

APUSH QUICK REFERENCE SURVIVAL GUIDE

THE EXAM

Here are the details...

TEST COMPONENTS	Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
	I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
		Part B: Short-answer questions	4 questions (3 parts to answer per set)	50 minutes	20%
	II	Part A: Document-based question	1 question	55 minutes	25%
		Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

THE BREAKDOWN	Period	Date Range	Percentage of AP Exam
	1	1941-1607	5%
	2	1607-1754	45%
	3	1754-1800	
	4	1800-1848	
	5	1844-1877	
	6	1865-1898	45%
	7	1890-1945	
	8	1945-1980	
9	1980-present	5%	



Pace yourself: keep track of your time.

- When writing, set aside the initial time to plan and prepare. It will result in more efficient and organized writing. On the essays your time will be clumped together. You will get warnings when you're nearing the end of the DBQ, but you won't be forced to move on. Stick to the assigned amount of time, if you have time left over in the end, revisit the essays.
- On the multiple-choice: if you're stuck on a question, make note of it, move on, and then return to it at the end. Best case: you have more time at the end to think about it and make a logical choice. Worst case: you're out of time and you still have to guess as you would have done initially.

THE WRITING

SAQs, and DBQs, and LEQs... Oh my!

Short-Answer Question (SAQ)

- **0-3 points per set of questions – you either get each response right or wrong to earn the point**
- Space out and label responses – you should be looking to answer 3 things in each set of questions
- Use complete sentences – do not bullet-point
- Responses should be 2-3 sentences in length
- Stay within the writing box – anything outside the box will not be scored
- State the facts – don't just tell me "the new amendments" changed the lives of African Americans. Tell me "the 14th Amendment granted African Americans equal protection under the law as citizens". Can't remember which amendment number it was? Or what year? Then give me as much of the details that you do know – what it was about, "time-frame" it was in, etc.

Document-Based Question (LEQ)

- **7 point total: Thesis (1 pt), Analysis of historical evidence & support of argument (4 pts), Contextualization (1 pt), Synthesis (1 pt)**
 - **Thesis:** addresses ALL parts of the question. Does more than just restates the questions
 - **Analysis/Support:**
 - **(3 pts)** analysis of the content of *all* or *all but one* of the documents using the analysis to support stated thesis (tying back to the thesis) or relevant argument (argument being made in the paragraph where you're utilizing the document.) **AND** analysis of documents on at least of the following: **historical context, intended audience, purpose, point of view of the author.**
 - **(1 pt)** "Outside Information" analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument
 - **Contextualization:** Accurately and explicitly connects historical phenomena (occurrences) relevant to the argument to broader (wide-ranging) historical events and/or processes
 - **Synthesis:** synthesizes (combines) the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question
 - Extends or modifies the stated thesis or argument (discusses another angle not previously considered)
 - Recognizes and effectively accounts for disparate (contrasting), sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument
 - Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances

Long Essay Question (LEQ)

- **6 point total: Thesis (1 pt), Support for argument (2 pts), Application of targeted historical thinking skill (2 pts), Synthesis (1 pt)**
 - **Thesis:** addresses ALL parts of the question. Does more than just restates the questions
 - **Support for argument:**
 - **Earns 1 pt:** supports stated thesis (or makes relevant argument) using specific evidence
 - **Earns 2 pts:** Supports stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument (*tying the body paragraphs “arguments/support” back to the thesis*)
 - **Historical thinking skill:**
 - **Continuity and Change Over Time**
 - *Earns 1 pt:* describes historical continuity AND change over time
 - *Earns 2 pts:* describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time
 - **Comparison**
 - *Earns 1 pt:* Describes similarities AND differences among historical developments
 - *Earns 2 pts:* Describes similarities AND differences among historical developments, providing specific examples AND analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, evaluates the relative significance of the historical developments
 - **Causation**
 - *Earns 1 pt:* describes causes AND/OR effects of a historical development
 - *Earns 2 pts:* describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development
 - **Periodization**
 - *Earns 1 pt:* describes the way in which the historical development specified in the prompt was different from OR similar to developments that preceded (came before) and/or followed
 - *Earns 2 pts:* Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded (came before) and/or followed, providing specific examples to illustrate the analysis
 - **Synthesis:** synthesizes (combines) the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question
 - Extends or modifies the stated thesis or argument (discusses another angle not previously considered)
 - Employs an additional appropriate category of analysis (political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt
 - Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances

THE SKILLS

How do you do what you do...

