

MAKE SURE TO GET GOOD SLEEP & EAT SOMETHING TMR!!

If you'd like, add in important terms & facts via the "suggestion" method. Feel free to pass this around. You can do this. 🧑

Thank you to all who are adding/editing this. :) My goal is a basic overview with some nuance. Use "Outline" to move between units.

- Anna

CLICK TO SCROLL ↓↓

Writing For The APUSH Exam.....	1
Recommended Resources:.....	5
Unit One.....	5
Unit Two - 10% 1607-1754.....	6
Unit Three- 12%, 1754-1800.....	8
Unit Four - 10%, 1800-1848.....	9
Unit Five- 13%, 1844-1877.....	12
Unit Six- 13%, 1865-1898.....	14
Unit Seven- 17%, 1890-1945.....	17
Unit Eight- 15%, 1945-1980.....	21
Unit Nine- 5%, 1980-Present.....	23
Unit Review by Section.....	25

What the College Board Wants You to Know

- American and National Identity. (The fundamental concepts of American democracy, the constitution, and liberty.)
- Politics and Power (The history of American government and party systems.)
- Work, Exchange, and Technology. (The way labor and economic forces have impacted the American market.)
- Culture and Society. (How the role of religion, arts, and culture have impacted American society.)
- Migration and Settlement. (The history of colonialism and immigration in America.)
- Geography and the Environment. (The way the environment has impacted American communities.)
- America in the World. (The way America impacts other nations.)

Writing For The APUSH Exam

Words to Recognize:

Describe: talk about what the topic is and the characteristics of the topic being asked.

Explain: talk about the WHY- go into depth here.

Compare: Talk about similarities and/or differences.

Evaluate: Determine how important information or the quality/accuracy of a claim is.

Identify: Give information about a specific topic, without elaboration or explanation.

Support an argument: Give specific examples and explain how they support a thesis.

20% of Exam Score. They will give you four, and you must do three. You will be given a choice for the last one. CHOOSE THE QUESTION YOU KNOW MORE ABOUT!!

Writing an SAQ:

- Do each part of the question (typically A, B, C) separately, not as one paragraph with all 3 responses.
- Each response can be a good sentence or two. Try to be brief and accurate.
- Must be complete sentences. No bullet points. This is funny because it's in bullet points

"The first question primarily assesses the practice of **analyzing secondary sources**, asking students to respond in writing to a historian's argument. This question addresses content **from periods 3–8** of the course.

The second question primarily assesses either the skill of causation or comparison, and asks students to respond in writing **to a primary source (written text) or to visual sources such as images, charts, or maps**. This question also addresses **content from periods 3–8** of the course.

Students choose to answer either the third or the fourth short-answer questions, which deal **with periods 1–5 or 6–9, respectively**. These questions ask students to respond in writing to general propositions about U.S. history, and they primarily assess the same skill, either **causation or comparison**: neither of them will assess the same skill as the second short answer question."

25% of the exam score. You will be given an essay prompt, and a set of sources (no more than seven). 45 minutes to write, 15 minutes to read documents.

Writing an DBQ:

Read the question carefully. Look for an opinion or viewpoint. Skim the documents- and group sources based on how they fall on the opinion. Make sure to underline and summarize. Draft an outline and then- WRITE!!

Begin with a contextualization paragraph, with a strong thesis statement. Do not restate the prompt- form an opinion.

1. Use specific references from your documents, and always show where you are getting the information. *"The response must accurately describe—rather than simply quote—the content from at least **six** documents."* (Pro Anna tip- go for all in case you screw one up.)
2. Make sure you use some outside knowledge to support your argument, along with your documents. Specific examples!!
3. Don't forget to contextualize.

Then..wrap it up with a summary and restate your thesis.

15% of Exam Score. Choose one of three possible prompts and write an essay on the topic. You have 40 minutes to write your response. Essay Prompt 1: 1491-1800. Essay Prompt 2: 1800-1898. Essay Prompt 3: 1890-2001.

Writing an LEQ:

Do NOT restate the prompt. Your thesis statement **MUST** have a defensible claim. Answer all parts of the question.

Identify:

Task words: Tell you what you have to do; the action you need to perform:

Content words: Tell you what the topic area is and what you should write about

Limiting words: Limit and focus the essay, making it workable.

Example essay question: Computers have had a significant impact on education in the 20th century. Discuss the changes they have made.

Task word: DISCUSS

Content word: education, computers

Limiting word: changes, significant impact, 20th century

Historical Thinking Skill:

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

Continuity and Change Over Time - The ability to recognize, analyze, and evaluate the dynamics of historical continuity AND change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Comparison - Describe, compare, evaluate historical developments and processes across place, time, and/or societies or within one society.

Periodization - Explain ways that historical events and processes can be organized within blocks of time identifying turning points that begin and end periods.

Elements of an LEQ:

Introduction:

Provides an argument

Sets time, place, CONTEXT

THESIS!! - you will *not* score any points if you do not have a thesis

Paragraph 1

Topic sentence, which introduces your first category using ACTION verb from prompt

Specific evidence backing your argument.

Connect the argument back to the prompt.

Paragraph 2

Topic sentence, which introduces your second category using ACTION verb from prompt

Specific evidence backing your argument.

Connect the argument back to the prompt.

Paragraph 3

Topic sentence, which introduces your third category using ACTION verb from prompt

Specific evidence backing your argument.

Connect the argument back to the prompt.

Paragraph 4

Topic sentence, which introduces your fourth category using ACTION verb from prompt

Specific evidence backing your argument.


Connect the argument back to the prompt.

