

AP US History: Objectives and Skills

- 1) APUSH Historical Thinking Skills (p. 2)**
- 2) APUSH Historical Reasoning Skills (p. 3)**
- 3) APUSH Themes (p. 4)**
- 4) Causation Essay Outline (p. 6)**
- 5) Comparison Essay Outline (p. 9)**
- 6) Change/Continuity Essay Outline (p. 12)**
- 7) Thesis Statements (p. 15)**
- 8) Contextualization (p. 17)**
- 9) Document Usage (p. 19)**
- 10) Complexity (p. 23)**
- 11) DBQ Rubric (p. 24)**
- 12) LEQ Rubric (p. 26)**
- 13) APUSH Timeline (p. 28)**
- 14) APUSH Exam Information (p.33)**

Writing guides are adapted from Dr. John P. Irish, Carroll Sr. High School, Southlake Texas.

1. APUSH Historical Thinking Skills

Skill One: Developments and Processes (1)

- 1.A** Identify a historical concept, development, or process
- 1.B** Explain a historical concept, development, or process

Skill Two: Sourcing and Situation (2)

- 2.A** Identify a source's point of view, purpose, historical situation, and/or audience
- 2.B** Explain the point of view, purpose, historical situation, and/or audience of a source
- 2.C** Explain the significance of a source's point of view, purpose, historical situation, and/or audience

Skill Three: Claims and Evidence in Sources (3)

- 3.A** Identify and describe a claim and/or argument in a text-based or non-text-based source
- 3.B** Identify the evidence used in a source to support an argument
- 3.C** Compare the arguments or main ideas of two sources
- 3.D** Explain how claims or evidence support, modify, or refute a source's argument

Skill Four: Contextualization (4)

- 4.A** Identify and describe a historical context for a specific historical development or process
- 4.B** Explain how a specific historical development or process is situated within a broader historical context

Skill Five: Making Connections (5)

- 5.A** Identify patterns among connections between historical developments and processes
- 5.B** Explain how a historical development or process relates to another historical development or process

Skill Six: Argumentation (6)

- 6.A** Make a historically defensible claim
- 6.B** Support an argument using specific and relevant evidence
 - Describe specific examples of historically relevant evidence
 - Explain how specific examples of historically relevant evidence support an argument
- 6.C** Use historical reasoning to explain relationships among pieces of historical evidence
- 6.D** Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
 - Explain nuance of an issue by analyzing multiple variables
 - Explain relevant and insightful connections within and across periods
 - Explain the relative historical significance of a source's credibility and limitations
 - Explain how or why a historical claim or argument is or is not effective

2. APUSH Reasoning Processes

Comparison (1)

- 1.A** Describe similarities and/or differences between different historical developments and processes
- 1.B** Explain relevant similarities and/or differences between specific historical developments and processes
- 1.C** Explain the relative historical significance of similarities and/or differences between different historical developments or processes

Causation (2)

- 2.A** Describe causes and/or effects of a specific historical development or process
- 2.B** Explain the relationship between causes and effects of a specific historical development or process
- 2.C** Explain the difference between primary and secondary causes and between short- and long-term effects
- 2.D** Explain how a relevant context influenced a specific historical development or process
- 2.E** Explain the relative historical significance of different causes and/or effects

Continuity and Change (3)


- 3.A** Describe patterns of continuity and/or change over time
- 3.B** Explain patterns of continuity and/or change over time
- 3.C** Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change

3. Learning Objectives by Theme

- 1 - American and National Identity (NAT)** - This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- 2. Work, Exchange, and Technology (WXT)** - This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government
- 3. Geography and Environment (GEO)** - This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
- 4. Migration and Settlement (MIG)** - This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
- 5. Politics and Power (PCE)** - This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
- 6. America in the World (WOR)** - This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.
- 7. American and Regional Culture (ARC)** - This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.
- 8. Social Structures (SOC)** - This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

Spiraling the Themes

The following table shows how the themes spiral across units.

Theme	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	Period 1: 1491–1607	Period 2: 1607–1754	Period 3: 1754–1800	Period 4: 1800–1848	Period 5: 1844–1877	Period 6: 1865–1898	Period 7: 1890–1945	Period 8: 1945–1980	Period 9: 1980–Present
American and National Identity NAT	✓	✓	✓		✓	✓		✓	
Work, Exchange, and Technology WXT		✓		✓		✓	✓	✓	✓
Geography and the Environment GEO	✓	✓		✓	✓		✓	✓	
Migration and Settlement MIG		✓	✓		✓	✓	✓	✓	✓
Politics and Power PCE			✓	✓	✓	✓	✓	✓	✓
America in the World WOR	✓	✓	✓	✓	✓		✓	✓	✓
American and Regional Culture ARC		✓	✓	✓	✓		✓	✓	
Social Structures SOC	✓	✓	✓	✓	✓	✓	✓	✓	

4. Causation Essays

- Describe causes and/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 how a relevant context influenced a specific historical development or process.
- Explain the relative historical significance of different causes and/or effects.

Possible Cause/Effect Essay Prompts:

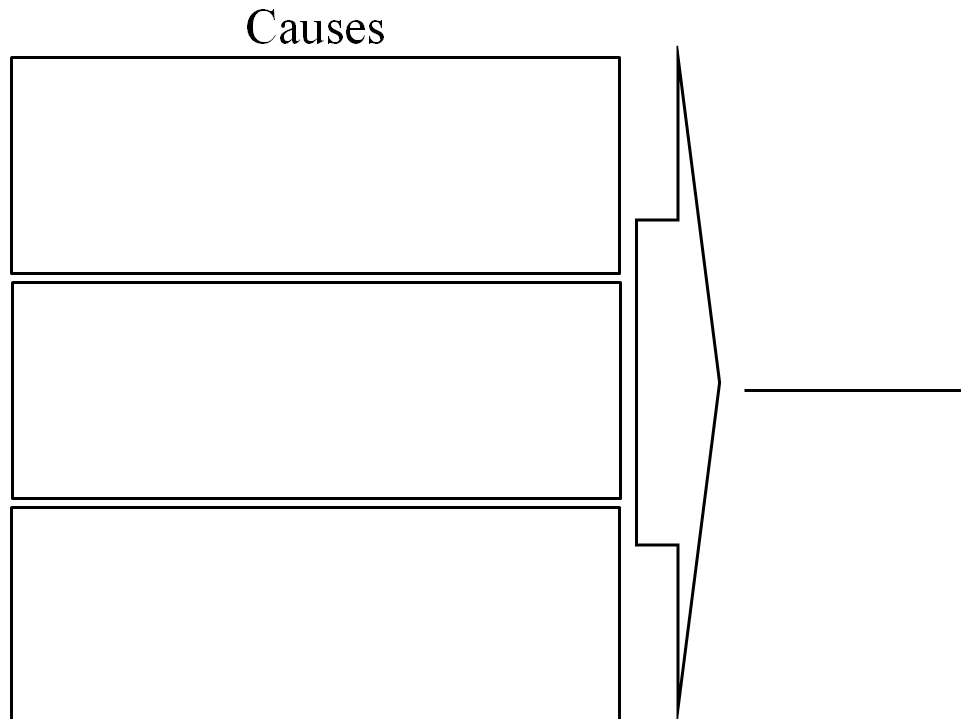
T1 Causation: “Evaluate the relative importance of causes which led to _____. ”

T1 Effect: “Evaluate the relative importance of effects which resulted from _____. ”

T2 Causation: “Evaluate the extent to which _____ caused _____. ”

T2 Effect: “Evaluate the extent to which _____ resulted from _____. ”

The differences between T1 and T2 is that in T1 students are not given a theme (or organizational category) to write on, so they can chose what they want. In T2 students are given a specific theme to write on.



