only wanted the salvation of every man. After the Timothy Dwight's success in New England, it was only a matter of time until the religious revival spread throughout the rest of the nation.

The American West and Camp Meetings

Similar to religious revival that was traveling down the Atlantic Coast, the religious fervor spread west as well. The camp meeting was the main venue where the Second Great Awakening was spread. Most pioneer families at the time lived in isolation from one another and were often concerned with the year's harvest and maintaining their own land. But when the harvest was brought in and all the preparations were made for winter, many pioneer families would come together at camp meetings. It was there that they heard the sermons that were coming from the east. Some of these camp meetings had about 25,000 attendees, coming from vast distances to hear the messages of preachers.

The importance of the camp meeting in the Second Great Awakening cannot be understated. It was during these camp meetings that you saw people "speaking in tongues" or having convulsive fits due to religious ecstasy. These physical signs and tangible examples of conversion further fueled the religious zeal that was consuming the country.

The Second Great Awakening Cont.

Early Feminism and Other Reform Movements

The Second Great Awakening not only renewed America's religious intensity but it also initiated many of the reform movements that would later seize the country, and some can even still be seen today. For example, the Second Great Awakening placed women in greater roles than before. Women were seen as the moral center of the household. They were in charge of the spiritual and moral well-being of both their children and their husband. With this in mind, it makes sense that women were drawn towards the enthusiasm of the Second Great Awakening because it emphasized their own importance to the religion instead of downplaying it. In addition, because women were often relegated to the household, they had time to pursue causes that they deemed important.

Often, these causes were subjects they had heard spoken of at religious revivals. For example, many preachers during the Second Great Awakening decried slavery and alcohol. Both these messages led to the Abolitionist and Temperance Movement of which women were active participants. It is also during this time that we see the precursor to the Feminist movement. Prior to the Second Great Awakening women did not have a very important social role, but as they organized these other reform movements, they began to see the power they truly had. Soon after the Second Great Awakening, women began their own movement towards equality.

The Second Great Awakening Cont.

Charles Grandison Finney

Of all the preachers that became ubiquitous during the Second Great Awakening, there were none as popular or as well-spoken as Charles Grandison Finney. Finney typified the religious revival preacher with his fierce oratory skills and intense sermons. His greatest work as a revivalist preacher was during the period of 1826 to 1831, where he made a circuit that started in Utica and ended in New York City. His remarkable power of persuasion converted tens of thousands of people. The reason for his popularity came from the different type of homily that became popular during the religious revivals that seized the nation.

Finney preached that everyone was capable of salvation and there's not much to do other than have faith in God and perform acts of good work. Prior to Finney, the popular denomination of Calvinism claimed that all those who had the privilege of going to heaven had already been chosen. Everyone else who was not worthy of being saved would go straight to hell. Charles Grandison Finney appealed to the masses. More people could identify with his message of an attainable heaven where you were separated from eternal salvation only by the amount of work you were willing to put in. This meshed well with the self-sufficient and sovereign spirit of the growing American people.

When studying AP US History, it is important to take note of the Second Great Awakening. The religious movement helped to form the personality and nature of the nation that we live in today. The Second Great Awakening swelled the ranks of various Christian denominations, from Baptist to Methodist. It brought the west together when families were often alone for months at a time during the year. From the Second Great Awakening, we saw the equalizing effect of religion as it evened the gap between genders. Reform movements were born in the aftermath of the revival as anti-slavery movements, women's suffrage, and temperance rose along with the wave of piety. It also brought to the forefront the power of the individual both in the message spread by preachers like Charles Finney and the manner in which they lived their lives, self-determining and unwavering in their resolve to save everyone's soul. To get that perfect score in AP US History, you need to be able to identify the impact of the Second Great Awakening.

The Transportation Revolution



Photo Credit: Public Domain

Do you know what the Transportation Revolution is? Well you should! The United States didn't used to be the great, interconnected nation that it is today. In the 1800s, the United States was just beginning to grow. A free market was building the United States a booming economy. The northeast began to industrialize and as a result, began to urbanize as well. With the population beginning to grow exponentially along the Atlantic coast, people began moving west. When news came back from the west that the soil was rich and fertile, the migration only intensified. Northeastern farmers could not compete with the agricultural empire growing in the west and soon were giving up their farms in favor of industrialization. Americans from the Mid-Atlantic States and the south had depleted the soil in their states and saw new opportunities by moving west. These pioneers were looking for a piece of land to call their own and they were willing to brave the dangers that such a journey entailed.