Paragraph 5

Conclusion- restate your thesis

Extend the argument by explaining the connections between your argument and one of these: a development in a different historical period, situation or geographical area. Basically- make connections to another event in history.

Recommended Resources:

APUSH TIMELINE-  APUSH TIMELINE , made by chrisabulium


Heimler's History.

College Board APUSH review questions- check their website

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

– key concepts pulled from here.

<https://library.fiveable.me/apush>

 history of the united states, i guess – good for the timeline and, like, fun.

Unit One

Key Takeaways

- (Many) Diverse societies in America pre European intervention. (Iroquois, Cahokia, Ute, Pueblo)
- Native People of America developed many distinct and unique systems of trading, farming and life across america.
- Europeans came to the Americas in search of trade routes and luxury goods. Because of new Maritime technology, people were able to sail better and navigate more successfully.
- The Spanish wanted to spread catholicism.
- Columbus set off and found the caribbean- taking back wealth. Then, all those european people wanted to go take the wealth from the new world
- Columbian Exchange - food, animals, minerals, people and diseases between Africa, Europe and the Americas.
- Americas to Europe: tobacco, maize, tomatoes, potatoes, cacao, gold and silver.

- Europe/Africa to Americas: Rice, wheat, soybeans, rye, oats, horses, and people.
- System of feudalism brought down by new wealth
- Joint-stock companies; money is pooled by investors to fund a venture- in this time, exploration.
- Agriculture = \$\$\$\$\$. Encomienda system– thus, caste. Native people could escape- or were killed off by disease. Africans imported in a system of slavery- chattel.

KEY TERMS

- Maize - This was the main crop cultivated by American Indians.
- Christopher Columbus : An Italian explorer who stumbled upon the New World after convincing the Spanish monarchs that he could sail across the Atlantic to India
- “God, Gold, Glory”: Early European explorers were motivated by a desire to spread Christianity, enrich themselves and their monarch, and gain glory for discovering new lands.
- Mother Country- big country that takes from all others it controls
- Encomienda System: A forced labor system developed by the Spanish that required Native Americans

Unit Two - 10% 1607-1754

AP U.S. History Period 2 focuses on what life was like in the Americas between the founding of Jamestown in 1607 and the start of the French and Indian War.

New European settlements in what is now the United States.

The Spanish still controlled lots of the land in the "New World". Spanish are big on the encomienda system.

The French and Dutch have a different approach to relationships with the Native tribes- they form and create alliances, some of which are through marriages. This gives them better trade access, as well as a more significant part in the fur trade.

The British send migrants to build colonies. These colonists want different things; money, an escape from religious persecution, etc. Many of the colonists built farms, in order to produce cash crops. However— not enough people to keep up with demand of labor, and not enough indentured servants. Thus slavery seen as the solution- justified through religion.(curse of ham)
Cash crops- crops grown for profit instead of substance. These crops were sent to Europe as part of the triangle trade.

Eventually, French and Dutch lost control of their colonies, ceding to the British. The British government tries to compile all the colonies into one unit. Colonies are united by movements like the "First Great Awakening", based on evangelical religion. British taxes and tariffs are confusing & colony members are not pleased.

Unit Two - Key Takeaways

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. They also competed with each other and the Native Americans 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.

KEY TERMS

- Mercantilism: An economic system where countries tried to increase their wealth through government control of all aspects of trade
- Encomienda system: A forced labor system developed by the Spanish that required American Indians to live on plantations and convert to Christianity
- Cash Crops: Crops that could be grown in large quantities, harvested, and sold for a profit
- First Great Awakening: A religious movement that promoted emotional, evangelical Protestantism, often through threats of hell/other scary religion things

- The Enlightenment: The age of reason. One fun fact (might be useful on FRQs re: the impacts of inventions) is that the invention of the printing press actually helped the spread of these ideologies

Unit Three- 12%, 1754-1800

HAMILTON!

Unit Three - Key Takeaways

KEY CONCEPT 3.1 - The British attempt 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 introduced many new republican and democratic ideals, (inspired by enlightenment) leading to new experiments with different forms of government. This also led to many revolutions across the world.

KEY CONCEPTS 3.3 Migration within North American and competition over resources, boundaries, and trade intensified conflicts among people and nations.

After the French and Indian war, the British government attempted to gain more control over its colonies. The British had lost lots of money in the war, and wanted colonists to help repay it. They did this by trying to enact more taxes (stamp act, tea acts, townshend acts..) Colonists get pissy because they were not represented in England-No taxation without representation. Then, many colonists got together and protested.

1776- America declared independence from Britain - declaration of independence

1777- Articles of confederation created

1781- British surrender at Yorktown

1787- US Constitution Signed - *there's a lot, a lot of back and forth between different states. The making of the constitution took many meetings between 1787-1788*

1788- Articles of confederation ratified (these were adopted in 1777, but put into effect in 1781-1789)

Enter the articles of confederation, US Constitution, Bill of Rights.

Focuses of these: to check and balance power, no monarchy.

After the U.S. Constitution was ratified, there was still conflict over how to manage the new nation. Americans continued to move west in French territory, increasing tensions with both France and the American Indians.

KEY TERMS

- French and Indian War -A conflict between the French and the English over control of the Ohio River Valley
- Articles of Confederation -The first constitution of the United States; established a very weak federal government
- U.S. Constitution -The foundation of the U.S. federal government
- Federalist Papers -A series of paper written by Alexander Hamilton, John Jay, and James Madison that advocated for a strong federal government
- Bill of Rights -The first ten amendments of the U.S. Constitution that guarantee different civil liberties

Unit Four - 10%, 1800-1848

Unit Four Key Takeaways

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 the U.S. society and to national and regional initiatives.