The different boxes represent a theme (or organizational category) for which the essay must organize information with regard to the prompt. The essay should include three types of causes/effects that is being used to answer the prompt, but must have two at a minimum.

Concrete Example of a Causation Prompt:

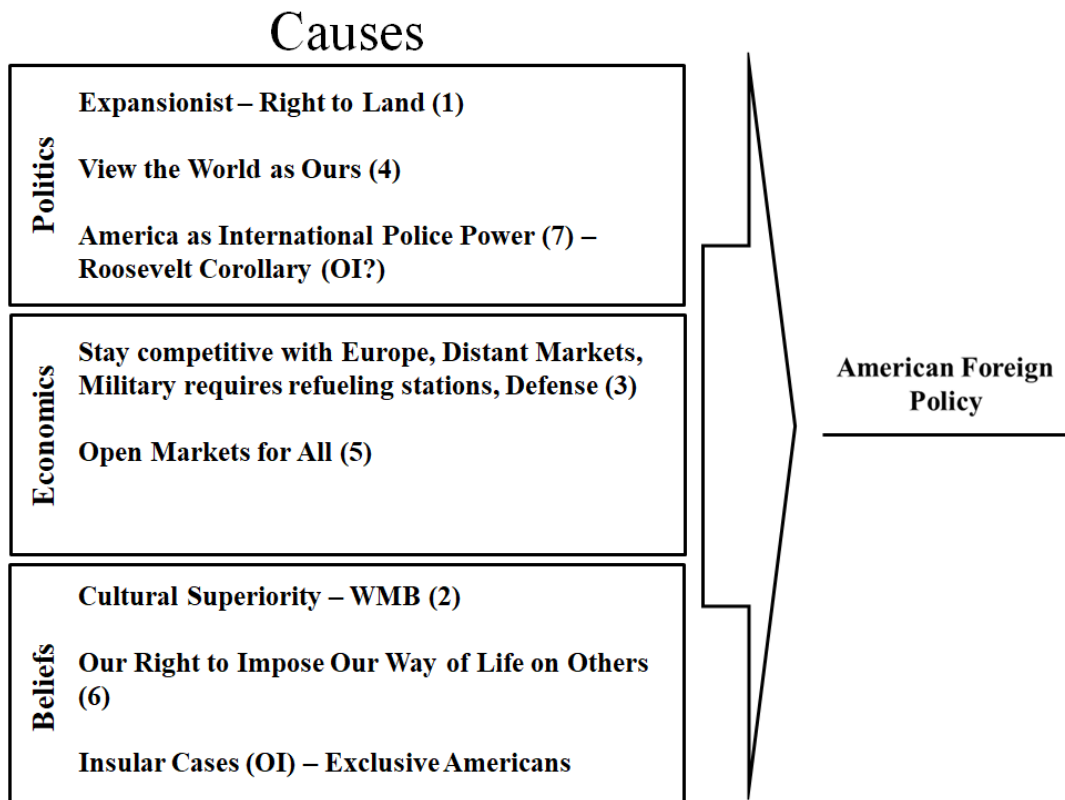
Consider the following prompt: “Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.”

The student should ask themselves several things when they first encounter an essay prompt:

- First, what is the historical thinking skill being assessed? *CAUSATION*
- Second, what is the overall topic of the essay prompt? *AMERICA IN THE WORLD*
- Third, are there any themes that are given to me that I am required to write on? *NO*
- Fourth, what are the parameters (time constraints) of the essay prompt? *1865 - 1910*

Organizing a Causation Prompt:

Because this was a DBQ, the writer has documents to use in order to answer the essay prompt. The first thing to do is to go through the documents and see what, if any, patterns emerge, then determine those patterns and organize documents around three themes. In this example, the author selected the three themes of: Politics (PCE), Economics (WXT), and Beliefs (SOC or NAT). NOTE: Any themes work, there is no right or wrong way to organize the essay. The important part is how you support and defend your essay. The author has noted the different documents and what each document is about in the different boxes.

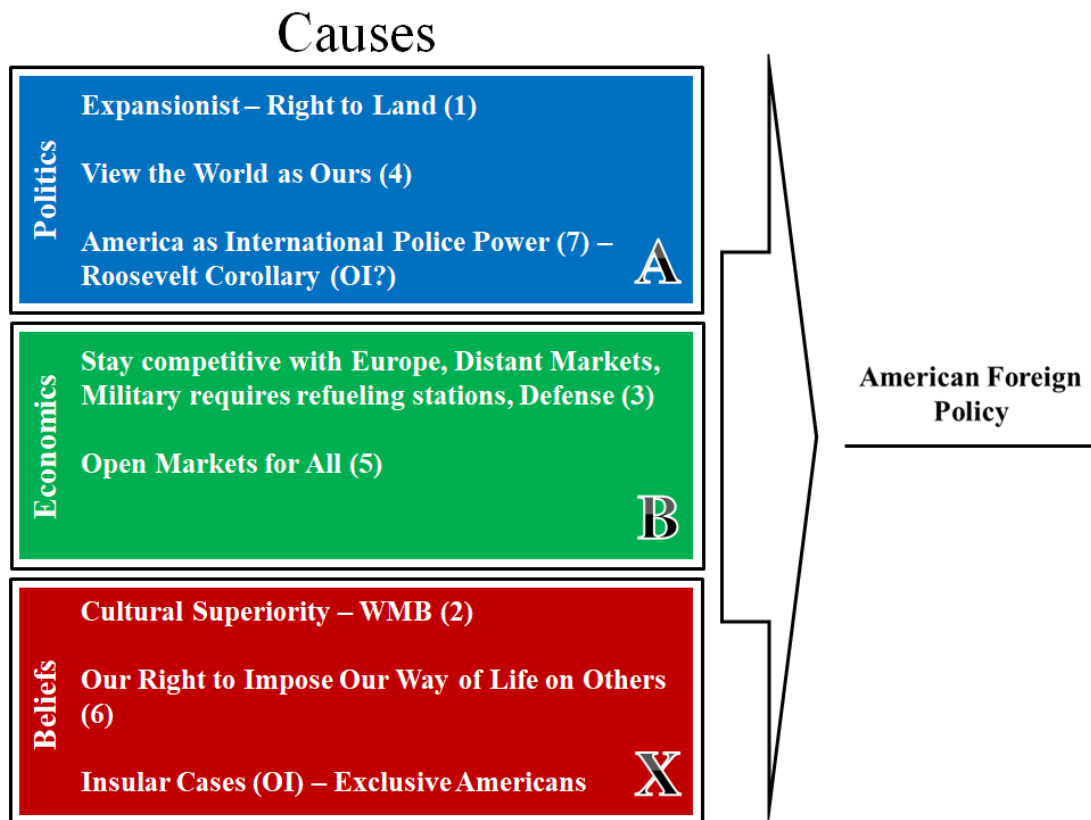


Determining the Argument in a Causation Prompt:

Once the information is organized, (in an LEQ, the essay will not have documents, so all the information that is included will be what the student came up with on their own) the student needs to determine what his/her argument is going to be with regard to the prompt. Remember, the prompt asked for the student to determine the “relative importance of causes.” This is the key to understanding what the argument is going to be. Evaluate the relative importance of causes asks the student to rank the different causes that they came up with. NOTE: In a T2 causation essay prompt, one theme is given to you, so you are required to write on that, but you then come up with more themes (at minimum one more, preferably two) to organize your information around. So in a causation essay, the student will rank the two or three causes, from most important to least important (this is true of a T1 or T2 and is true of a DBQ or an LEQ).

