

1. APUSH book (starts with unit 5)

<https://sampler.perfectionlearning.com/ap-us-history-sampler/index.html#p=70>

AP Exam's Structure:

2. 55 MCQ/ 55 mins **-40%**
3. 3 SAQ/40 mins **-20%**
4. 1 DBQ/60 mins **- 25%**
5. 1 LEQ/40 mins **-15%**

6. This link includes

1 official practice test 5 sources for practice quizzes and 2 term quizlets
DBQs/FRQs talk, notes, videos, and more

<https://www.appracticeexams.com/ap-u-s-history/practice-exams/>

7. APUSH SUMMARY

<https://marcolearning.com/wp-content/uploads/2021/04/APUSH-Study-Guide-Pack-2021-v2.pdf>

Units	Exam Weighting
Unit 1: Period 1: 1491–1607	4–6%
Unit 2: Period 2: 1607–1754	6–8%
Unit 3: Period 3: 1754–1800	10–17%
Unit 4: Period 4: 1800–1848	10–17%
Unit 5: Period 5: 1844–1877	10–17%
Unit 6: Period 6: 1865–1898	10–17%
Unit 7: Period 7: 1890–1945	10–17%
Unit 8: Period 8: 1945–1980	10–17%
Unit 9: Period 9: 1980–Present	4–6%

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

THEME 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.

THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

THEME 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.

THEME 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.

THEME 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.

THEME 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.

THEME 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.

Recommended Youtubers:

- [Steve Heimler](#) (full 9 units of vids already done from past year also has a ultimate review packet for \$25)
- Crash Course
- [Marco Learning](#)
- Khan Academy
- [Tom Richey](#)
- OverSimplified
- [alex academy!](#)
- Adam Norris
- And more...

MCQ Example

file:///C:/Users/futur/Downloads/Multiple-Choice_Strategy_Guide.pdf.pdf

Questions 5–7 refer to the following excerpt.

“The Erie Canal poured into New York City [wealth] far exceeding that which its early friends predicted. . . . In the city, merchants, bankers, warehousemen, [and] shippers . . . seized the opportunity to perfect and specialize their services, fostering round after round of business innovations that within a decade of the opening of the Erie Canal had made New York by far the best place in America to engage in commerce. . . .

“ . . . Even before its economic benefits were realized fully, rival seaports with hopes of tapping interior trade began to imagine dreadful prospects of permanent eclipse. Whatever spirit of mutual good feeling and national welfare once greeted [internal improvements] now disappeared behind desperate efforts in cities . . . to create for themselves a westward connection.”

John Lauritz Larson, historian, *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States*, 2001

5. The excerpt best illustrates which of the following developments?
- (A) The extension of commerce with Native Americans
 - (B) The expansion of access to markets
 - (C) The growth in the internal slave trade
 - (D) The increase in semisubsistence agricultural production

SAQ Examples

<https://www.etsu.edu/uschool/faculty/borthwik/documents/apushsaqanalysis.pdf>

SAQ Heimler

<https://www.youtube.com/watch?v=xoM4tDOEQ-k>

DBQ Example

1. 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.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Document 1

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth. . . .

The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

In consideration of the cession aforesaid, the United States agree to pay . . . seven million two hundred thousand dollars in gold.

LEQ Example

Causation

Evaluate how the French and Indian War (Seven Years War) impacted the relationship between Great Britain and the British colonies from 1754-1776.

Change and continuity over time

Identify and analyze the changing relationship between England and the British colonies between the years 1607 to 1763.

Comparison:

Compare and contrast the colonies in the Chesapeake with the New England colonies. Be sure to address two of the three areas in your essay: economic, political, and social.

APs Practice Exams:

- <https://marcolearning.com/free-practice-tests/#history-practice-tests>
- https://www.collegecountdown.com/images/docs/mmsushistory_practestonline_final.pdf
- <https://www.apstudynotes.org/us-history/practice-tests/>
- https://www.gilderlehrman.org/sites/default/files/misc/ap_quiz.html (2015 Version)
- <https://www.crackap.com/ap/us-history/>

Useful Apps (aside from youtube and college board):

- [Albert.io](#) (not free but depending on the school can be used)
- [Quizlet](#)
- [Reddit](#)
- [fiveable](#)
- [Marco Learning](#) (you need to register but it's **free!**)
- Khan Academy
- [Weebly](#)
- [UsaTestPrep](#)

KeyTerms Bullet Points

http://www.coachjacobson.com/uploads/5/9/8/2/59821733/review_packet_2016.pdf

Free Notes/Topics

Unit 1 Overview

<https://marcolearning.com/ap-u-s-history-unit-one-1491-1607/>

Unit 4 Slides

https://docs.google.com/presentation/d/10JspcWcyMuH1HogS_w7NH36UUe5KEUtbUpsWP6v3MP4/edit#slide=id.p

