## APUSH Quick Reference Survival Guide

### The Exam

**Here are the details…**

<table>
<thead>
<tr>
<th>TEST COMPONENTS</th>
<th>Section</th>
<th>Question Type</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Percentage of Total Exam Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>Part A: Multiple-choice questions</td>
<td>55 questions</td>
<td>55 minutes</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Short-answer questions</td>
<td>3 questions (3 parts to answer per set)</td>
<td>40 minutes</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Part A: Document-based question</td>
<td>1 question</td>
<td>60 minutes (includes a 15-minute reading period)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Long essay question</td>
<td>1 question, chosen from 3 options on the same theme:</td>
<td>40 minutes</td>
<td>15%</td>
</tr>
</tbody>
</table>

### The Breakdown

<table>
<thead>
<tr>
<th>Period</th>
<th>Date Range</th>
<th>Percentage of AP Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1491-1607</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>1607-1754</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1754-1800</td>
<td>45%</td>
</tr>
<tr>
<td>4</td>
<td>1800-1848</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1844-1877</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1865-1898</td>
<td>45%</td>
</tr>
<tr>
<td>7</td>
<td>1890-1945</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1945-1980</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1980-present</td>
<td>5%</td>
</tr>
</tbody>
</table>

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- **Pace yourself:** keep track of your time.
  - Writing: set aside the initial time to plan & prepare – it’ll result in more efficient & 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.
  - Multiple-choice: if you’re stuck on a question, make note of it, move on, & 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.
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 (DBQ)

- 7 point total: Contextualization (1 pt), Thesis (1 pt), Document Analysis (3 pts), Historical Evidence (1 pt), Reasoning (1 pt)
  - **Contextualization:** (1 pt) describes a broader historical context relevant to the prompt
  - **Thesis:** (1 pt) responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
  - **Document Analysis:**
    - (1 pt) accurately describes the content of at least THREE documents to address the topic of the prompt.
    - (1 pt) supports an argument in response to the prompt using at least SIX documents.
    - (1 pt) for at least THREE documents, explains how or why the document’s historical context, intended audience, purpose, and/or point of view is relevant to an argument.
  - **Historical Evidence:** (1 pt) uses at least one additional piece of specific historical evidence (beyond evidence found in documents) relevant to an argument about the prompt.
  - **Reasoning:** (1 pt) demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the questions. This could include:
    - Explaining nuance by analyzing multiple variables
    - Explaining both similarity and difference, both continuity and change or multiple causes, or both causes and effects
    - Explaining relevant and insightful connections within and across periods
    - Confirming the validity of an argument by corroborating multiple perspectives across themes
    - Qualifying or modifying an argument by considering diverse or alternative views or evidence
Long Essay Question (LEQ)

- 6 point total: Contextualization (1 pt), Thesis (1 pt), Evidence & Support for Argument (2 pts), Analysis & Reasoning (2 pts)
  - **Contextualization:** (1 pt) describes a broader historical context relevant to the prompt.
  - **Thesis:** (1 pt) responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
  - **Evidence & Support for Argument:**
    - (1 pt) provides specific examples of evidence relevant to the topic of the prompt.
    - (1 pt) supports an argument in response to the prompt using specific and relevant examples of evidence.
  - **Analysis & Reasoning:**
    - (1 pt) uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.
    - (1 pt) demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the questions. This could include:
      - Explaining nuance by analyzing multiple variables
      - Explaining both similarity and difference, both continuity and change or multiple causes, or both causes and effects
      - Explaining relevant and insightful connections within and across periods
      - Confirming the validity of an argument by corroborating multiple perspectives across themes
      - Qualifying or modifying an argument by considering diverse or alternative views or evidence

THE SKILLS

How do you do what you do...

Skill 1: Contextualization
- Describe an accurate historical context for a specific historical development or process.
- Explain how a relevant context influenced a specific development or process.
- Use context to explain the relative historical significance of a specific historical development or process.

Skill 2: Comparison
- Describe similarities and/or differences between different historical developments or processes.
- Explain relevant similarities and/or differences between specific historical developments and processes.
- Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Skill 3: Causation
- Describe causes or effects of a specific historical development or process.
- Explain the relationship between causes and effects of a specific historical development or process.
- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

Skill 4: Continuity and Change over Time
- Describe patterns of continuity and/or change over time.
- Explain patterns of continuity and/or change over time.
- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.
THE THEMES

*Keep your eyes out for these…*

- **American & National 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?

- **Migration and Settlement:** 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?

- **Geography and the Environment:** 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?

- **Culture and Society:** 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

Period 1: 1491-1607

Notable terms: maize, Columbian Exchange, encomienda system

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

Period 2: 1607-1754

Notable terms: indentured servants, Puritans, Chesapeake, New England, Pueblo Revolt, Enlightenment, Middle Colonies, Southern Colonies, Metacom’s (King Philip’s) War, First Great Awakening, mercantilism

- Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.
- Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

Period 3: 1754-1800


- Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- Key Concept 3.2: The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.
- Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.
**Period 4: 1800-1848**

Notable terms: Marbury v. Madison, Andrew Jackson (Democrats), Henry Clay (Whig), Second Great Awakening, abolitionist movement, Seneca Falls Convention, market revolution, American System, Louisiana Purchase, Monroe Doctrine, Indian Removal Act, Missouri Compromise

- **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.
- **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.
- **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.

**Period 5: 1844-1877**

Notable terms: Manifest Destiny, Mexican-American War, Civil War, Nativist movement, Free-Soil Movement, slavery as a “positive good”, Election of 1860, Mexican Cession, Compromise of 1850. Kansas-Nebraska Act, Dred Scott decision, Republican Party, Abraham Lincoln, Union & Confederacy, Emancipation Proclamation, Gettysburg Address, 13th Amendment, 14th Amendment, 15th Amendment, Reconstruction, sharecropping, Jim Crow Laws

- **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.
- **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**


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

• **Period 8: 1945-1980**

Notable terms: Cold War, Korean War, Vietnam War, détente, military-industrial complex, Martin Luther King Jr., Brown v. Board of Education, Civil Rights Act of 1964, Great Society, baby boom, Sun Belt region, 1965 immigration laws, counterculture

- Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- 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.
- Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

• **Period 9: 1980-present**

Notable terms: Ronald Reagan, internet, end of Cold War, September 11, 2001, war in Afghanistan, war in Iraq, terrorism

- Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
- Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.
**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.

**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

**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.

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