2/1 Ratio in ALL Essay Prompts (A, B, and X):

In all essay prompts, the student needs to come up with a 2/1 ratio for their argument. So for a causation essay, because they are ranking the causes, they need to have 2 most important causes (indicated as A and B on the chart) and 1 least important cause (indicated as X on the chart). If you can only come up with two causes, define the most and least important cause.



5. Comparison Essays

- Describes 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.

Possible Comparison Essay Prompts:

T1 Similarities: “Evaluate the extent of similarities between _____ and _____.”

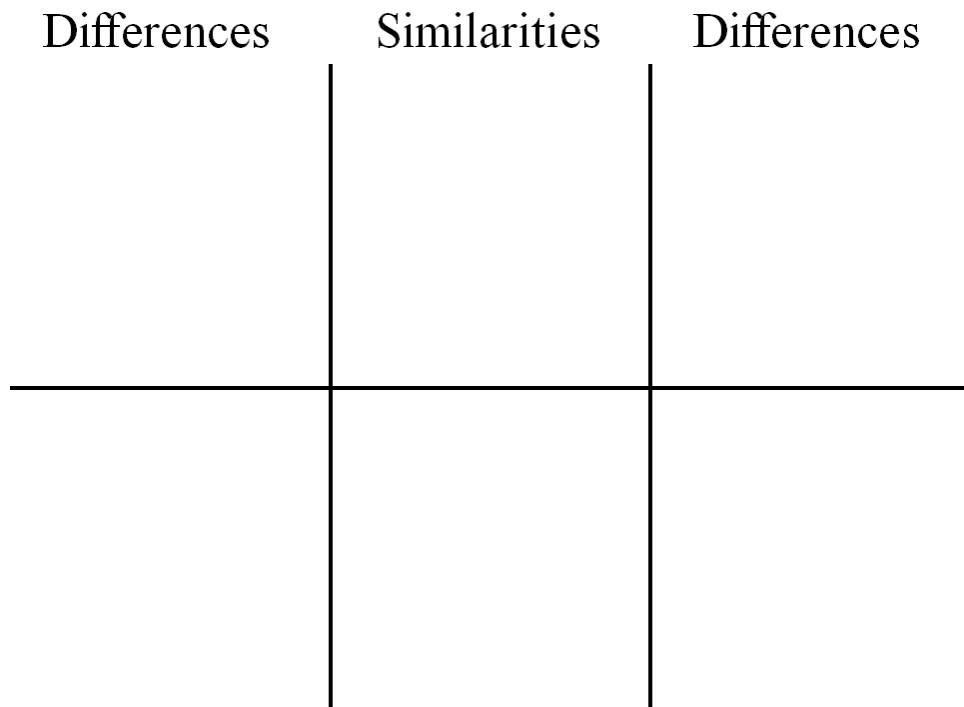
T1 Differences: “Evaluate the extent of differences between _____ and _____.”

T2 Similarities: “Evaluate the extent of _____ similarities between _____ and _____.”

T2 Differences: “Evaluate the extent of _____ differences between _____ and _____.”

Organizing a Comparison Essay Prompt:

The graphic organizer for a comparison essay is similar to a Venn Diagram. The vertical lines separate information which is about the similarities and differences between the two objects under investigation. The space in the middle, the student notes similarities between the two objects under investigation. The spaces on the outside boxes, the student notes differences between the two objects under investigation. The horizontal line separates the two themes that students will use to organize that information. Just like in a Venn Diagram, the middle space represents the similarities, and the outside spaces represent differences.



Concrete Example of a Comparison Prompt:

Consider the following prompt: “Evaluate the extent of similarities between the Chesapeake and the New England colonies in North America from 1607 to 1754.”

The student should ask themselves several things when they first encounter an essay prompt:

- First, what is the historical thinking skill being assessed? COMPARISON
- Second, what is the overall topic of the essay prompt? COMPARING DIFFERENT GEOGRAPHIC REGIONS
- Third, are there any themes that are given to me that I am required to write on? NO
- Fourth, what are the parameters (time constraints) of the essay prompt? 1607 – 1754

Organizing a Comparison Prompt:

Because this was not a DBQ, the writer has no documents, so they need to come up with the specific information on their own. They also have to think about the course themes and consider which two they think are the most relevant to the essay prompt. NOTE: There is no right or wrong way of organizing this essay. As has been noted before, it all depends on how you use the specific information to support your argument. This author selected the two themes of: Geography and Migration (GEO) and Politics and Power (PCE).

	Chesapeake	New England
Geography / Migration	Settled along the Chesapeake Bay River Migrated as mostly young single males Established a plantation and agricultural economy	Fled England for Economic Hardships Migrated Over in the first half of the 17 th century Established friendly relations with Natives, at first Settled in New England, Plymouth and Massachusetts Bay Migrated in family units Subsistence farming and trade as primary economy
Politics / Power	Fled England for Economic Hardships Middle and younger males, laws of Primogeniture and Entail Limited rights for women	Set up political bodies to help govern colonies: House of Burgesses / Town Hall Meetings Religious Dissenters, Protestants fleeing the Catholic Church Some left Holland because of concerns over “Dutchification” of children Patriarchal Society

Determining the argument in a Comparison Prompt:

Once the information is organized the student needs to determine what his/her argument is going to be with regard to the prompt. Remember, the prompt asked for the student to determine the “extent of similarities.” This is the key to understanding what the argument is going to be. To evaluate the extent of similarities or differences, the student is being asked to argue whether they believe there are more similarities or differences between the two objects under investigation.

2/1 Ratio in ALL Essay Prompts (A, B, and X):

In all essay prompts, the student needs to come up with a 2/1 ratio for their argument. So for a comparison essay, because they are determining whether there are more similarities or differences, they need to have 2 themed organized differences (indicated as A and B on the chart) for 1 similarity (indicated as X on the chart). Or vice versa, if the student is going to argue that there are more similarities (then they would have 2 similarities to 1 difference). If you can only come up with two examples (S/S, D/D, or S/D), do your best to explain with evidence.

	Chesapeake	New England	
Geography / Migration	<p>Settled along the Chesapeake Bay River</p> <p>Migrated as mostly young single males</p> <p>Established a plantation and agricultural economy</p> <p>A</p>	<p>Fled England for Economic Hardships</p> <p>Migrated Over in the first half of the 17th century</p> <p>Established friendly relations with Natives, at first</p> <p>X</p>	<p>Settled in New England, Plymouth and Massachusetts Bay</p> <p>Migrated in family units</p> <p>Subsistence farming and trade as primary economy</p> <p>A</p>
Politics / Power	<p>Fled England for Economic Hardships</p> <p>Middle and younger males, laws of Primogeniture and Entail</p> <p>Limited rights for women</p> <p>B</p>	<p>Set up political bodies to help govern colonies: House of Burgesses / Town Hall Meetings</p> <p>X</p>	<p>Religious Dissenters, Protestants fleeing the Catholic Church</p> <p>Some left Holland because of concerns over “Dutchification” of children</p> <p>Patriarchal Society</p> <p>B</p>

6. Continuity and Change Essays

- Describes 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.