The Transportation Revolution Cont.

Originally, when pioneers were moving westward, their only means of transportation was to take a ship from an Atlantic harbor around the tip of South America and up the western coast till they reached California. If you traveled overland, then you were limited to traveling by foot or by horseback. The most famous way of moving west was the iconic covered Conestoga wagon. While the covered wagon allowed pioneer families to travel in larger groups and cover greater distance, the trek was still incredibly difficult. However, this did not stop the proud spirit of the American people and they continued to trail blaze their path west and began to put down roots and put up houses.

With the settlement of the west, a plentiful abundance of new crops flowed back east and people realized the need for a safer means of covering vast distances quickly and efficiently and it is here that the Transportation Revolution began. It was the name given to the growth of different ways of moving through America and further west in addition to shipping goods back east. So, why don't we take a look at the Transportation Revolution and how it related to AP US History?

Turnpikes

Have you ever wondered where the word "turnpike" comes from? Well let's find out! The turnpike was an originally a broad, concrete road similar to the highways that we have today. Its name came from the sharp spikes, or pikes, that were placed at tolls along the highway that prevented someone from passing unless they pay the toll. The very first turnpike in the United States was the Philadelphia-Lancaster Turnpike and soon after its completion in 1794, the United States saw an explosion in the growth of turnpikes all across the northeastern seaboard. By the time 1821 rolled around, only 27 years after they finished building the Philadelphia-Lancaster Turnpike, the United States had over 4,000 miles of turnpikes running up and down the coast. Turnpikes ran all throughout the American northeast and made it easier to travel from one major city to the next. Not only did the expanded access help industrialization grow, but the turnpikes helped to fund the growth from the tolls that were paid.

The Transportation Revolution Cont.

Canals and the Power of the Steamboat

While state governments and private companies all over the United States worked on a series of turnpikes, there was still a bigger issue. Travel overland, even by turnpikes, was still not fast enough. Corn and other crops from the west could only last so long before spoiling and when they did spoil they were useless. Businessmen and inventors everywhere looked for a solution to their problem and they found their answer in the water. Americans along the Mississippi River had been rafting down its length for decades. Crops grown in the Midwest would be rafted down to Louisiana and sold. However, once you had rafted down the Mississippi, there was no way to travel back up its length. You either had to walk or take a horse back north to sell another shipment.

This problem was quickly solved Robert Fulton. Robert Fulton created the very first steamboat, named the Clermont. Originally he was laughed at; many claimed that Fulton's steamboat would never work. That ended when he made the run from New York City to Albany on the Hudson River. He completed the 150 mile trip at five miles an hour and proved that steamboats were indeed a viable means of efficient transportation. Soon after, steamboats grew to dominate the Mississippi with its ability to travel both up and down the river. It also, for a time, became the preferred means of transportation. Steamboats offered a more comfortable travel experience where passengers were allowed to eat, drink, and gamble while onboard. Some steamboats offered cabins where their passengers could rest while they made their journey.

The Transportation Revolution Cont.

Canals became prevalent in the northeast because of their ability to reduce travel time and facilitate the transport of trade goods. The Transportation Revolution's greatest event was the opening up of greater movement in the north east through the growth of the canal system. For example, the Erie Canal that connected the Hudson River and Lake Erie was astounding in its effect. At its greatest length, the Erie Canal ran 363 miles connecting Albany and Buffalo. The trip between the two cities was shortened to an amazing six days from a former 20 days. Most importantly, however, the Erie Canal connected the Great Lakes with the eastern seaboard and enabled the growth of cities like Chicago. After the Erie Canal's success it did not take long for the United States to begin a series of serious canal projects. After 1840, the United States had about 3,000 miles of canals. The productive Ohio Valley was opened to the northeast and farmers began shipping their goods towards the growing centers of industrialization on the east coast.

The Railroad

How was the west won? It was through the might of the railroad. The turnpike opened up the northeast. Steam engines and canals widened the scope of settlement in the west. However, it was the railroad that completed the picture. It was what brought the east and west coast together. Railroads truly made western states part of the union by providing a safe means of reaching them. It brought to life the concept of Manifest Destiny, the idea that the United States truly was supposed to be a great nation reaching from the Atlantic Ocean to the Pacific Ocean.