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.

At this point in American History, the constitution was firmly established and recognized. Democracy and voting rights are expanded to free, white men. The idea of American identity is being implemented, developing an American culture. American religious identity began to develop and expand. Parts of America began to move away from an economic system based in agriculture to one based on manufacturing. Only white men are in factories at this point. The South is still relying on an agricultural economy, slavery is present. There are people speaking out and escaping, but not much national/federal focus.

Native Americans continue to be pushed out of their homes and forcefully relocated onto reservation lands. Also, Louisiana territory was purchased in 1803.

The War of 1812 you'll never guess when this was!

One of the most important topics during this period. Not only was the Federalist Party dissolved, but the Era of Good Feelings emerged as a result of this war. The victorious sentiments of the American people, followed by the dissolution of the Federalist Party, meant a temporary less political tension as well as an increased sense of unity.

Henry Clay's American System:

1. Federally funded internal improvements
2. Implementation of protective tariffs
3. Re-establish Bank of The US

Madison vetoed the first, but passed the second and third.

Beginning of WESTWARD EXPANSION

Missouri applied for statehood -1890.

Tallmadge Amendment- attached to MO application for statehood, prohibiting slavery in the new state. This caused upheaval because the goal of the senate was to keep a balance (an equilibrium, if you will) between free and slave states.

Compromise of 1820/Missouri Compromise- also brought in ME in order to keep equilibrium.

Also established the 30/36th parallel line, banning slavery in any state above said line.

America wants territory. Establishes canadian border

Monroe wants to limit the influence of Spain on the US.

Monroe Doctrine of 1823- establishes the western hemisphere as the US sphere of dominance, to be free of European influence.

Sectionalism vs. nationalism

Main court cases: Maryland vs. McCulloch (necessary and proper clause allowed national bank), Gibbons vs. Ogden (establishing the principle that states cannot, by legislative enactment, interfere with the power of Congress to regulate commerce), Marbury v. Madison (established judicial review) - all increase power of the FEDERAL government.

Corrupt bargain, national bank, tariff of abominations

During this time period, Andrew Jackson was president. His presidency oversaw many things, such as the removal of the Indigenous people from their rightfully occupied land. In addition to that, he was engaged in the "Spoils System". It was a system in which the supporters of the party / presidential candidate (Jackson) would in turn receive government jobs and even high-ranking roles. IE- he sucked, big time.

WOMEN DURING PERIOD 4

In the 1800s, the Cult of Domesticity emerged, which stipulated that women had more changes and power in their households. Culturally, this was seen as the role of women in society. Women were seen as the "moral compass of society." In Boston, women worked in textile factories in dangerous conditions, where their hands would be wounded as a result of the fire hazards. They were also heavily restricted. Women working on textile plants were forbidden from speaking, interacting, swearing, drinking, and were required to attend church. However, until WW1, most women were not working outside of the home.

KEY TERMS

- Judicial Review -The ability of the Supreme Court to determine whether a law is constitutional (established in Marbury v. Madison as a result of Adam's appointment of several judges at midnight)
- Corrupt Bargain - The election of 1824. A series of voting issues led to the power of choosing the president being given to the House of Representatives. John Quincy Adams had a friend in the House who awarded Adams presidency (it's more complex than that). Afterwards, this friend — Henry Clay — became the Secretary of State
- Second Great Awakening - A series of religious revivals in the early 1800s that focused on personal religious experience

- American System - A plan proposed by Henry Clay that was intended to strengthen the economy of the U.S. through a combination of tariffs, national banks, and infrastructure
 - Remember “NIP” when thinking of Henry Clay: national banks, improved infrastructure, and protective tariffs.
- Louisiana Territory -A large portion of land that was purchased from France by the U.S. Federal government in 1803 for \$15 million

Unit Five- 13%, 1844-1877

Unit Five Key Concepts

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. This brought in many immigrants, diversifying America.

Westward Expansion & Manifest destiny are key words for this unit.

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, as well as 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.

During this period, waves of immigration came to the United States. Many of these immigrants came from Western Europe, especially Ireland and Germany. Because of this influx of new people and cultures, many white non-immigrants became angry and worked to reduce the number of immigrants allowed into the United States, as well as the power they held.

~ Manifest Destiny~ and the pushed westward expansion, as well as the forced removal of many indigenous people.

The expansion into new territories intensified tensions between the north and the south. Think: Missouri Compromise, Kansas-Nebraska Act and Bleeding Kansas. John Brown was a prominent figure during Bleeding Kansas

Basically, as they were adding new states to the union, they were allowing said states to choose if they wanted to have legal slavery. It was all a fight for governmental power.

Lincoln was elected in 1860. Almost immediately after this, seven southern states voted to succeed and leave the union. These seven; South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas formed the confederacy. It is worth noting that Lincoln did not want to abolish slavery in the South initially. His main goal was for the Union to stay a country and hoped that the South would not secede

Civil War-1861–1865. Black men eventually were allowed to enlist.

Reconstruction era. Civil war tensions remain unresolved. Many northern troops remain in the south to oversee the rebuilding era, mixed feelings on this. Compromise of 1877 somewhat signifying the end of Reconstruction. During the disputed election, President Hayes agreed to withdraw troops from the South if he was granted the position of POTUS.

The initial goal of the reconstruction was to ensure rights for African Americans. This led to the thirteenth, fourteenth and fifteenth amendments. However, with Lincoln's assassination, the reconstruction was abandoned. Andrew Johnson actively fought against African-Americans having rights and actively reinstated said Southern Confederate politicians. Almost all of the work to guarantee equal rights was abandoned as southern politicians made moves and began to appeal previous laws.