Possible Continuity and Change Essay Prompts:

T1 Continuities: “Evaluate the extent of continuities of ____.”

T1 Changes: “Evaluate the extent of changes of ____.”

T2 Continuities: “Evaluate the extent of ____ continuities of ____.”

T2 Changes: “Evaluate the extent of ____ changes of ____.”

Organizing a Comparison Essay Prompt:

The graphic organizer for a Continuity and Change Essay Prompt is a T-chart. The vertical line separates the differences between continuities and changes with the topic under investigation. The horizontal line separates the two themes that students will use to organize that information. This graphic organizer is similar to the graphic organizer that students will use to organize a Comparison essay prompt.

Changes	Continuities

Concrete Example of a Continuity and Change Prompt:

Consider the following prompt: “Evaluate the extent of change in the United States foreign policy in the period 1783 to 1828.”

The student should ask themselves several things when they first encounter an essay prompt:

- First, what is the historical thinking skill being assessed? CONTINUITY AND CHANGE
- Second, what is the overall topic of the essay prompt? AMERICA IN THE WORLD
- Third, are there any themes that are given to me that I am required to write on? NO
- Fourth, what are the parameters (time constraints) of the essay prompt? 1783 – 1828

Organizing a Comparison Prompt:

Because this was a DBQ, the writer has documents to use in order to answer the essay prompt. The first thing to do is to go through the documents and see what, if any, patterns emerge, then determine those patterns and organize the documents around two themes. This author selected the two themes of: America in the World (WOR) and American and National Identity (NAT). NOTE: Any themes work, there is no right or wrong way to organize the essay. The important part is how you support and defend your essay. The author has noted the different documents and what each document is about in the different boxes. For this prompt, the author also noted a smaller theme within each box.

	Changes	Continuities
America in the World	Interventionism	Isolationism
	War of 1812 (6)	George Washington Farewell Address (1)
	Barbary Pirates (4)	Jefferson’s Embargo (5)
		Monroe Doctrine (OI)
Identity		Expansionism
		Jay’s Treaty (3) – right to “our” land
		Treaty of Greenville (2)
		Support Freedom and Independence JQA (7)
		Louisiana Purchase & Northwest Ordinance (OI)

Determining the argument in a Continuity and Change Prompt:

Once the information is organized the student needs to determine what his/her argument is going to be with regard to the prompt. Remember, the prompt asked for the student to determine the “extent of change.” This is the key to understanding what the argument is going to be. To evaluate the extent of continuities or changes, the student is being asked to argue whether they believe there are more continuities or changes of the event or historical phenomenon under investigation.

2/1 Ratio in ALL Essay Prompts (A, B, and X):

In all essay prompts, the student needs to come up with a 2/1 ratio for their argument. So for a continuity and change essay, because they are determining whether there are more continuities or changes, they need to have 2 themed organized continuities (indicated as A and B on the chart) for 1 change (indicated as X on the chart). Or vice versa, if the student is going to argue that there are more changes (then they would have 2 changes to 1 continuity). If you can only come up with two examples (Ch/Ch, Co/Co, or Ch/Co), do your best to explain with evidence.

		Changes	Continuities
America in the World	Identity	Interventionism X War of 1812 (6) Barbary Pirates (4)	Isolationism A George Washington Farewell Address (1) Jefferson’s Embargo (5) Monroe Doctrine (OI)
			Expansionism B Jay’s Treaty (3) – right to “our” land Treaty of Greenville (2) Support Freedom and Independence JQA (7) Louisiana Purchase & Northwest Ordinance (OI)

7. Thesis Statements

All essays must contain a thesis statement, it must respond to the prompt with a historically defensible claim that establishes a line of reasoning. The thesis must NOT restate or rephrase the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Students should develop their thesis in the introduction.

Thesis Formula:

X. However, A and B. Therefore, Y.

X = the counter-argument or the concession statement

A = the first organizational theme

B = the second organizational theme

Y = the assertion with regard to the prompt

Alternative Formula: Although X, A and B, therefore Y.

Causation Thesis:

Evaluate the relative importance of different causes for the expanding role of the U.S. in the world in the period from 1865 to 1910.

At the end of the nineteenth century the United States showed a superior attitude toward other areas around the globe. This view, associated with the idea of the “white man’s burden” was used to justify intervention in international affairs. However, the desire for foreign economic markets along with the belief that America was the world’s police power were stronger causes leading to an expanding role in world affairs from 1865 to 1910.

Comparison Thesis:

Evaluate the extent of similarities between the Chesapeake and New England colonies in North America from 1607 to 1754.

Both the Chesapeake and New England colonies fled England for hardships and once in North America tried to establish friendly relations with the American Indians. However, patterns of settlement as well as cultural demographics between the two colonial areas were drastically different. Therefore, despite some similarities, there were greater differences between the two colonies.

Continuity and Change Thesis:

Evaluate the extent of change in the United States foreign policy in the period 1783 to 1828.

In the first half of the nineteenth century the United States engaged in some military excursions and international intervention. However, a precedent was established early on in the founding of the country with regard to isolationism and neutrality toward European affairs. The Americans also continued a continental expansionist policy. Therefore, despite a few instances of military intervention, the Americans continued to pursue policies of isolationism and expansionism.

Levels of Specificity in the Thesis Statement

It is important that students achieve the appropriate level of specificity in the thesis statement. There are three specific ways of understanding specificity with regard to information.

LEVEL ONE: this is information that is very specific and detailed. Lots of proper nouns are found in this level of specificity.

LEVEL TWO: this is information which is just right, it strikes a balance between too specific and too general and vague.

LEVEL THREE: this is information that is very vague and general.

Consider the following examples of thesis statements. We will start with the thesis, which most students who do not earn the thesis point, write for their essays.

LEVEL THREE:

There were a few examples of political continuities with regard to U.S. foreign policy during the first half of the nineteenth century. However, there were significant economic and ideological changes which took place during the period 1783 to 1828, therefore there were more changes than continuities.

LEVEL ONE:

During the first half of the nineteenth century the U.S. got involved with the Barbary pirates and was involved in another war with Britain during the War of 1812. However, George Washington established a position of neutrality with his Farewell Address and the Monroe Doctrine determined our foreign relationship with other world powers. Therefore, despite a few instances of intervention, there were more continuities from 1783 to 1828.

LEVEL TWO:

In the first half of the nineteenth century the United States engaged in some military excursions and international intervention. However, a precedent was established early on in the founding of the country with regard to isolationism and neutrality toward European affairs. The Americans also continued a continental expansionist policy. Therefore, despite a few instances of military intervention, the Americans continued to pursue policies of isolationism and expansionism.

8. Contextualization

All essays must describe a broader historical context which is relevant to the prompt. To contextualize within the essay the student must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.

Pre-Contextualization (opening paragraph):

Pre-contextualization is information which occurred BEFORE the time frame of the question. This is to set the stage of the essay for the reader. It must include information which came BEFORE the essay topic. It must be relevant to the essay topic and the argument. Students should think of this in terms of a TV show. Often on shows, the episode will contain some pre-context information.

“Previously on . . .” Many shows connect previous content to the current episode.