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

Skill 1: Historical Causation

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

Skill 2: Patterns of Continuity and Change over Time

- The ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patters to larger historical processes and themes.

Skill 3: Periodization

- The ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. Identify turning points. Historical period depends on what is considered most significant – political, economic, social, cultural, or environmental.

Skill 4: Comparison

- The ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.

Skill 5: Contextualization

- The ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

Skill 6: Historical Argumentation

- The ability to define and frame a question about the past and to address that question through the construction of an argument.

Skill 7: Appropriate Use of Relevant Historical Evidence

- The ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires students to pay attention to the content, authorship, purpose, format, and audience of such sources. Involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence while also noting the context in which the evidence was produced and used, recognizing its limitations, and assessing the points of views it reflects.

Skill 8: Interpretation

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

Skill 9: Synthesis

- The ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing contrasting, relevant, and sometimes contradictory evidence from primary and secondary works. May also involve applying insights about the past to other historical contexts or circumstances, including the present.

THE THEMES

Keep your eyes out for these...

- **Identity:** formation of both American national identity and group identities in U.S. history.
 - *How and why have debates over American national identity changed over time?*
 - *How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?*
- **Work, Exchange, and Technology:** development of American economies based on agriculture, commerce, and manufacturing.
 - *How have changes in markets, transportation, and technology affected American society from colonial times to the present day?*
 - *Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?*
 - *How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?*
- **Peopling:** why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments.
 - *Why have people migrated to, from, and within North America?*
 - *How have changes in migration and population patterns affected American life?*
- **Politics and Power:** debates over the role of the state in society and its potential as an active agent for change.
 - *How and why have different political and social groups competed for influence over society and government in what would become the United States?*
 - *How have Americans agreed on or argued over the values that guide their political system as well as who is part of the political process?*
- **America in the World:** global context in which the United States originated and developed as well as the influence of the United States in world affairs.
 - *How have events in North America and the United States related to contemporary developments in the rest of the world?*
 - *How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?*
- **Environment and Geography:** role of environment, geography, and climate in both constraining and shaping human actions.
 - *How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?*
 - *How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?*
- **Ideas, Beliefs, and Culture:** roles that ideas, beliefs, social customs, and creative expression have played in shaping the United States.
 - *How and why have moral, philosophical, and cultural values changed in what would become the United States?*
 - *How and why have changes in moral, philosophical, and cultural values affected U.S. history?*

THE TIME PERIODS

Now this is Key...

- **Period 1: 1491-1607**

Notable terms: maize, Columbian Exchange, encomienda system

- *Key Concept 1.1.:* Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- *Key Concept 1.2:* European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- *Key Concept 1.3:* Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

- **Period 2: 1607-1754**

Notable terms: indentured servants, Puritans, Chesapeake, Pueblo Revolt, Enlightenment

- *Key Concept 2.1:* Difference in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.
- *Key Concept 2.2:* European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
- *Key Concept 2.3:* The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

- **Period 3: 1754-1800**

Notable terms: French & Indian War, loyalists, American Revolution, George Washington, Farewell Address, Thomas Paine, Common Sense, Declaration of Independence, Articles of Confederation, U.S. Constitution, federalism, separation of powers, Bill of Rights, (French, Haitian, Latin American) Revolutions, Northwest Ordinance, republican motherhood

- *Key Concept 3.1:* Britain’s victor over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
- *Key Concept 3.2:* In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.
- *Key Concept 3.3:* Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of multiethnic, multiracial national identity.

