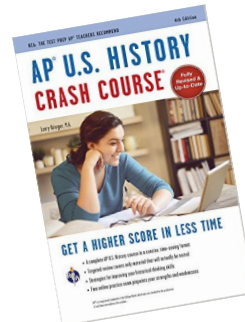
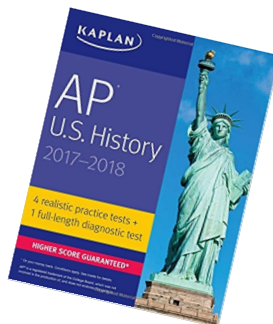
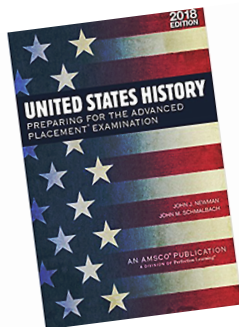


AP US HISTORY TEST REVIEW

Mrs. Thompson highly recommends working with an APUSH Exam Review Guide to give you the best chance of earning a 5! AMSCO, Kaplan's, and Crash Course are her favorite.



We will use the resources from the Gilder Lehrman AP US History Study Guide to complete this study guide. You may find the study guide using the QR code to the right or by typing the URL below.

<http://ap.gilderlehrman.org>



Skills:

- Skill 1: Chronological Reasoning (Historical causation, Patterns of continuity and change over time, and Periodization)
- Skill 2: Comparison and Contextualization
- Skill 3: Crafting Historical Arguments from Historical Evidence
- Skill 4: Historical Interpretation and Synthesis

For each of the periods, you are tasked with completing some or all of the following tasks.

1. Summarize the review video for the time period in 4-5 sentences.
2. Identify a "top 5" list of key vocabulary. Define briefly (no need for complete sentences).
3. Identify and describe the required number of turning points (include causes, description, the effects, and historical context).*

How do they relate to broader/regional/national/global processes in the same time period?

4. Identify and describe the required number of comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).*

*Only required for Periods 2-8.

Examples of turning points:

(Period 4) Industrial Revolution and Lowell Mill System --During this time period, great economic advances began in the United States. Samuel Slater brought the first ideas for a industrial mill to America. He used a more efficient way to make yarn from cotton. Another development were Lowell Mills. This type of mill used the labor of younger women because of the cheap labor. This was a mutually beneficial relationship because this system gave women independence outside of marriage and they provided cheap labor. These developments are significant because they lead to the First Industrial Revolution, which was key to America becoming a developed democracy with a stable economy.

(Period 8) Camp David Accords --The Camp David Accords were signed between Israel and Egypt in an agreement that was largely sponsored by the United States and President Jimmy Carter. This leans towards a shift in American foreign policy and shows that we can help mediate a conflict and that countries would listen to us to try and negotiate for peace. This was a stance that we had never taken before and is considered one of the greatest achievements of Carter's presidency.

Continued on the next page

Examples of comparisons:

(Period 3)

Federalists-

- supported a strong central government
- did not want a Bill of Rights
- wanted a large republic
- favored limiting states' power
- favored NJ plan
- composed of mostly large farmers, merchants, artisans

Anti-Federalists-

- wanted to keep the Articles of Confederation
- wanted a Bill of Rights
- favored a smaller republic
- wanted to give the states more power
- composed of mainly small farmers

(Period 7)

Technology in WWI vs. WWII

WWI-

- Trench Warfare
- some early planes
- early machine guns
- infantry assault
- first tanks
- very "static" in nature
- much less casualties
- many soldiers died of disease in trenches
- "trench foot"

WWII-

- Nuclear power and missiles first used
- special operations formed
- submarines and tanks were used much more
- Blitzkrieg fighting method made the war much less "static"

PERIOD 1 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

"Top 5 List"

- 1.
- 2.
- 3.
- 4.
- 5.

PERIOD 2 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 2 turning points (include causes, description, the effects, and historical context). How do they relate to broader/regional/national/global processes in the same time period?