Post-Contextualization (closing paragraph):

Post-contextualization is information which occurred AFTER the time frame of the question. This is to continue the argument of the essay for the reader. It must include information which came AFTER the essay topic. It must be relevant to the essay topic and the argument. Students should think of this in terms of a TV show. Often on shows, the episode will contain some post-context information. It might also be helpful to understand this component as an “effect” of the essay argument.

“Next time on . . .” Many shows connect the current content to future episodes.

Opening Paragraph (pre-context + thesis):

Evaluate the relative importance of different causes for the expanding role of the U.S. in the world in the period from 1865 to 1910.

Prior to the conclusion of the Civil War in 1865, America was amidst the industrial revolution. New technologies and advancements, such as the establishment of factories and mass production techniques, the development of the transcontinental railroad and telegraph, and the growth of cities helped stimulate the economy. The Mexican Cession and Gadsden Purchase in the mid-19th century played a role in fulfilling Manifest Destiny. The 13th Amendment freed slaves from bondage, changing race relations in America, especially the South. America’s desire for economic growth and the acquisition of new territories led to the expansion of the United States’ role in the world from 1865 – 1910. However, America’s belief of its own racial and cultural superiority as compared to non- while nations and America’s desire to protect “civil liberties” and play the world police played larger roles in the expansion of the United States influence in the world. Therefore, although the desire for economic growth influenced America’s expanding role in the world, the notion of racial supremacy and the desire to protect human rights worldwide were more important causes for the expanding role of the United States in the world.

Closing Paragraph (post-context):

Evaluate the relative importance of different causes for the expanding role of the U.S. in the world in the period from 1865 to 1910.

Following 1910, world tensions were increasing, resulting in the outbreak of World War I in the late 1910s. America joined the war effort and ultimately won the war and restored world peace. America then entered a period of economic prosperity in the “roaring 20s” of the 1920s, as consumer culture stimulated the economy. Additionally, nativist sentiments persisted in America as whites believed they were superior to other groups, leading to the formation of groups like the Ku Klux Klan, which sought to intimidate blacks and other groups in America for the benefit of the white population. As America entered into the first half of the twentieth century it continued to struggle with the same issues which plagued it during the second half of the nineteenth century. America finally realized, after continuing to toy with isolationism, that it, once and for all, was a world power.

9. Document Usage in the DBQ

Students have (potentially) THREE things to do with the documents (or to be clearer, there are 3 points associated with document usage in the DBQ). First, they are asked to use 3 documents and relate those documents to the topic of the essay. If a student successfully achieves this, they can earn 1 point on the DBQ Rubric. Second, they are asked to use 6 documents and relate those documents to the argument of the essay. If a student successfully achieves this, they can earn 2 points on the DBQ Rubric. They are given credit for the first and then are awarded a second point. There are both quantitative and qualitative shifts between those two things. The move to 6 documents is a quantitative shift and is a much higher bar to achieve. Then asking the student to support their argument, as opposed to using the content of the documents to address the topic of the essay, is a major qualitative move. Then, students can use HAPP (Historical situation, Intended Audience, Purpose, and Point of view) on 3 documents (they only have to do one HAPP on 3 documents, so in other words, just do historical situation on 3 different documents) AND the HAPP must be related to the essay argument, to earn an additional point.

Students encouraged to focus on the HISTORICAL SITUATION. It is the easiest to teach, to practice, and it is applicable to all documents.

Playing It Safe and Minimum Document Usage

As was noted above, the minimum requirement is 3, 6, 3.

THREE documents in which the essay uses the content to address the topic of the prompt.

SIX documents in which the essay supports an argument in response to the prompt.

THREE documents in which the essay uses HAPP (only one per document) and making it relevant to the argument of the essay.

But in order to be safe, in other words, what if the student misinterprets one of the documents or uses it incorrectly, the student is encouraged to think of this more as 4, 7, 4.

Documents in the Paragraphs

It is strongly recommended that each paragraph be balanced with documents and specific information. Try and shoot for 2 documents per paragraph. Sometimes that is not possible, depending on the documents, but in general the essays should be balanced.

Evidence Beyond the Documents (Outside Information)

Strong essays (in the DBQ, because the LEQ does not contain any documents, all information is provided by the student and is Outside Information) utilize outside information to support their argument. There is 1 point on the DBQ Rubric which rewards essays which use one additional piece of specific historical evidence beyond that found in the documents and uses it in a way that is relevant to the essay argument.

Primary Source Analysis

H - Historical Situation (Context)

- When and where was the source produced?
- What contemporaneous events might have affected the author's viewpoint and/or message?
- How does the context affect the reliability of a source?

Each document was created at a specific moment in time and in a specific place. Identifying this time and place helps us understand purpose, but in order to understand the context, we need to go beyond simple identification. When a historian talks about context, he or she is referring to specific historical processes and events that can explain both the author's reasons for writing the document and the ways in which contemporaries understood the document.

A - Audience

- Who was the source created for?
- How might the audience have affected the content of the source?
- How might the audience have affected the reliability of the source?

Every document is created with an audience in mind, even if that audience is oneself. When creating a document, authors make decisions based on what they think the audience already knows and what they want the audience to know and believe. In doing so, the author might leave certain information out, emphasize some points rather than others, or adopt a specific tone or point of view.

Understanding who the audience was presumed to be and what impact the author wished to have on them, helps us better understand the content and purpose of a document.

P - Point of View

- What was the author's point of view?
- Does the author's point of view undermine the explicit purpose of the source?
- How can you tell, if you can tell, what other beliefs the author might hold?

All sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her point of view shapes a document. Factors that may shape point of view include aspects of the creator's identity (e.g., gender, religion, ethnicity, political affiliation), his or her relation to the event (e.g., actor, bystander, critic), and the distance in time between the event and the document's creation.

P - Purpose

- Why did the author create the source?
- Why was the document created at this time?
- Why has it survived to the present?
- How does its purpose affect its reliability or usefulness?

When an author creates a source — whether it is a diary entry, a political treaty, or a painting — he or she has a purpose in mind: to record the events of the day, to end a war, to paint an image that a patron would want to purchase, etc. This purpose might involve convincing another person, controlling the actions of many people, or serving as a reminder to oneself. As time goes by, the purpose of the document may affect whether or not it is preserved. Documents deemed unimportant or controversial often do not survive. Understanding purpose helps historians understand historical processes, as each document not only tells us about the past but is also the result of an action taken by one or more people in the past.

Other Factors to Consider:

C - Content

- What point(s) is the document trying to make?
- What does the document not say (i.e., does it selectively include and/or exclude information)?
- What of its content is usable by a historian?

Documents of every type are incomplete. They may consist merely of the best information available at a given time and place. They may be limited by the time or resources available to the creator. Valid interpretation can only be based on an awareness of precisely what a document says and what it does not say.

A - Authorship

- Who wrote the document, and what is his or her relationship to the historical event being addressed?
- What was the author's position in society?
- Do I know anything about this person beyond what is provided in the source that would affect the reliability of the document?

The author of every document is a unique individual with a unique point of view. The author's relationship to an event (such as distance in time or experience from that event) affects his or her understanding of the event. Even an author who seeks to write an objective and truthful account of an event will be limited by his or her ability to understand what happened, to accurately remember the event, and to determine what was significant about the event and what can be left out of the account. To make generalizations about the past, we must first understand who the author of any given document was. If we do not know who the author was, we must make an educated guess.

F/M - Format Medium

- What is the format of the source: text, image, art, newspaper article, letter, cartoon, lyrics, op-ed, etc.?
- What is the intent of the medium?
- Does the source's format or genre (novel, romantic poetry, Impressionist painting, census, military map) add meaning to what the source explicitly states?