The Transportation Revolution Cont.

Early development of serious railroad expansion began in 1828 with the Baltimore and Ohio, or B&O, Line that stretched from Baltimore to the Ohio River. Then in 1833, the Charleston and Hamburg Railroad overtook the B&O Line. By 1840 the United States was on track to have the greatest number of railroads in the world, doubling the amount that Europe had with 3,000 miles of track. Twenty years later in 1860, the United States was uncontested more than 30,000 miles of railroad track. Yet we cannot speak of railroads without discussing the importance of the Transcontinental Railroad. Running from California to Iowa the Transcontinental Railroad was the first complete overland link between east and west. It provided cheap and fast transportation across the width of the United States. Goods could be moved along the Transcontinental Railroad. Finally, it gave tangible proof that the United States was one single, cohesive country.

Still, the quest for a unified America was not an easy one. There were many challenges to face during the Transportation Revolution, especially in regards to the construction of a railroad suitable for the needs of a growing nation. Initially, the railroad business had excessive competition. Rival companies rarely ever coordinated the design of their railways and would often use different sized tracks to prevent opposing companies from using their lines. Railroads could not originally be built on steep grades or around sharp curves because locomotives of the time were not yet strong enough. These same locomotives also ran on wood which was extremely hazardous due to the possibility of fire. But as with so many other challenges before and after the United States overcame and thrived as a result.

The Transportation Revolution Cont.

The railroad was so important to the Transportation Revolution for several reasons. Travel by railroad became so popular because of its relative cheapness compared to travel by water and it was undoubtedly faster. Prior to the creation of railroads running east and west, there was no reliable way across the vast plains of the United States. With the construction of the railroad, the plains were opened up to settlement because pioneers could get there quicker and ship their crops east and west as well.

When studying AP US History, it is vital to understand that America could not have become the powerful nation that it did without the Transportation Revolution. America's growth could only have been possible if there were an underlying infrastructure to support it. Through the growth of transportation the United States was able to spread out, moving crops and goods all over the country. It brought the nation closer and intensified an underlying sense of nationalism. By understanding and being able to explain, the Transportation Revolution you are one step closer to getting that perfect score on the AP US History exam.