Unit 4 MCQ

<https://www.pdfFiller.com/jsfiller-desk16/?requestHash=55691e235ec966e5df299fc8460deee45c09532ff343860fb1aa677396b892c7&projectId=719207695&loader=tips#e1fc7c1762dcdee85f882db23f093258>

Border of Mexico and U.S. between 1835-1848

<https://www.britannica.com/story/how-the-border-between-the-united-states-and-mexico-was-established>

Unit 8 (Civil Rights Movement)

https://docs.google.com/document/d/1sdO8UhOC6Yjox415EBT4vYwg_zwm3plgfuyVZ2ZGZoA/edit

ALL Units Quizlet

<https://quizlet.com/class/4668729/>

Helpful links (APUSH):

1. <https://www.mrklaff.com/apushtestessaysdbq.html> (AP History FRQ Format Help)
2. https://www.softschools.com/social_studies/history/united_states_history/
3. <https://magoosh.com/hs/ap/4-apush-practice-multiple-choice-questions/>
4. <http://apushhale.weebly.com/>
5. <https://www.tomrichey.net/apush.html>

- **DBQ worksheet By Heimler (works with all AP history DBQs)**
- **DBQ worksheet by Richey**
- **LEQ Worksheet by Heimler (works with all AP History LEQs)**

Past Exam FRQs

<https://apcentral.collegeboard.org/courses/ap-united-states-history/exam/past-exam-questions>

MCQ FREE MOBILE APP (High5Wizards)

-Have to log in but code to use every AP for free is **QB84985**

What is HIPPA/HAPP? HAPP is an acronym for **Historical context, Audience, POV, and Purpose**. These tools are used for **one of the analysis points** in a DBQ/LEQ. Not only do you have to apply the evidence but you have to **relate it back** to your argument. After you do this that evidence must be applied with an extra layer extended to how not only the content of the document but whether the who what where why and how of the document and how that affects the quality or information of the source and what is portrayed. That is what the HAPP is for.

For example, imagine a document in which the author speaks about not wanting to go to war against Britain. You can see either by the author's identity, date published/made, or how the document revolves around a certain historical happening in which the author bases their writing about.. This is a case for **historical context** because it explains to the reader(s) not only what war they're talking about (the American revolution) but also the function to which the text demands to be seen through. Knowing the historical context will help set the reader's perspective in place when looking at the document more thoroughly and seeing if there is a more complex argument and even additional evidence outside the document that could come from it.

Audience is very important because it varies from person to person. Is the author just trying to get the message across to all who could hear them or are they just writing so a select few or one could listen to what they have to say. It is not the same to have Christopher Columbus talk to the Spaniard monarchs Ferdinand and Isabela than one of his crewmates describe both the journey and encounters they had with Native American people. Even a map for a(n) electoral votes' plan can represent something to the right audience at the right time.

POV establishes ethos or credibility whether the source is reliable (aka bias) or how the author's identity plays out into what they wrote. This can be seen with first/second hand sources on the side of battle or just bystanders opinions. In a WWII document are you seeing the telling of an ally or an axis power? Is it of someone in command or the common people? Are they desperate in their current situation globally monetarily or well off? POV can even manifest itself as satire or backhanded/underlying purpose in political cartoons and any type of message that showcases the author's stance/standpoint. For example, president Hoover got such a bad reputation from the damage that came from the Great Depression that they named a despot hominy facility "Hooverville" after him! If a political cartoon was made to defame/ridicule Hoover, you might guess that the creator of the cartoon has something against Hoover because of the distraught many Americans went through monetarily as well as emotionally from not having enough resources to take care of themselves. Remember you don't need to know what the author did since the "who" they provide you in the documents with is enough, but analyzing on their identity correlates to x or y mentality/result can help with the analyzing points when tied back to the argument.

Purpose not to be confused with just restating what the author said is the reasoning to the WHY the author decided to write this document in the first place. Most students in the exam underestimate it and do not earn the point when using this to analyze a document. It is **deeper than just what the author wrote** because sometimes there are **hidden intentions** to what the author is saying like a red herring or it completely contradicts their action so you can put that into your case for writing your argument. What is the purpose of the neutral slave states post-Civil war, which received benefits from aiding the Union side when the Civil War was fronted as a war against slavery? Why is a feminist making a commotion about not being able to vote in a society that is starting to advocate for Civil issues but not hers? What is the point of making industrial revolution workers look like hooligans/terrorists/evil people and how it will benefit the industrial elite in doing so?

CED

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>

The CEDs are important because everything in a box for a certain topic is fair game to put in the exam so you know it's better to study it. The things in the left column might be in the exam but it's not necessarily going to be in it unless the college board decides to put it. They also include more info which will be relevant to what you do in this course hence why it's a CED and why you should read it.