When an author wishes to communicate something, he or she must decide what format to use. A novel, a newspaper article, and a cartoon might all be used to make the same point, but the way in which they make it is very different. Readers have certain assumptions about certain media, for example, that newspaper articles are always accurate or that letters to the editor are always biased. We may share these assumptions, and so we need to be aware of them when reading a given document. Furthermore, the format of a document contributes to its overall meaning. A fictional account of the wealth created by the slave trade and a table documenting that wealth numerically could be created by the same author with the same purpose of ending slavery, but the first might seek to do so by having a rapacious plantation owner communicate the information, while the second might be juxtaposed with a table documenting the number of Africans who died on the Middle Passage.

L - Limitations

- What does the document not tell me?
- What might have limited the knowledge of the author (e.g., social status or position, education)?
- What other kinds of sources might fill in the content gaps?
- What other documents might offer alternatives to the author's point of view?
- What other documents might help to better understand the author's own point of view?

Every reader's tendency when reading a new document is to mentally add information that helps them make sense of it. Historians are conscious of this, and seek out other documents or information that could explain the source's meaning. In addition, a historian must be aware that the meaning of a document often lies in what it does not say, as much as what it says. For example, gaps often give us clues to the author's point of view.

Citing Documents:

Reference the source of the document (Author, Speaker, Artist, Photographer, Cartoonist, Chart/Map Maker, etc.) and then reference the number at the end of the sentence.

- George Washington said (Doc. 1). His point of view was
- was the the main idea of the cartoon in the Washington Post (Doc. 2). The historical setting of this cartoon was ...

10. Complexity in the DBQ and LEQ

The final point on the DBQ and LEQ Rubrics is the “complexity point.” It is called that because it rewards essays which develop complex arguments. There are a number of ways that essays can demonstrate complexity. If an essay follows the writing program laid out in this writing packet that would be one way of attempting to achieve complexity. In fact, it is not just one way, but attempts to achieve complexity in four different ways! Complexity is a difficult point to get, so attempting to achieve this point in multiple ways will go a long way to helping a student at least potentially receive this point.

Complexity can be achieved FOUR different ways by using this writing program:

- First: establishing a complex argument by following the THESIS FORMULA. The X statement potentially hits bullet #2 and/or #5 on the Rubrics.
- Second: establishing a complex argument by organizing the information around the APUSH course themes. This corroborates multiple perspectives across different themes. This potentially hits bullet #4 on the Rubrics.
- Third: establish a complex argument by developing a conclusion which continues the effect of the essay argument (this can also go toward contextualization). This potentially hits bullet #2 on the Rubrics.
- Fourth (and this is new): establish a complex argument by juxtaposing two documents (or in the case of the LEQ, bringing in two opposing pieces of evidence and reconciling them) in the same paragraph. This potentially hits bullet #1 on the Rubrics.

Putting It All Together

All essays should be FIVE paragraph essays! Each paragraph serves a specific function and purpose designed to maximize points on the APUSH rubric.

Paragraph One: pre-context + thesis statement

Paragraph Two: X paragraph (necessary in order to develop and write a complex essay)

Paragraph Three: A paragraph (elaboration of your first theme)

Paragraph Four: B paragraph (elaboration of your second theme)

Paragraph Five: post-context (effects of the argument)

11. AP US History DBQ Scoring Rubric (7 Points)

A. Thesis/Claim (0-1 Point)

- 1 Point – responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning
- Decision Rules – the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt
- the thesis must consist of one or more sentences in the introduction of the essay

B. Contextualization (0-1 Point)

- 1 Point – describes a broader historical context relative to the prompt
- Decision Rules – the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during or continue after the time frame of the question; the point is not awarded for merely a phrase or a reference
- contextualization will be the first 3-4 sentences of the introduction AND the last 3-4 sentences of the conclusion (previously on/next time on)

C. Evidence (0-3 Points)

- Evidence from the Documents
 - 1 Point – uses the content of at least three of the documents to address the topic of the prompt
 - Decision Rules – to earn one point, the response must accurately describe – rather than simply quote – the content from at least three of the documents
 - 2 Points – supports an argument in response to the prompt using at least six of the documents
 - Decision Rules – to earn two points, the response must accurately describe – rather than simply quote – the content from at least six of the documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.
- Evidence Beyond the Documents
 - 1 Point – uses at least one piece of additional specific historical evidence (beyond the documents) relevant to an argument about the prompt
 - Decision Rules – the response must describe the evidence and must use more than a phrase or reference; it must be different than the evidence used to earn the point for contextualization

D. Analysis and Reasoning (0-2 Points)

- HAPP
 - 1 Point - For at least three of the documents, explain how or why the document's historical situation, audience, purpose and/or point of view (HAPP) is relevant to the argument (you only need one)
 - Decision Rules – the response must explain how or why (rather than simply identifying) the document's HAPP is relevant to an argument for three documents sourced
- Complexity
 - 1 Point – demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, modify an argument
 - explain nuance of an issue by analyzing multiple variables
 - explaining both similarity and differences OR both continuity and changes OR both cause and effect
 - explaining relevant and insightful connections within or 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

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

12. AP US History Long Essay Scoring Rubric (6 Points)

A. Thesis/Claim (0-1 Point)

- 1 Point – responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning
- Decision Rules – the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt
- the thesis must consist of one or more sentences in the introduction of the essay

B. Contextualization (0-1 Point)

- 1 Point – describes a broader historical context relative to the prompt
- Decision Rules – the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during or continue after the time frame of the question; the point is not awarded for merely a phrase or a reference
- contextualization will be the first 3-4 sentences of the introduction

C. Evidence (0-2 Points)

- Evidence
 - 1 Point – Provides specific examples of evidence relevant to the topic of the prompt
 - Decision Rules – to earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt
- Argument
 - 2 Points – supports an argument in response to the prompt using specific and relevant examples of evidence
 - Decision Rules – to earn two points, the response must use specific historical evidence to support an argument in response to the prompt

D. Analysis and Reasoning (0-2 Points)

- Historical Reasoning
 - 1 Point – Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt
 - Decision Rules – the response must demonstrate the use of historical reasoning to frame or structure an argument, although it may be uneven or imbalanced
- Complexity
 - 1 Point – demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, modify an argument
 - explain nuance of an issue by analyzing multiple variables
 - explaining both similarity and differences OR both continuity and changes OR both cause and effect
 - explaining relevant and insightful connections within or 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

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

Essay Scores: Scores may vary around the assigned number. For instance on a DBQ a strong 4, could be scored as a 92 while a weaker 4 could be scored as an 88.