Identify and describe 2 comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).

PERIOD 3 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 2 turning points (include causes, description, the effects, and historical context). How do they relate to broader/regional/national/global processes in the same time period?

Identify and describe 2 comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).

PERIOD 4 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 2 turning points (include causes, description, the effects, and historical context). How do they relate to broader/regional/national/global processes in the same time period?

Identify and describe 2 comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).

PERIOD 5 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 2 turning points (include causes, description, the effects, and historical context). How do they relate to broader/regional/national/global processes in the same time period?

Identify and describe 2 comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).

PERIOD 6 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 2 turning points (include causes, description, the effects, and historical context). How do they relate to broader/regional/national/global processes in the same time period?

Identify and describe 2 comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).

PERIOD 7 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

[illegible]

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 3 turning points (include causes, description, the effects, and historical context). How do they relate to broader/regional/national/global processes in the same time period?

[illegible]

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Summarize the review video for period one in 4-5 sentences.

[illegible]

- 1.
- 2.
- 3.
- 4.
- 5.

Identify and describe 3 comparisons of the same time period (across time, places, individuals/groups in society, ideologies, administrations, as well as various perspectives on an issue).

PERIOD 9 CONTENT REVIEW

Summarize the review video for period one in 4-5 sentences.

“Top 5 List”

- 1.
- 2.
- 3.
- 4.
- 5.



POP QUIZ

Find the Pop Quiz video using the QR code to the left or using the following URL:
<http://tinyurl.com/zx9279w>. Listen to Mr. Riesenfeld's directions and answer each of the following questions as prompted by the video on the lines below. You may add to your answers after he reviews the answer with you.

1. What is the Colombian Exchange?

2. Why were Europeans so aggressive in trying to control the New World?

3. What were the founding principles in the creation of the US government?

4. What were some of the most important movements during the Age of Reform?

5. What attempts were made by the American government in attempts to avoid the Civil War?

6. How did immigration and urbanization impact this period of US History?

7. What was so Progressive about the Progressive Era?

8. What was meant by following a policy of "containment" by the United States?

9. How did the end of the Cold War affect the world Americans were living in?

STUDY SKILLS!

Use the APUSH Survival Guide, found under "Test Prep," on the blog to complete the following tasks.

1. List **and define** 10 important "Vocabulary to Know" that you did not know before reviewing the Survival Guide.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

2. List 5 other tips from the survival guide that will help you study for the test.

1.

2.

3.

4.

5.

Find the review videos using the QR code to the right or using the following URL:
<http://tinyurl.com/j2scmvr> to complete the tasks below.



Find the video, “How to do the Redesigned DBQ for APUSH”

List five points made by Mr. Jocz that help you to write the DBQ.

- 1.
- 2.
- 3.
- 4.
- 5.

Find the video, “How to do the Redesigned Long Essay for APUSH”

List five points made by Mr. Jocz that help you to write the LEQ.

- 1.
- 2.
- 3.
- 4.
- 5.

Find the video, “How to do the Short Answer Section for APUSH”

List five points made by Mr. Jocz that help you to write SAQs.

- 1.
- 2.
- 3.
- 4.
- 5.

View 3 other videos from Jocz Productions based upon what you think you most need to review. List and describe each below.

1. _____

2. _____

3. _____

Use the list of resources on the following pages to help you review the periods for which you find you require the most review.