WOMEN IN PERIOD 5

Women took up a stance in broader and more heavily-debated reform movements. Obviously, the period of civil war and abolitionist movements saw the rise of many female leaders during this period. They supported, assisted, and inspired many slaves on their path to freedom. Additionally, women advocated for their own rights so they could have a say and effectively drive forward other movements like the abolitionist movement.

KEY TERMS

- Nativist - A native born person or group that opposes immigrants
- Manifest Destiny - The belief that Americans were destined to spread the United States from coast to coast
- Homestead Acts- granted Americans land if they moved west
- Abraham Lincoln - The 16th president of the United States who was determined to preserve the Union at all costs; his election set in motion the Civil War
- Reconstruction - The period after the Civil War during which Northern political leaders imposed strict regulations and governance on the South so that the South could rejoin the Union
- Jim Crow laws and the series of black codes- continued to segregate African Americans from the whites. In many states, they were still disenfranchised
- Uncle Tom's Cabin by Harriet Beecher Stowe. As a result of the horrible conditions described in the book, the North was more unified, while the South saw the book as a threat towards slavery. Lincoln (supposedly) told her it was one of the reasons for the civil war
- Compromise of 1877 signified (to a certain extent) the end of Reconstruction
- Ku Klux Klan heavily opposed freed African Americans
- The 13th Amendment abolished slavery
- The 14th Amendment granted African Americans the right to citizenship (overturned Dred Scott v. Sandford where SCOTUS held that African Americans were not citizens)
- Finally, the 15th Amendment stopped the Federal Government and States from preventing citizens from voting based on "race, color, or previous condition of servitude."

Unit Six- 13%, 1865-1898

Unit Six Key Concepts

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, causing dramatic social and cultural changes.

KEY CONCEPT 6.3

The gilded age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

The United States went under a second industrial revolution. This introduced new technological advances, particularly ways to produce more goods with cheap labor prices. This meant people were being heavily exploited. There was an increase in child labor, as well as a rise in women working labor focused jobs, as they could be paid less.

The rich got richer, and the poor got poorer, with "Robber Barons" taking advantage of this. Unions were formed to advocate for workers, yet the upper class tried heavily to suppress this, sometimes through violence.

While all this happened, the United States saw a continued rise in immigration and westward expansion. With new technologies like the railroad, it was easier for people to move westward. Chinese immigrants were often exploited through their railroad work. Ethnic groups also migrated to certain areas of the country, like Chinatown in San Francisco.

As people migrated to the west, the federal government broke many treaties with the Indigenous peoples. Many indigenous people were forcefully moved to reservations.

This period was a time of much social conflict. It is sometimes referred to as the "Gilded Age" (coined by Mark Twain) because it looked nice from the outside, but was much less lovely when examined closely.

Social Darwinism was a racist concept designed to categorize non-white people as inferior. Groups such as African-Americans, Jewish people and women suffered under bias and acts of racism/sexism/xenophobia. Social Darwinism stated that the higher class men were superior because nature had dictated it.

America saw great changes to its economic policy during this period. The US Government continued what was called a **laissez-faire** policy. At that time, the liberals actually opposed government intervention in economic and social issues, arguing that it was counterproductive. This is very different from the ideologies of the liberals in the 1930s, where they decided to switch teams and decided to use the government to solve social issues. The laissez-faire policy indicated that the free market was the best market, meaning if the government does not do

anything, the economy would reach its full potential naturally. The translation in French literally means “let [them] do”

Furthering the economic impacts of the Gilded Age, America saw the development of many monopolies. As Anna mentioned previously, the separation between the upper class and the lower class became significant. During this time, prominent rich white men, such as Andrew Carnegie, emerged with a shit ton of money. The amount of monopolies in the States resulted in the first statute that regulated big businesses, the **Sherman Antitrust Act of 1890**. Continuity of this would be evident in the consolidation of the Federal Trade Commission Act. Not only did this impact the economy, but followed later by FDR’s New Deal, this led to a broader debate about the government’s role in regulating the economy.

The New South: This was the period in which Southerners introduced industrialized factors into their agrarian economy. It began catching up with the North’s heavily industrialized economy, and led to the expansion of the railroad to the South

KEY TERMS

- Second Industrial Revolution - A movement toward manufacturing, especially in the North, that transformed the United States from an agricultural economy to an urban economy. For example, the invention of the lightbulb had not only private household impacts, but had also affected factories and jobs. Due to the fact that workers are now able to see things at night, it meant longer work hours.
- Robber Barons - A term applied to business leaders who were considered corrupt in some way
- Union - A collective bargaining unit that helped urban dwellers and factory workers improve their working conditions, pay, and retirement. Some examples of impacts of unions include the Homestead Strike and the Pullman Strike. However, during both strikes, the US Government had sided with the employers
- Reservations - An area of land, often with very poor agriculturally, where Native Americans were required to live
- The Gilded Age - A term that describes how many aspects of this life appeared beautiful, but were flawed after closer inspection

- Urbanization - Americans began moving into the cities as industrialization continued. More economic opportunities, such as factory jobs, emerged in the cities. I believe it was by the 1920s when most Americans were now living in cities rather than farms
- Middle Class - During the Gilded Age, the middle class emerged. These were office workers and blue collared employees. It is also worth mentioning that the super rich dudes were debating what to do with their wealth. An important piece of evidence to use if asked on the APUSH exam would be the **Gospel of Wealth** by Andrew Carnegie.

Unit Seven- 17%, 1890-1945

Unit Seven Key Concepts

KEY CONCEPT 7.1

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic systems

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.