Wilmot Proviso

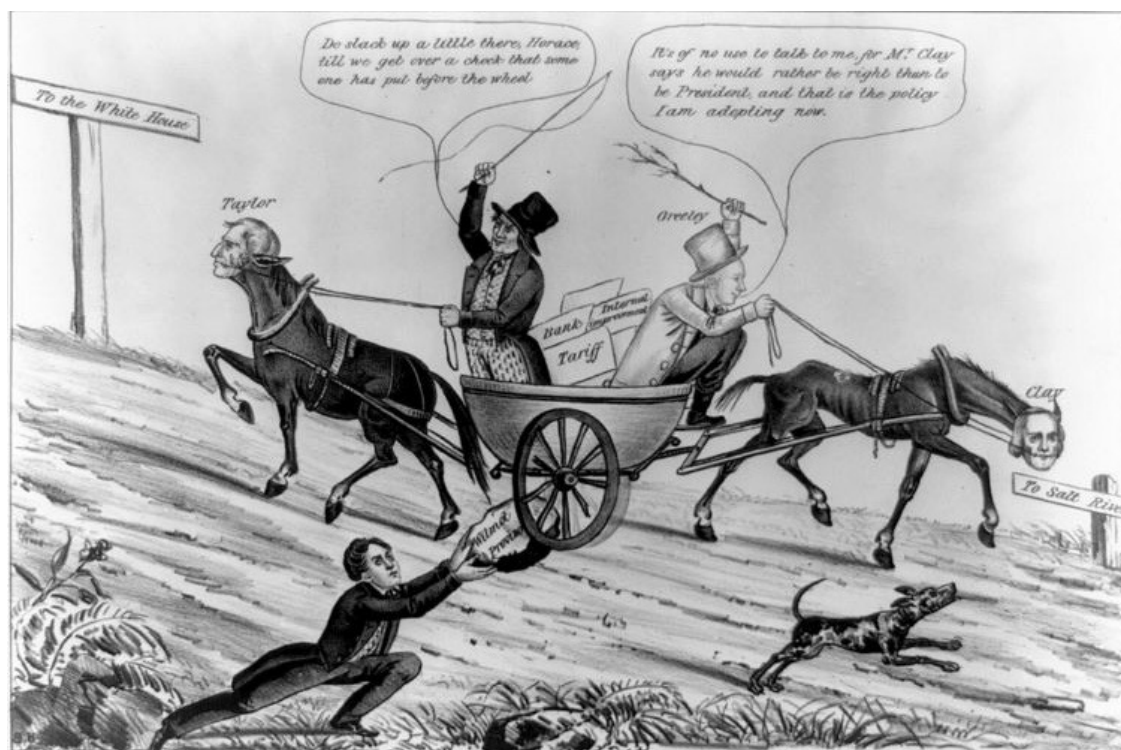


Photo Credit: Public Domain

Are you familiar with the Wilmot Proviso? Can you explain its importance in American history? Or are you currently wondering what in the world a proviso is? If you are an AP US History student, you could probably use a review of the Wilmot Proviso. Lucky for you, we have it covered in this part of the AP US History Crash series. Check it out, and get studying!

Why do you need to learn it?

A big part of learning history is understanding the process that led to the government and country that we have today. This means that you will often learn about amendments, legislation, and theories that never actually came to be realities. The Wilmot Proviso is one of those ideas. It was a proposed legislation that went through Congress but was ultimately never passed. It did, however, help set the stage for the American Civil War, and is crucially important for AP US History.

Wilmot Proviso Cont.

What was it?

The 1840s and 1850s in America were overall a confusing time. Tensions were already high because of anti-slavery movements and free vs. slave state debates. To add to this, America's recent successes of Westward expansion led to the question of what should be done with the newly acquired territories. After the annexation of Texas, America entered into a war with Mexico. During this war, America quickly acquired New Mexico and California and looked to see how much land could be gained from Mexico.

At this point in time, both political parties had attempted to limit the involvement of slavery in their national political discussions. Unfortunately, it was impossible to avoid the issue of how slavery would be addressed in these new territories. Not only were there debates about how to treat slavery in these days, but people also questioned whether or not new territories should even be taken. The annexation of Texas was a controversial and divisive issue. Some felt that President James K. Polk was only serving southern interests, while some southerners were disappointed by his election.

President Polk proposed a legislative act that would help him work out a deal with Mexico, but it needed to be approved by Congress. Although Congress was not originally supposed to meet at that time, they scheduled an emergency meeting to discuss the bill. Coinciding with this meeting, a group of Democrats had gathered to propose an amendment to the bill that would directly affect the status of slavery in the newly acquired territories that President Polk hoped to gain with the power granted by this bill. That amendment, proposed by David Wilmot, was known as the Wilmot Proviso.

Wilmot Proviso Cont.

Got all that?

Okay, before we move forward, let's make sure that you are all caught up. America and Mexico were in negotiations over land distribution post war. President Polk was asking Congress for a large sum of money to use in these negotiations to gain more land. Polk had to bring the bill asking for money to Congress, where it was necessary to have a debate. So David Wilmot and a group of his Democrat friends got together and came up with an amendment to add on to that bill. Got it? Good.

What did the amendment say?

David Wilmot and his counterparts were apparently anti-slavery, and they used this opportunity to add an amendment that would disallow slavery in the territories acquired in this negotiation. Wilmot was apparently in good graces with Polk, and so it was assumed that he would have a good opportunity to speak during the debate. Essentially, this group of men took a crucial debate and used it as a stepping stool to propose an alternative idea. They had their own agenda for this debate, and they effectively used it as a way of making a substantial case and movement against slavery. This added amendment is known as a proviso. In particular, the Wilmot Proviso.

Wilmot Proviso Cont.

Did it work?

No. Well kind of. Almost. But, not really. Southern democrats attempted to skirt around the amendments to ban slavery by calling for them to move the Missouri Compromise line to the west so that not all newly acquired territories would be subject to this rule. That failed. Congress voted on adding the proviso to the bill, and it passed. Then southerners tried to motion to table the bill, and that was voted against. Finally, the entire bill was passed by an affirmative vote of 85-80. The votes were generally divided based on geography, not necessarily by party differences.