- **Period 4: 1800-1848**

Notable terms: Federalists, Democratic-Republicans, Democrats, Whigs, Second Great Awakening, perfectionism, abolition, women's rights movement, Market Revolution, National Bank, nullification, internal improvements, Louisiana Purchase, Missouri Compromise

- *Key Concept 4.1:* The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.
- *Key Concept 4.2:* Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.
- *Key Concept 4.3:* U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

- **Period 5: 1844-1877**

Notable terms: Manifest Destiny, Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, Dred Scott v. Sandford, Republican party, free-soilers, Abraham Lincoln, election of 1860, Emancipation Proclamation, 13th/14th/15th Amendments, Reconstruction, sharecropping, Radical Republicans

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

- **Period 6: 1865-1898**

Notable terms: Gilded Age, trusts/monopolies/holding companies, Social Darwinism, "New South", Populist Party, settlement houses, laissez-faire, Plessy v. Ferguson, Social Gospel

- *Key Concept 6.1:* The Rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
- *Key Concept 6.2:* The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
- *Key Concept 6.3:* The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

- **Period 7: 1890-1945**

Notable terms: Turner (frontier) thesis, Spanish-American War, Philippine insurrection, Progressive Era, muckrakers, Woodrow Wilson, World War I (American Expeditionary Forces), Treaty of Versailles, League of Nations, Red Scare, immigration quotas, Great Migration, Harlem Renaissance, Great Depression, New Deal, Franklin D. Roosevelt, Pearl Harbor, Japanese Internment, Atomic bomb/Manhattan Project

- *Key Concept 7.1:* Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.
- *Key Concept 7.2:* A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.
- *Key Concept 7.3:* Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

- **Period 8: 1945-1980**

Notable terms: Cold War, containment, collective security, Korean War, Vietnam War, détente, oil embargo, military-industrial complex, segregation, desegregation of military, Brown v. Board of Education, Civil Rights Act of 1964, Lyndon Johnson, Great Society, counterculture, Immigration Act of 1965, Sun Belt

- *Key Concept 8.1:* The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.
- *Key Concept 8.2:* Liberalism, based on anticommunism abroad & a firm belief in the efficacy of governmental & especially federal power to achieve social goals at home, reached its apex in the mid-1960s & generated a variety of political & cultural responses.
- *Key Concept 8.3:* Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment

- **Period 9: 1980-present**

Notable terms: Ronald Reagan, Mikhail Gorbachev, September 11, 2001 attacks on World Trade Center/Pentagon, Afghanistan & Iraq Wars, free trade agreements, the Internet

- *Key Concept 9.1:* A new conservatism grew to prominence in U.S. culture & politics, defending traditional social values and rejecting liberal views about the role of government.
- *Key Concept 9.2:* The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.
- *Key Concept 9.3:* Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, & demographic changes.

THE TERMS

Know what's going on...

Essay Prompt Command Terms

ANALYZE: Break down in order to bring out the essential elements or structure.

COMPARE: Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

COMPARE AND CONTRAST: Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

CONTRAST: Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

DEFINE: Give the precise meaning of a word, phrase, concept or physical quantity.

DESCRIBE: Give a detailed account.

DISCUSS: Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

DISTINGUISH: Make clear the differences between two or more concepts or items.

EVALUATE: Make a judgment by weighing up the strengths and limitations.

EXAMINE: Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

EXPLAIN: Give a detailed account including reasons or causes.

IDENTIFY: Provide an answer from a number of possibilities.

JUSTIFY: Give valid reasons or evidence to support an answer or conclusion.