The second industrial revolution is still going strong. More people now lived in cities versus the countryside for the first time in US history. Because of this, cities were overcrowded, often filled with violence and spawned many corrupt politicians.

This inspired a new wave of social reform, through people called "progressives". Many of these people were women who worked to pass child labor protection acts, as well as women's suffrage. Reform policies were helped to spread by investigative journalists, called "muckrakers" who worked to uncover and expose the horrors of society. Examples of this are "The Jungle" by Upton Sinclair and "How the Other Half Lives" by Jacob Riis.

In 1914, WW1 began. The start is often associated with the assassination of Franz Ferdinand, who was the Archduke of Austria-Hungary. Before this, lots of countries were signing treaties and making alliances with each other. To simplify, WW1 (and yes, this is with an emphasis of my opinion) was primarily started because countries wanted to establish themselves as powerful. Also, they wanted land/territories & money. During WWI, Americans did not see the war as their issue. However, the attack on the Lusitania, as well as the Zimmermann telegram, led to the US changing its opinions on whether or not this global war was their issue. Also.. Germany got blamed for all of WW1, sowing the seeds for the rise of Hitler.

Here's a timeline.



In 1929, the American Stock Market crashed, sending shockwaves across the world. This event would signal the beginning of The Great Depression, also affected by the Dust Bowl, heightening poverty and food insecurity.

FDR was elected and implemented a series of plans called the "New Deal" to bring America out of the depression. Notably, this plan included the Civilian Conservation Corps, Rural Electricity Act, and whatever you did your slideshow on. Also this meant lots of infrastructure spending.

Then we had WW2. This is hard to simplify but for you, I will do my best.

Germany is pissy because they got dumped on in the treaty of Versailles as a result of WW1, and is also deeply in debt. Hitler rises to power because he is a very good public speaker, tells Germans that this is not their fault and he will fix everything. Mussolini is doing the same thing in Italy. Both believe their race is superior, and are practicing fascism/national socialism.

Japan gets wind of this and is like wow, I want in. Tripartite pact is formed between the three, stating that if one nation attacks one of the three countries, the other two will come to their own aid. Germany also partners with Russia, but will eventually betray the Soviet Union. Germany then begins invading other countries (Czechoslovakia, Austria). Great Britain tries the appeasement method, does not work. The German military is very strong at this point. USA does not enter the war until Pearl Harbor, where it teams up with the allied powers and goes off to kick ass under the fight for democracy 🙄💪 and liberty (meanwhile cutting deals with Japanese genocide folks and nazi soliders, but yk.)

The turning point of the war is D-day on Tuesday, 6 June 1944 in France. Nazi's get their ass kicked. The US drops two nuclear bombs on Japan cities, killing ~150,000.

USA cements themselves as a national power and begins to more officially interfere-excuse me, insert- themselves into global affairs. The effects of WW2 resulted in America's status of international dominance.

I don't actually think the specifics of WWII's warfare actually matters to the APUSH exam. I would focus more on 1) the motivations of joining WWII, and 2) America's transition from an isolationist to an interventionist policy. The latter is especially important due to the fact that even though WWI had somewhat shown that the US would be taking a role internationally, the failure to join the League of Nations post WWI proved its unpreparedness in the transition. - James

WOMEN IN PERIOD 7

Back to the topic of women. Finally, in this period, women earned the right to vote they have long advocated for. It represented America's one step closer to an actual democracy and free country. The National American Woman Suffrage Association (NAWSA) was a leading voice in the path to enfranchising women. Following the ratification of the 19th amendment, the disenfranchisement of citizens based on sex was unconstitutional. How did NAWSA achieve this? How come the nation suddenly supported them despite the numerous rejections on their proposals? Simple. After the US entered into WWI, the NAWSA decided to support the war. As a result, they were seen as patriotic and received support from Woodrow Wilson and many other prominent figures in Congress.

During WWII, women also made significant contributions towards the war. Since the majority of men had all been sent to fight the war, there was a huge gap in the labor force.. As a result, military armament factories, defense contractors, and even the military began hiring women as

factory workers, nurses, and assistants. Obviously, the increase in employed women faced many stereotypes and sexist policies. After WWII had finished, women were fired from their jobs since men could now replace them. Several years after this, women were back in the workplace. About a third of women above the age of 14 began working outside of their homes.

KEY TERMS

- Second Industrial Revolution: A movement toward manufacturing, especially in the North, that transformed the United States from an agricultural economy to an urban economy
- Progressive: A term applied to people who tried to implement social programs and increase government spending to address social inequalities
- Great Depression: A period of economic decline that severely affected U.S. society and politics
- New Deal: A wide ranging government approach that addressed the Great Depression through a combination of government funded infrastructure projects, social programs, and relief aid. An easy way to remember this would be “relief, recovery, and reform.” The US government took many approaches towards the Great Depression, whether it be indirect or direct. The Federal Emergency Relief Act is an example of a more hands-on and direct approach, where the government funded state governments to establish programs such as soup kitchens. Additionally, it provided relief and recovery to all members of the country. Young people were included under the Civilian Conservation Corps.
- FDR’s Court Packing Plan - Essentially, FDR wanted to increase SCOTUS to 14 justices since the court kept rejecting his New Deal plans. He was pissed out of his mind. This did not go through.
- Harlem Renaissance: An African American artistic movement in the 1920s that created art based on the lived experience of being African American in the United States
- Roosevelt’s Corollary - An addition to the Monroe Doctrine (which had declared the Western Hemisphere off-limits to European forces). Unlike the Monroe Doctrine, the Corollary was somewhat more firm and harsh in its wording and stance, since the US had just achieved victory over Spanish forces. It allowed them to be seen by the international stage as a dominant country in the western hemisphere.