<u>7 Point Essay</u>	<u>6 Point Essay</u>	<u>5 Point Essay</u>
7 = 100	6 = 100	5 = 100
6 = 98	5 = 96	4 = 94
5 = 94	4 = 92	3 = 86
4 = 90	3 = 86	2 = 76
3 = 86	2 = 76	1 = 70
2 = 76	1 = 70	0 = 60
1 = 70	0 = 60	
0 = 60		

13. APUSH Timeline

Period 1 1491-1607

1492 – Columbus Arrives in the Americas
 1500s – Emergence of Atlantic Slave Trade
 1512 – Encomienda System Established
 1550s – De Las Casas vs. De Sepulveda Debate

Period 2 1607-1754

1607 – Virginia Established
 1608 – French Establish Quebec
 1619 – First African Slaves Arrive in America, House of Burgesses Established
 1620 – Pilgrims Arrive in Plymouth, Mayflower Compact
 1624 – Dutch Establish New Netherland
 1630 – Massachusetts Bay Founded
 1634 – Maryland Established
 1636 – Roger Williams Exiled
 1636 – Pequot War
 1638 – Anne Hutchinson Exiled
 1639 – Fundamental Orders of Connecticut
 1649 – Act of Toleration
 1661 – Barbados Slave Code Adopted
 1675-76 – King Philip's War
 1676 – Bacon's Rebellion
 1680 – Pueblo Revolt
 1664 – British Take Over New York
 1681 – William Penn Establishes Pennsylvania
 1686 – Dominion of New England
 1713 – Georgia Established (last colony)
 1733 – Molasses Act
 1734 – First Great Awakening Begins, Zenger Trial
 1739 – Stono Rebellion
 1754 – Start of the Seven Years War

Period 3 1754-1800

1754 – Seven Years War Starts, Albany Plan of Union
 1763 – Seven Years War Ends, Pontiac's Rebellion, Proclamation of 1763
 1765 – Stamp Act, Stamp Act Congress
 1766 – Declaratory Act
 1767 – Townshend Acts
 1770 – Boston Massacre
 1772 – Committees of Correspondence
 1773 – British East India Tea Monopoly, Tea Party
 1774 – Intolerable Acts, First Continental Congress, The Association
 1775 – Lexington and Concord, Second Continental Congress
 1776 – *Common Sense*, *Declaration of Independence*
 1777 – Battle of Saratoga
 1778 – French Alliance
 1781 – Articles of Confederation Go Into Effect
 1783 – Treaty of Paris
 1785 – Land Ordinance of 1785
 1786 – Shay's Rebellion
 1787 – Northwest Ordinance, Constitutional Convention
 1788 – Ratification of the Constitution,

1789 – George Washington Becomes President, French Revolution Starts
 1791 – Bill of Rights Adopted, Hamilton's Plan
 1793 – Neutrality Proclamation
 1794 – Whiskey Rebellion, Jay's Treaty, NW Indian Wars
 1795 – Treaty of Greenville, Pinckney's Treaty
 1796 – Washington's Farewell Address
 1797 – John Adams Becomes President
 1798 – XYZ Affair, Alien & Sedition Acts, Kentucky & Virginia Resolutions
 1800 – Election of Thomas Jefferson

Period 4 1800-1848

1790s – Second Great Awakening Starts
 1791 – Samuel Slater's First Factory
 1793 – Whitney Invents Cotton Gin
 1798 – Whitney Develops Interchangeable Parts
 1800 – Jefferson Elected President
 1803 – *Marbury v. Madison*, Louisiana Purchase
 1807 – Chesapeake Affair, Embargo Act, First Steamboat
 1812 – War of 1812 Starts
 1814 – Treaty of Ghent Ends War of 1812
 1815 – Hartford Convention
 1816 – Second Bank of US, Protective Tariff (American System)
 1817 – American Colonization Society Founded
 1819 – Panic of 1819, *McCullough v. Maryland*
 1820 – Missouri Compromise
 1823 – Monroe Doctrine
 1824 – *Gibbons v. Ogden*, Corrupt Bargain Election
 1825 – Erie Canal Finished
 1826 – American Temperance Society Founded
 1828 – Jackson Elected President, South Carolina Exposition, First Railroad in US
 1829 – Walker publishes *The Appeal*
 1830 – Indian Removal Act
 1831 – Nat Turner's Rebellion, Garrison Starts *The Liberator*
 1832 – Bank War, Tariff Crisis, Jackson Re-elected Over Clay, *Worcester v. Georgia*,
 1833 – Jackson "Kills" the Bank
 1836 – Gag Order in Congress
 1837 – Deere Develops Steel Plow
 1838 – Trail of Tears
 1841 – Brook Farm Founded
 1843 – Dix Petitions for Mentally Ill
 1844 – Morse Invents Telegraph, End of Gag Order
 1845 – Potato Famine Starts, Poe Publishes *The Raven*, Douglass publishes autobiography
 1846 – Howe Invents Sewing Machine, Mormon Migration, Start of Mexican American War
 1848 – End of Mexican American War, Oneidas Founded

Period 5 1844-1877 (1896)

1787 – 3/5s Compromise
 1817 – American Colonization Society Founded
 1820 – Missouri Compromise
 1829 – Walker publishes *The Appeal*
 1831 – Nat Turner's Rebellion, Garrison Starts *The Liberator*
 1836 – Gag Order in Congress, Texas Wins Independence from Mexico
 1844 – End of Gag Order, Polk Elected President on Manifest Destiny Platform, Treaty of Wanghia
 1845 – Douglass publishes autobiography

1846 – US Splits Oregon with Britain, Start of Mexican American War
 1848 – End of Mexican American War, Treaty of Guadalupe Hidalgo
 1849 – California Gold Rush
 1850 – Compromise of 1850
 1852 – Publication of *Uncle Toms' Cabin*
 1853 – Gadsden Purchase
 1854 – Commodore Perry Opens Japan, Kansas-Nebraska Act, Republican Party Formed
 1856 – Caning of Sumner, Start of Bleeding Kansas
 1857 – *Dred Scott v. Sandford*
 1858 – Lincoln Douglas Debates
 1859 – John Brown's Raid on Harper's Ferry
 1860 – Election of Abraham Lincoln, Secession of South Carolina
 1861 – Secession of the Rest of the South, Fort Sumter Starts Civil War, Lincoln Suspends Habeas Corpus
 1862 – Lincoln Issues Emancipation Proclamation
 1863 – Emancipation Proclamation Goes into Effect, NYC Draft Riots, Lincoln Announces 10% Plan
 1864 – Sherman's March
 1865 – South Surrenders to the North, 13th Amendment, Lincoln Assassinated, Freedman's Bureau, Black Codes
 1866 – KKK Founded
 1867 – Military Reconstruction Act
 1868 – 14th Amendment, Johnson Impeached
 1870 – 15th Amendment
 1873 – Susan B. Anthony Arrested for Voting
 1877 – Compromise of 1877
 1870s & 80s – Emergence of Jim Crow Laws, Literacy Tests, Poll Taxes
 1883 – *Civil Rights Cases*
 1896 – *Plessy v. Ferguson*

Period 6 1865-1898

1856 – Henry Bessemer patents Bessemer Process
 1860 – Pacific Telegraph Act
 1862 – Pacific Railway Act, Homestead Act
 1865 – end of the Civil War
 1867 – Refrigerated Train Car patented, Grangers form
 1869 – Knights of Labor forms
 1870 – Standard Oil incorporated
 1873 – Carnegie begins to build his first steel mill
 1876 – telephone invented, Battle of Little Bighorn
 1877 – end of Reconstruction
 1880 – Carlisle Indian School forms
 1882 – Chinese Exclusion Act
 1886 – *Wabash v. Illinois*, Haymarket Square Riot, Knight of Labor die, AF of L forms
 1887 – Interstate Commerce Act, Dawes Act
 1888 – AC motor invented, People's Party forms
 1889 – motion picture invented, Andrew Carnegie publishes *Gospel of Wealth* essay, Hull House established
 1890 – Sherman Antitrust Act, massacre at Wounded Knee
 1892 – Homestead Strike, Omaha Platform, Election of 1892
 1894 – Pullman Strike
 1895 – *EC Knight v. US*, Atlanta Compromise Speech
 1896 – Election of 1896, *Plessy v. Ferguson*
 1897 – Ida Wells publishes *Southern Horrors: Lynch Law in All its Phases*
 1898 – Spanish American War
 1909 – NAACP founded