TO WHAT EXTENT: Consider the qualities or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Vocabulary to Know

- **affluent:** (especially of a group or area) having a great deal of money; wealthy.
- **antebellum:** occurring or existing before a particular war, especially the American Civil War.
- **aristocracy:** the highest class in certain societies, especially those holding hereditary titles or offices.
- **autonomy:** (of a country or region) the right or condition of self-government, especially in a particular sphere.
- **bellicose:** demonstrating aggression and willingness to fight.
- **beset:** (of a problem or difficulty) trouble or threaten persistently.
- **bourgeoisie:** the middle class, typically with reference to its perceived materialistic values or conventional attitudes.
- **bulwark:** a defensive wall.
- **capital:** wealth in the form of money or other assets owned by a person or organization or available or contributed for a particular purpose such as starting a company or investing.
- **coalesce:** come together and form one mass or whole.
- **coalition:** an alliance for combined action, especially a temporary alliance of political parties forming a government or of states.
- **coercion:** the practice of persuading someone to do something by using force or threats.
- **compulsory:** required by law or a rule; obligatory.
- **conflagration:** an extensive fire that destroys a great deal of land or property.
- **conciliatory:** intended or likely to placate or pacify.
- **conscription:** compulsory enlistment for state service, typically into the armed forces.
- **consensus:** general agreement.
- **de facto:** in fact, or in effect, whether by right or not.
- **demagogue:** a political leader who seeks support by appealing to popular desires and prejudices rather than by using rational argument.
- **disenfranchise:** deprive (someone) of the right to vote.
- **dissent:** hold or express opinions that are at variance with those previously, commonly, or officially expressed.
- **electorate:** all the people in a country or area who are entitled to vote in an election.
- **enmity:** the state or feeling of being actively opposed or hostile to someone or something.
- **enterprise:** a project or undertaking, typically one that is difficult or requires effort OR a business or company.
- **enumerated:** to ascertain the number of/to count/to specify one after another.
- **epitomize:** be a perfect example of.
- **excoriate:** censure or criticize severely.
- **faction:** a small, organized, dissenting group within a larger one, especially in politics.
- **federalism:** the federal principle or system of government.
- **fiscal:** of or relating to government revenue, especially taxes.
- **foment:** instigate or stir up (an undesirable or violent sentiment or course of action).
- **ideology:** a system of ideas and ideals, especially one that forms the basis of economic or political theory and policy.
- **implicit:** implied though not plainly expressed.
- **inevitable:** certain to happen; unavoidable.
- **influx:** an arrival or entry of large numbers of people or things.
- **infringe:** actively break the terms of (a law, agreement, etc.) OR act so as to limit or undermine (something); encroach on.
- **jurisprudence:** the theory or philosophy of law.
- **latent:** (of a quality or state) existing but not yet developed or manifest; hidden; concealed.
- **manifest:** clear or obvious to the eye or mind.
- **mollify:** appease the anger or anxiety of (someone).
- **municipal:** of or relating to a city or town or its governing body.
- **orthodox:** (of a person or their views, especially religious or political ones, or other beliefs or practices) conforming to what is generally or traditionally accepted as right or true; established and approved.
- **ostensible:** stated or appearing to be true, but not necessarily so.
- **patronage:** the power to control appointments to office or the right to privileges.
- **presumption:** an act or instance of taking something to be true or adopting a particular attitude toward something, especially at the start of a chain of argument or action.
- **radical:** advocating or based on thorough or complete political or social reform; representing or supporting an extreme section of a political party.
- **repudiate:** refuse to accept or be associated with OR deny the truth or validity of.
- **vehement:** showing strong feeling; forceful, passionate, or intense.

Difference in Sources

Primary Source: accounts/objects created either at the time a historical event occurred, or later, when eyewitnesses chose to document their experiences.

- Public records
- Personal documents
- Artifacts and relics
- Visual images and works of art
- Architecture, city plans, and maps
- Media
- Literary works
- Organizational records
- Research data

Secondary Source: any source that is based on a reflection about a historical event, rather than being a direct experience or description of that event.

- Historians' arguments (books, journal articles, magazine articles)
- Maps, graphs, and data