Although the bill and the proviso made it through Congress, it was not approved in Senate. The issue subsided until the end of the year when President Polk brought up his request for the funds, this time for 3 million dollars. Once again, the Wilmot Proviso was added to the bill, and once again the bill with the proviso made it through the House. However, when it went to the Senate, the bill was approved without the proviso. The bill then went back to the House where it was adopted, still without the proviso. This time, 22 northerners had voted with the South, leading to the southern victory. The Wilmot Proviso was then added to the treaty that ended the war, and it was put down for the final time.

Wilmot Proviso Cont.

Then what?

Although the Wilmot Proviso ultimately never came to fruition, it had a number of lasting effects. It placed a heavy emphasis on the slave state versus free state debate; as up until that time, politicians had avoided it in national political issues. As America went on to acquire more and more territories, politicians had no choice but to address the matter head on. It could no longer be avoided or shuffled under the rug. The events that transpired after the final failed attempt of the Wilmot Proviso eventually led to the birth of the Free Soil Party. Basically, the whole issue just sharpened the divide between free states and slave states, or more accurately, between those in favor of slavery and those against (not necessarily defined by their states preference.)

Got it!

There you have it, a basic rundown of the Wilmot Proviso to help you be prepared for the AP US History exam. Just remember it played a role in pre-Civil War debates on slavery, and was a large part of the Texas annexation and Mexican War process.

XYZ Affair



Photo Credit: Public Domain

Have you heard of the XYZ Affair? Did you know that it involved three anonymous French agents who created anger and shock in the American people? Did you know that it almost led to a war between the United States and France? If you answered “no” to any of these questions, then this APUSH exam review is for you! By the end of this review, you should be able to answer any APUSH multiple choice question or essay with ease.

XYZ Affair Definition

The XYZ Affair was a diplomatic crisis that happened between the United States and France. President John Adams wanted to avoid a war, but the XYZ Affair created more tension between the two nations, and even within the United States itself.

XYZ Affair Cont.

Tensions between the US and Great Britain

The United States was a neutral nation during this time. It sided with neither Great Britain, nor France. However, the British were, quite frankly, acting like bullies. They did not allow neutral countries to trade with France. In order to enforce this law, the British seized American ships traveling to France. All of the goods and products travelling from the US to France were taken and American seamen were forced to serve in the British Royal Navy. This, of course, was a major problem for the United States.

In order to try and remedy the situation and prevent further hostility between the two nations, President George Washington sent an American diplomat, John Jay, to Great Britain. Compromises were made and the Jay Treaty was ratified.

The Jay Treaty of 1795

The main cause of the XYZ Affair was the signing of the Jay Treaty between the US and Great Britain. The treaty was meant to prevent a war between the two nations by not allowing the US to trade with “hostile nations,” such as France. France and Great Britain were at war during this time, so this treaty caused French leaders to believe that the US was siding with the British. In actuality, the US wanted to remain neutral and avoid war. The French also saw the Jay Treaty as a breach of the 1778 Treaty of Alliance between France and the US, which forged a military alliance between the two against Britain.

Clearly, the United State’s attempts at remaining neutral were not working. Pleasing both Britain and France at the same time was a tricky task. Many Americans saw the Jay Treaty as an embarrassing surrender to the British. It angered the American people and many Europeans, especially the French. French leaders were offended because Britain was allowed to trade with the US, and they were not. Ultimately, the Jay Treaty prevented a war between the US and Great Britain, but it created another problem between the US and France.

XYZ Affair Cont.

Aftermath of the Jay Treaty

Relations were good between the US and Britain following the Jay Treaty. It is credited with creating peaceful trade and strong economic ties between the two nations. However, after the Jay Treaty was signed in 1795, the French were not so enthusiastic. During the American Revolutionary War, the French had been allied with the US and had helped them fight against Great Britain. The French probably expected the Americans to return the favor and help them in their war against the British. But all of the sudden, the US seemed to be allied with Britain. The French, offended by what they viewed as a betrayal by the United States, retaliated by capturing over 300 American trade ships in the West Indies.

Negotiations with France

The XYZ Affair happened during an attempted negotiation with France to avoid war. Again, the US wanted to stay neutral and not become involved in any wars. After the Jay Treaty left the relationship between the US and France very strained, President John Adams needed to take action. He sent three American diplomats, John Marshall, Elbridge Gerry and Charles C. Pinckney, to France to negotiate peace with French leaders. When the three Americans arrived in France, they were not welcomed into the country with open arms. In fact, they were forced to wait weeks before anyone would even discuss peace terms with them. Finally, the three Americans were met by three French agents, known later as “X,” “Y,” and “Z.” They demanded a \$250,000 bribe and \$12 million in loans to even speak with French Foreign Minister Talleyrand.