- Scopes Monkey Trial - this was seen as a test case by the ACLU. Scopes was a substitute teacher in Tennessee who was teaching evolution in class. It was prohibited. As a result, he was tried. The end result was that Scopes was fined 100 dollars. Its significance would be the contribution towards a broader debate about science vs. religion

Unit Eight- 15%, 1945-1980

Unit Eight Key Concepts

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 governments 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.

The cold war was happening, being fought through other countries via proxy wars. No direct war between the USSR and America, because of mutually assured destruction. The USA did not want communism to spread, so they sent money and services to countries that had been impacted by the war. Examples of proxy wars; the Korean War, the Vietnam War, and the Cuban Missile Crisis.

Red Scare/McCarthyism- targeting of anyone who was deemed a communist. McCarthyism was an extreme approach towards eliminating communism in the US. If anybody here has read French history, I would say Senator McCarthy was actually somewhat similar to Maximilien Robespierre in the sense that they were both highly paranoid, and their approaches were quite extreme for their time period / context.

Americans grew concerned over the powers of the president, like the vietnam war. Many tried to escape enlistment.

Also during this time the civil rights movement became a forefront for change.

Dr. Martin Luther King jr, Malcom X, the Black Panther party and many activists came together to lead rallies, march, organize and provide for community good. The Civil Rights Act of 1964 was passed to promote racial equity

Lydon Johnson's great society was an attempt to end economic inequality and urban poverty.

Lyndon B Johnson, I would say, was caught in a very "interesting" time. For one, his cabinet and his own ideologies were very closely related to that of JFK, since he was seen to be carrying on the legacy of JFK. I would say he was even somewhat dependent on JFK's agenda

Whilst all of this was going on, mass culture developed a stronghold in American media and perception. TVs were used by evangelical Christian churches and organizations as they gained more power and roles in politics. Not only were TVs used by churches, but they also created a sense of shared national identity amongst Americans.

BROWN V. BOARD

Can't forget the famous Brown v. Topeka Board of Education. This case went before the SCOTUS (Supreme Court) and overturned Plessy v. Ferguson (separate but equal ideology) and held unanimously that "separation is inherently unequal." This was a major turning point in the civil rights movement as African Americans could now attend schools that were previously segregated. This was a victory in the legal sense for the civil rights movement.

I want to touch on the South's response to Board v. Brown as well as desegregation. Many southerners reacted negatively to desegregation. Virginia closed its school system for years just so they didn't have to comply with desegregation. But also, a leading figure in the South's resistance to desegregation would be Governor Wallace of Alabama (of course it's Alabama) who said "segregation forever" in his speech

Onto government and the public sector, it was during this period where government distrust began to emerge in the American public. Richard Nixon's Watergate Scandal made the Americans doubt what was going on behind the closed doors of the Whitehouse. Furthermore, Clinton's affair with Monica Lewinsky was somewhat a continuity to the distrust in government.

SUBURBIAS AND MORE URBANIZATION

In the post-war period, the GI Bill provided relief and many beneficial programs towards soldiers. One of the main impacts was the development of suburbias, such as Levittown, a major suburb with almost identical houses. In Levittown, the construction company actually incorporated the assembly line into the building of houses, making it quicker and more efficient. Cheaper, too! It was also during this time when Americans began developing the American dream of 2-3 kids, dogs, and a happy family. Some may only consider the development of suburbias as social and economic changes, but it did ultimately lead to political changes. Since political representatives are assigned based on population, this led to some pretty big changes in representation.

KEY TERMS

- Cold War: A period of diplomatic tension between the United States and the Soviet Union that pitted capitalism against communism
- Marshall Plan: An expansive plan to provide economic and social aid to Western Europe in order to prevent the spread of communism
- Senator Joseph McCarthy: A senator from Wisconsin who led the campaign to uncover communists and suspected communists in the United States
- Dr. Martin Luther King Jr.: An African American civil rights leader who advocated for greater racial equality using nonviolent methods
- Civil Rights Act of 1964: A wide ranging piece of legislation that ended segregation and banned employment discrimination
- Great Society: A program developed under President Lyndon Johnson that significantly expanded federally sponsored social programs

Unit Nine- 5%, 1980-Present

Unit Nine Key Concepts

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 conservative movement from the 1980s to the present traces its origins to the election of Ronald Reagan in 1980. The Reagan administration enacted significant tax cuts and deregulated many industries. This is widely referred to as “Reaganomics.” Conservatism at the federal level inspired similar efforts at the local and state governments. Governments at all levels began to reduce funding for social programs and limit the scope of government authority.

At the same time that the Reagan administration was reducing domestic spending, it was pursuing an interventionist foreign policy. U.S. military spending increased in the 1980s, and has continued to increase up to the modern day, as the United States continued to assert a role in international affairs. Following the terrorist attacks of 9/11/2001, most of U.S. foreign policy has been focused on fighting terrorism abroad. Not only did 9/11 impact US Foreign policies, but it also established the Department of Homeland Security and began taking immigration more seriously. It is also worth noting that the impact of 9/11 resulted in more harsh and cruel interrogation methods by agencies such as the CIA, NSA, FBI, DHS, and other typical 3 letter agencies with their goofy behavior.

KEY TERMS

➤ Cold War

A period of diplomatic tension between the United States and the USSR that pitted capitalism against communism

➤ Ronald Reagan

The Regan administration reduced government spending, extended tax cuts, and cut many welfare and social spending programs.