Period 7 1898-1945

1890 – *How the Other Half Lives* published
 1892 – Sierra Club created
 1893 – Turner Thesis on Closing of American Frontier
 1898 – Spanish American War, annexation of Hawaii
 1899 – Filipino Rebellion
 1901 – Theodore Roosevelt becomes president
 1902 – Anthracite Coal Strike
 1903 – *Northern Securities v. US*, acquisition of Panama
 1904 – Roosevelt Corollary
 1905 – US Fish Commission created
 1906 – *The Jungle* published, Pure Food and Drug Act, Meat Inspection Act
 1913 – 16th Amendment, 17th Amendment, Federal Reserve Act
 1914 – World War I Starts
 1915 – *Birth of a Nation* movie, sinking of the Lusitania
 1917 – Alice Paul Hunger Strike, Henry Ford begins construction on River Rouge Plant, Zimmerman Note, US Joins World War I
 1918 – Sedition Act, World War I Ends, Treaty of Versailles
 1919 – 18th Amendment, *Schenck v. US*, First Red Scare, Red Summer, Big Labor Strikes, US Rejects Treaty of Versailles
 1920 – 19th Amendment
 1921 – Sanger founds American Birth Control League, Immigration Act of 1921, Washington Naval Conference
 1924 – Immigration Act of 1924
 1925 – Scopes Monkey Trial
 1927 – *The Jazz Singer* movie
 1928 – Hoover elected president. Kellogg Briand Pact
 1929 – Stock Market Crash
 1932 – Reconstruction Finance Corporation, Bonus Army, Hoover-Stimson Doctrine, Franklin D. Roosevelt elected president
 1933 – FDIC created, Prohibition Repealed
 1935 – Black Sunday Dust Storm, WPA created, Social Security Act, *Schechter Poultry v. US*, Neutrality Act
 1937 – FDR announces court packing plan, Quarantine Speech
 1938 – Fair Labor Standards Act
 1939 – World War II Starts, Cash and Carry Law
 1940 – FDR wins third term, Bases for Destroyers Deal
 1941 – Lend Lease Act, Atlantic Charter, Pearl Harbor, US Joins WWII
 1942 – Japanese Internment Order
 1943 – Zoot Suit Riots
 1944 – *Korematsu v. US*, Yalta Conference, D-Day Invasion
 1945 – V E Day, Atomic Bombs, End of World War II

Period 8 1945-1980

1944 – GI Bill
 1945 – End of World War Two
 1947 – Truman Doctrine, First Levittown Started
 1948 – Marshall Plan, Berlin Airlift, Desegregation of Military, Creation of Israel
 1949 – NATO Created, Loss of China
 1950 – Korean War Starts, McCarthy West Virginia Speech on Communism in Govt.
 1952 – Eisenhower Elected President
 1953 – Korean War Ends, Iran Coup
 1954 – *Brown v. Board of Education*, Geneva Convention Divides Vietnam, Guatemala Coup
 1955 – Montgomery Bus Boycott
 1956 – Interstate Highway Act
 1957 – Little Rock Crisis, Peak of Baby Boom, Eisenhower Doctrine, Brooklyn Dodgers move to LA

1959 – Castro Takes Over Cuba
 1960 – JFK Elected President
 1961 – Bay of Pigs, *Mapp v. Ohio*
 1962 – Cuban Missile Crisis, Cesar Chavez Creates UFW, *Silent Spring* published
 1963 – *Feminine Mystique* published, Equal Pay Act, Clean Air Act
 1964 – Civil Rights Act of 1964, *Heart of Atlanta v. US*, 24th Amendment, Gulf of Tonkin Attacks, Great Society Speech
 1965 – Voting Rights Act of 1965, Malcolm X Assassinated, Immigration Act of 1965, Medicaid, *Griswold v. Connecticut*
 1966 – Creation of Black Panthers, Medicare, *Miranda v. Arizona*
 1968 – Election of 1968, Creation of AIM
 1969 – Stonewall Inn Riots
 1970 – Environmental Protection Agency Created
 1972 – Opening of China, SALT I Treaty, Clean Water Act, Title IX, Watergate Break In
 1973 – US Leaves Vietnam, War Powers Act, *Roe v. Wade*, AIM Occupies Wounded Knee, Oil Shock I
 1974 – Nixon Resigns
 1979 – Iranian Hostage Crisis, Oil Shock II
 1980 – Reagan Elected President
 1982 – Equal Rights Amendment Rejected

Period 9 1980-Present

1979 – Moral Majority founded by Jerry Falwell
 1980 – election of Ronald Reagan
 1981 – Economic Recovery Tax Act of 1981, PATCO Strike
 1983 – Reagan proposes Star Wars, US invades Grenada
 1985 – Mikhail Gorbachev comes to power; first Reagan-Gorbachev summit
 1986 – second Reagan-Gorbachev summit
 1987 – “Tear Down This Wall” Speech
 1988 – election of George HW Bush
 1989 – fall of the Berlin Wall
 1991 – USSR dissolves, First Iraq War
 1992 – election of Bill Clinton
 1994 – NAFTA goes into effect, Netscape emerges as a popular Internet browser
 1996 – Clinton/Congress pass welfare reform
 1998 – Bill Clinton is impeached
 2000 – election of George W. Bush
 2001 – 9/11 attacks, invasion of Afghanistan, Patriot Act
 2003 – Second Iraq War
 2004 – Facebook is created
 2006 – Medicare Part D goes into effect, first tweet on Twitter
 2007 – first iPhone
 2008 – election of Barack Obama
 2010 – Affordable Care Act is passed

14. APUSH Exam Information

Date: Friday May 8, 2020

Exam Overview: The AP US History Exam is 3 hours and 15 minutes long and includes both a 95 minute multiple choice section and a short answer section (Section I) and a 100 minute free-response section (Section II). Each section is divided into two part, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

<u>Section</u>	<u>Question Type</u>	<u>Number of Questions</u>	<u>Timing</u>	<u>Percentage of Exam Score</u>
I	Part A: Multiple Choice	55 Questions	55 Minutes	40%
	Part B: Short Answer Questions	3 Questions <ul style="list-style-type: none"> • Required Question 1: periods 3-8 • Required Question 2: periods 3-8 • Choose between: <ul style="list-style-type: none"> - Question 3: periods 1-5 - Question 3: periods 6-9 	40 Minutes	20%
II	Part A: Document Based Question	1 Question: periods 3-8	60 Minutes (includes a 15 minute reading period)	25%
	Part B: Long Essay Question	1 Question, chosen from three options on the same theme: <ul style="list-style-type: none"> • periods 1-3 • periods 4-6 • periods 7-9 	40 Minutes	15%

AP US Periods

<u>Period</u>	<u>Date Range</u>	<u>Exam Weighting</u>
1	1491-1607	4-6%
2	1607-1754	6-8%
3	1754-1800	10-17%
4	1800-1848	10-17%
5	1844-1877	10-17%
6	1865-1898	10-17%
7	1890-1945	10-17%
8	1945-1980	10-17%
9	1980-Present	4-6%