The American diplomats were shocked and insulted. Political bribes during this time were common, but the amount the French representatives demanded was ridiculous. Marshall, Gerry, and Pinckney refused to pay the bribes, with Pinckney famously saying, “No, no, not a sixpence!”

This failed negotiation became known as the XYZ Affair, named after the anonymous identities of the three French agents who met with the American diplomats.

XYZ Affair Cont.

Impact of the XYZ Affair

When news arrived of the outrageous French demands, the American people were angry. There was huge public sentiment for war, especially by the Federalists. Even the Democratic-Republicans who supported the French joined in the rally cries: "Millions for defense, but not one cent for tribute."

In 1798, John Adams sent a message to Congress, saying, "I will never send another minister to France without assurances that he will be received, respected, and honored as the representatives of a great, free, powerful, and independent nation."

However, Adams refused to go to war. He believed that a war with France would divide the colonies and possibly lead to a civil war. He did, however, agree to build up American forces, tripling the size of the US army and creating the Navy Department to construct over 40 new warships.

The XYZ Affair also led to the Alien and Sedition Acts, which were laws effecting French and pro-French immigrants. They extended the naturalization of immigrants from five to 14 years, made it legal to deport French immigrants if the two nations went to war, and prevented people from expressing any false or malicious writing against the government. Although France and the US never officially went to war, there was an undeclared naval war, called the Quasi-War, between the two nations. President Adams even brought George Washington out of retirement to lead the American military. By 1799, American forces had captured over 90 French ships. The French had also seized several American ships in the Caribbean.

XYZ Affair Cont.

Finally, in 1800, peace terms between France and the US were settled. Talleyrand, realizing the mistake he had made during the XYZ Affair, wanted to mend his relationship with the United States, especially since France was at war with Britain and he feared that the US would ally with Britain against him. The Convention of 1800, also known as the Treaty of Mortefontaine, declared all alliances with France as “no longer operative,” and asserted a “firm, inviolable, and universal peace, and a true and sincere Friendship between the French Republic, and the United States of America.”

For the APUSH Exam

Don't worry too much about the specifics of the XYZ Affair. For example, there should be no questions on the AP US History exam about the names of the three American diplomats who were involved. However, make sure you know the impact of the XYZ Affair. For example, know that it led to cries for war, the Alien and Sedition Acts, the undeclared Quasi-War, and ultimately, peace settlements between the two nations. Also understand that the XYZ Affair showed the United State's demand to be treated with respect.

A specific example of a [free-response essay question](#) is from the [2002 APUSH exam](#). The question asked students to discuss the ways the United States sought to advance its interest in world affairs between 1789 and 1823. You could easily talk about the XYZ Affair and how it led to the Alien and Sedition Acts, the Quasi-War, and strained relations between the US and France. It's also important to remember here that during this time, the United States wanted to remain neutral and maintain the peace.

Yalta Conference



Photo Credit: Public Domain

Have you heard of the Yalta Conference? Do you know who was involved and what they agreed and disagreed about? Did you know that it foreshadowed the Cold War to come? If you answered “no” to any of these questions, then this APUSH exam review is for you! Even if you already know the basics of the Yalta Conference, this crash course will still be helpful because it will talk about the impact and significance of this key event. After this AP US History review, you will have the confidence you need to answer any Yalta Conference related multiple choice or essay question!

Yalta Conference Cont.

Yalta Conference Background

World War II was coming to an end. It was obvious that Germany was about to be defeated and that Hitler's Nazi regime was about to collapse. But the question of how to govern post-war Europe was a murky subject for the United States, Great Britain, and the Soviet Union. They all had different motives, so coming to a peaceful agreement about the control of war-torn Europe would be difficult.

What was the Yalta Conference?

The Yalta Conference, held in February 1945 in a resort town in Crimea, was a seven-day meeting of the "Big Three"— Franklin D. Roosevelt of the US, Winston Churchill of Britain, and Joseph Stalin of the USSR. It was the second of three conferences held by the Allied forces and its main focus was to figure out what to do with Germany after the war.

What were the goals of each leader?