➤ Terrorist attacks of September 11, 2001

A coordinated series of terrorist attacks that remain the deadliest terrorist attacks on U.S. soil. These attacks led to wide ranging changes in almost all aspects of American life,

Unit Review by Section

1.2

Before Europeans arrived, native americans organized themselves into many diverse cultures; nomadic hunters, fishers, cities...

- 3 major centers in South America- Aztecs (major cities, human sacrifice), Maya (complex water storage and irrigation) and the Inca (massive- 16 mil people at its height, cultivation of fertile mountain valleys). All three are big on maize. Maize supported economic development and expansion.
- Southwest- pueblo people, farmers, made homes in the open and in the sides of cliffs
- Great Basin Regions- nomadic people, hunter & gather type society
- Pacific Northwest - fishing villages, elk, giant plank houses
- Mississippi river valley- very fertile soil, lots of trading and big cities and collectives. Many trade networks
- Northeast- crop growing, longhouses.

1.3

European Exploration

- Reasons for exploration: population increase, political unification, desire for luxury goods
- Land based trading routes were controlled by Muslims, thus, desire for water based trade routes.
- Portugal establishes maritime technology & gets a hold in trading. Spain wanted this (Isabella & Ferdinand) wanted trade posts & to spread christianity. That dickwad Columbus set off, landed in the caribbeans. Columbus saw gold and wanted it, told Spain & everyone wanted it- thus flocking to the americas.

1.4

Columbian Exchange- the transfer of food, animals, minerals, people and diseases between Africa, Europe and the Americas.

This exchange fundamentally changed the economy, societies, and environments of those involved. Spain conquered. They succeeded by disease- whipping out so, so many. Smallpox

killed many. Africans, Europeans and Malaysians had had contact with each other for ages so they were immune to smallpox- residents of the Americas were not.

Americas to Europe: tobacco, maize, tomatoes, potatoes, cacao
Europe/Africa to Americas: Rice, wheat, soybeans, rye, oats, horses

Grain crops changed america. Spain got super super wealthy due to silver and gold- thus people wanted in. Europe experienced lots of economic growth. Previously in feudalism- but this ended with all the wealth. Then the system of capitalism developed.

Slavery- indentured servants weren't enough to maintain, the native americans escaped. New form of slavery developed: chattel slavery.

Spanish colonization effort driven by the state, and specifically mercantilism. Mercantilism depended heavily on government intervention.

1.5

Labor systems and social reconstruction of the americas

African Slave Trade - some legal rights, slavery is not forever and highly unlikely to be transferred to children.

New Slave Trade- people exchanged for guns. Justified slavery through christianity & religion.

Encomienda System of Labor

Spread quickly throughout the spanish. Justified through religion. Requementio - granted monarchs of Spain the right to claim land and spread religion, used priests who "needed" protection. This system of labor didn't work- native people kept dying or escaped. Thus, imported Africans became the new standard.

Three groups in america; spanish, natives, africans - developed caste system based on racial ancestry. On the bottom - native americans. This system shaped systems throughout the americas.

1.6

Spain doing hegemony

Conquering northwards, sent missionaries to convert native americans. Fundamentally different worldviews. Native Americans - one cannot own land, where the Spanish saw the land as it existed only for private ownership.

Horses & Guns used for warfare

Fur trade- arranged marriages into native groups for better access.

Divergent worldviews lead to conflicts and misunderstanding. Native religious practices retained.

1610- pueblo revolt, forced conversions. Pueblo rose up & killed ~400 Spanish conquistadors & burned all the churches. The Spanish fled, but returned 12 years later.

Lots of brutality. Many people argued that the conquering of the indigenous people, and that doing so would be bettering them. Priest Bartolome de Las Casas argued against this- for natives, but not Africans.

Unit 2 Condensed

- 1607-1654
- Main point is to compare the different motives and methods that Europeans used to colonize the Americas
- Spanish, French, Dutch and British all trying to colonize as much of the Americas as they could
- All differed slightly based on their colonial goals and regional circumstances
- Spain colonized America in order to extract wealth via valuable cash crops, and mining gold and silver. Spain also tried to convert everyone to Christianity- mixed success. Introduced a caste system
- French more interested in trade than conquest; fish and furs ←- beavers
- French married into tribes to make trading partners/ strengthening trading relationships
- French fostered relationships with the Ojibwe people; some mutual benefit- introduced iron cookware and manufactured goods
- Dutch colonial goals included establishing a trading hub on Hudson River: economically focused, not trying to convert
- Britain: hot mess, lots of inflation- also in war with the French. Land is disappearing due to enclosure movement. Britain is pushed to colonize because of new economic and land opportunities. Also- some element of desire for religious freedom.
- 1607 Jamestown, established by a joint stock company- a different model than Spain's which was strictly through the state.
- Jamestown- purely for economic benefits
- Tobacco began to be farmed, primarily by indentured servants.
- Demand for more land for growing cash crops
- Bacon's Rebellion- Nathaniel Bacon led a rebellion composed of poor, angry farmers and indentured servants against Native Americans, and he led an attack against the plantations owned by Governor Berkeley. Did a lot of damage. Caused some fear among the upper class, leading them to move away from indentured servants and towards slavery."

SAQ Practice

Briefly describe ONE major difference between

- A) While Beard argues that the constitution was mainly concerned with retaining the personal property rights of white, male, Americans, Berkin argues that the constitution was primarily focused on the establishment and implementation of representative government. Beard describes the constitution as being an economic document, designed to prioritize property rights over moral ideals. Berkin refers to Americans as "neighbors", implying that he views the constitution as focused on ensuring Americans were represented in their government.