Franklin D. Roosevelt's main motive was to convince Stalin to declare war on Japan because he needed support in the US Pacific War.

Joseph Stalin's goal was to spread communism and create Soviet "spheres of political influence" in Eastern and Central Europe.

Winston Churchill wanted free elections in Eastern Europe and sought to maintain a democracy specifically in Poland, which was hotly debated between Churchill and Stalin. Poland was actually controlled by Stalin's Red Army at the time, but the whole reason why Britain had joined the war in the first place was to help Poland after it was invaded by Germany. Churchill obviously felt that the country was entitled to free elections and didn't want Stalin controlling the war-torn country, but Stalin had other ideas. He fully intended to keep at least half of Poland.

Yalta Conference Cont.

What did they agree on?

There were several points the “Big Three” agreed on. Make sure you understand these key points for the APUSH exam.

- 1.The Soviet Union agreed to enter the war against Japan once Germany had surrendered.
- 2.Germany was to be divided into four different zones, one each for the US, Britain, the Soviet Union, and France.
- 3.Berlin, the capital of Germany, was also to be divided into four zones.
- 4.The Allies agreed to hold trials for Nazi war criminals to hold them accountable for their atrocities.
- 5.There were to be free elections held in countries that had been recently liberated from German occupation.
- 6.The United Nations was to be set up to maintain peace.
- 7.Stalin was to be allowed a “sphere of influence” in Eastern Europe in return for going to war with Japan.

What did they disagree on?

While FDR, Churchill, and Stalin agreed on several points during the Yalta Conference, there were also a few points of contention. These disagreements were to lay the groundwork for the Cold War between the US and the Soviet Union.

- 1.The Allied powers disagreed on how much Germany should pay in war reparations. Stalin demanded huge amounts of money from Germany, but FDR and Churchill did not. This is a key area of conflict between the two sides.
- 2.Poland was a major bone of contention. Stalin wanted a communist government in control of the country, but FDR and Churchill insisted on free elections. The Soviet Union even wanted to move the Polish-German border to the west. Stalin reminded the two leaders that they had agreed on allowing him a “sphere of influence” in Eastern Europe. Clearly, the two sides had a different view of exactly what a “sphere of influence” meant.

Yalta Conference Cont.

What was the significance of the Yalta Conference?

The most obvious impact of the Yalta Conference was the division of Germany, and the city of Berlin, into four temporary occupation zones. Western Germany belonged to Britain, France, and the US, while Eastern Germany belonged to the Soviet Union. This division of Germany would eventually cause tension between the United States and the Soviet Union.

Other significant outcomes of the Yalta Conference include:

- The creation of the United Nations, with the five permanent members of the Security Council having veto powers.
- The Soviet Union went to war with Japan in August 1945, as they had promised.

The Yalta Conference turned out to be a controversial meeting in the eyes of the American people. Many believed that FDR had been a pushover with Stalin, especially regarding Poland. People wondered whether FDR's urgent need for help in Japan clouded his judgment in his dealings with Stalin. Did he compromise too much on the issue of control over Poland? Did he just "hand over" Poland to the communists? These were some of the questions that the American people were asking.

Ultimately, Stalin broke his promise of free elections in Poland. This major disagreement over control of a country created mistrust between the Americans and the Soviets. When FDR died two months after the Yalta Conference, Harry S. Truman took over. He clashed with Stalin over his influence in Eastern Europe and this was the catalyst for the Cold War.

Yalta Conference Cont.

What do I need to know for the APUSH Exam?

As you probably know, the AP US History exam does not focus too much on specific facts and details of events, but rather on the significance and impact of those events. So for the exam, it's important to know the main agreements and disagreements the “Big Three” had during the Yalta Conference and how those discussions impacted the United States, specifically how it led to tensions between the United States and the Soviet Union, and eventually to the Cold War.

To put this into practice, let's briefly look at a past APUSH free-response question. In [1996](#), students were asked to discuss how certain key events influenced American-Soviet relations after WWII. To answer this question, you could write about how the Yalta Conference was the beginning of mistrust and tension between the United States and the Soviet Union. To do this, you could focus on the disagreements surrounding Poland and mention things like Stalin's demands for “spheres of influence,” Roosevelt's need for an ally in the war in Japan, and even the creation of the United Nations.

With all this knowledge, you're sure to ace those Yalta Conference exam questions!



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