In the 15th century, the economies of Western European countries had grown since the Middle Ages, largely due to the expanded productivity and trade from the Commercial Revolution. However, Western Europe still paled in comparison to the more established civilizations of India and China in terms of economic productivity and wealth. Europeans, seeking access to the trade routes of Asia and thus greater wealth for themselves, ventured out on oceanic explorations, which brought them unexpectedly to the Americas. After arrival, European nations set up colonies in the Americas for the purpose of supplying the European mother countries with raw materials that could be converted into finished goods and sold to market for profit. This process was called mercantilism, and it allowed the economies of Western Europe to expand. The establishment of mercantilism marked a turning point in the relations between Europe, Africa, and the Americas to the extent that it subjugated people into forced labor, it brought wealth to the colonizers, and it resulted in a truly global exchange of goods the likes of which had never been seen prior to the 16th century. Prior to the accidental discovery of the Americas by Christopher Columbus in 1492, the Americas and Afro-Eurasia existed in separate spheres, and thus no global relations among these continents took place. However, the arrival of Europeans and the colonies they created in the 16th and 17th centuries changed those relations, so that from that point forward, Europe, Africa, and the Americas would have sustained connections. One of the biggest effects of these new relations was the movement of people to work as slaves in the new colonies that were established in the Americas. Spain established its colonies in America in an attempt to find wealth; specifically, gold and silver. Once those precious minerals were discovered, a source of labor was needed to mine them from the earth. The native population was initially used, but proved unsuitable for the nature of the work; thus, Spaniards turned to enslaved Africans as a new source of labor (Doc 1). The author of the letter about Spain's interaction with its colonies from 1559 likely wrote the letter to explain the Spaniards' reasoning for importing African slaves into their American colonies given this labor requirement that difficult mine work demanded. Of course, this forced migration of people from Africa to the Americas greatly impacted the people of Africa as well. Since Europeans demanded slaves from Africa, local rulers and merchants would wage war on other African tribes and kingdoms (with guns received from the Europeans), often for the sole purpose of obtaining more slaves to sell to Europeans in the slave trade. Once captured, African slaves were subjected to horrible inhumane treatment and frequently abused by their captors (Doc 2). As a former slave himself, Offobah Cugoana definitely has a distinct point of view as he views

the people operating the slave trade as tormentors and abusers, and describes the overall experience as nightmarish. Mercantilism in the 16th and 17th centuries brought great wealth to European mother countries as well. Precious gems, foodstuffs, and raw materials flowed in from their colonies. As the European colonies in the Americas were being exploited, stripped of their natural resources, Europe's economy flourished with the influx of these materials, and by converting them into finished goods reaped the financial benefits, which is reflected in the growing extravagance of its monarchs at the time (Doc 6). The author of the cartoon in Doc 6 likely created it to show this servant-master relationship that came to be symbolic of the relationship between European rulers and their colonies. In the 1600s, the Dutch were increasingly involved in global trade, becoming well known for their oceangoing vessels and prosperous merchant class. One of the parts of the world the Dutch focused on was the West Indies, where they established sugar plantations to satisfy the high demand for sugar in Europe (Doc 4). Sugar plantations required a lot of imported labor, but could provide the mother country with large quantities of sugar that could then either be sold for profit or converted into some kind of secondary product. The author of this document likely created it to depict what sugar mills in the West Indies were like in the 17th century and how Dutch merchants, who did not perform the laborious task of producing the sugar, benefitted from sugar mills. Mercantilism became so profitable that once Spain and Portugal established their first colonies in the Americas, other countries rushed to follow so as to not lose out on this opportunity for increased wealth. In addition to the Dutch, who became highly involved in mercantile efforts of their own, France also sought to reap the benefits that colonies could provide (Doc 5). Jean-Baptiste Colbert, France's Minister of Finance to Louis XIV, likely intended this letter to be read by French government officials to convince them of the benefits mercantilism and expanded production of goods could provide. Mercantilism also marked a turning point in relations between Europe, Africa, and the Americas in terms of the global distribution of goods. Colonies in the Americas would supply their European mother countries with raw materials, such as furs, iron, rice, cotton, and tobacco. In turn, Europe would take these raw materials and convert them into finished goods. They would take these finished goods and ship them back to the colonists, or to Africans in exchange for slaves, which would then be shipped to the Americas to work on plantations (Doc 7). This document was likely created to inform people about the new global triangular trade that mercantilism fostered amongst these nations. This movement of goods also created problems for native societies. For instance, in North America, Europeans would give Native Americans alcohol (among other things) in exchange for furs, which gave the Native Americans to capture more furs so that they could obtain more goods from Europeans. However, many Native Americans, not being familiar with the dangerous effects of alcohol, succumbed to its influence, and alcoholism ended up ruining the lives of many Native Americans. In Africa, the guns that Europeans would give Africans resulted in armed conflicts between many African groups, spurred on by the European demand for slaves. This armed conflict has unfortunately had an enduring presence in African societies since. Mercantilism, established in the 16th and 17th centuries by European governments seeking to expand their nations' economies and thus enhance their wealth and prestige, dramatically changed relations in the world as it ushered in a new era of global interaction. In the 16th and 17th centuries, these interactions were marked by imported forced labor, the increased accumulation of wealth to colonial powers, and a new global exchange of goods. The exchange of goods established by global mercantilism in the

16th and 17th centuries is similar to the Silk Road that connected Europe to East Asia centuries before in the sense that both involved the exchange of goods among distant locations and diverse populations. Mercantilism involved the exchange of goods between the Americas, Europe, and Africa, while the Silk Road distributed goods between Rome, Central Asia, India, and China.