Period 1 (1491-1607)

Quizlets:

PreColumbian America & European Contact

John Green's Crash Course US History:

The Black Legend, Native Americans, and Spaniards | Crash Course US History #1

Period 2 (1607-1754)

Quizlets:

European Colonization

British Colonies

John Green's Crash Course US History:

Colonizing America | Crash Course US History #2

The Natives and the English | Crash Course US History #3

The Quakers, the Dutch, and the Ladies | Crash Course US History #4

The Seven Years War and the Great Awakening | Crash Course US History #5

Period 3 (1754-1800)

Quizlets:

Revolutionary Era

Revolutionary War

New Nation

John Green's Crash Course US History:

Taxes and Smuggling - Prelude to Revolution | Crash Course US History #6

Who Won the American Revolution | Crash Course US History #7

The Constitution, the Articles, and Federalism | Crash Course US History #8

Where US Politics Came From | Crash Course US History #9

Period 4 (1800-1848)

Quizlets:

Young Republic – The Era of Good Feelings

Antebellum Culture & Reform

John Green's Crash Course US History:

Thomas Jefferson and His Democracy | Crash Course US History #10

The War of 1812 | Crash Course US History #11

The Market Revolution | Crash Course US History #12

Slavery | Crash Course US History #13

Age of Jackson | Crash Course US History #14

19th Century Reforms | Crash Course US History #15

Women in the 19th Century | Crash Course U.S. History #16

Period 5 (1844-1877)

Quizlets:

Antebellum Sectional Conflict

Civil War

Reconstruction

John Green's Crash Course US History:

War and Expansion | Crash Course US History #17

The Election of 1860 and the Road to Disunion | Crash Course US History #18

Battles of the Civil War | Crash Course US History #19

The Civil War Part 1 | Crash Course US History #20

The Civil War Part 2 | Crash Course US History #21

Reconstruction and 1876 | Crash Course US History #22

Period 6 (1865-1898)

Quizlets:

Gilded Age: Closing the Frontier
Gilded Age: The Rise of Big Business

John Green's Crash Course US History:

The Industrial Economy | Crash Course US History #23
Westward Expansion | Crash Course US History #24
Growth, Cities, and Immigration | Crash Course US History #25
Gilded Age Politics | Crash Course US History #26

Period 7 (1898-1945)

Quizlets:

Imperialism
Progressive Era
World War I
Roaring 1920s
Great Depression & New Deal
World War II

John Green's Crash Course US History:

The Progressive Era | Crash Course US History #27
American Imperialism | Crash Course US History #28
Progressive Presidents | Crash Course US History #29
America in World War I | Crash Course US History #30
Women's Suffrage | Crash Course US History #31
The Roaring 20s | Crash Course US History #32
The Great Depression | Crash Course US History #33
The New Deal | Crash Course US History #34
World War II Part 1 | Crash Course US History
World War II Part 2 - The Homefront | Crash Course US History

Period 8 (1945-1980)

Quizlets:

Atomic Age: Beginnings of a Cold War
1960s: JFK & LBJ
Civil Rights & Protest!
1970s: Nixon, Ford, & Carter

John Green's Crash Course US History:

The Cold War | Crash Course US History #37
The Cold War in Asia | Crash Course US History #38
Civil Rights and the 1950s | Crash Course US History #39
The 1960s in America | Crash Course US History #40
The Rise of Conservatism | Crash Course US History #41
Ford, Carter, and the Economic Malaise | Crash Course US History #42

Period 9 (1980-present)

Quizlets:

Modern America

John Green's Crash Course US History:

The Reagan Revolution | Crash Course US History #43
George HW Bush and the End of the Cold War | Crash Course US History #44
The Clinton Years, or the 1990s | Crash Course US History #45
Terrorism, War, and Bush | Crash Course US History #46
Obamanation | Crash Course US History #47

History of American Political Parties Review

First Two-Party System: Federalists v. Republicans, 1780s - 1801

Federalists

1. Favored strong central government.
2. "Loose" interpretation of the Constitution.
3. Encouragement of commerce and manufacturing.
4. Strongest in Northeast.
5. Favored close ties with Britain.
6. Emphasized order and stability.

Republicans

1. Emphasized states' rights.
2. "Strict" interpretation of the Constitution.
3. Preference for agriculture and rural life.
4. Strength in South and West.
5. Foreign policy sympathized with France.
6. Stressed civil liberties and trust in the people

[In practice, these generalizations were often blurred and sometimes contradicted.]

Second Two-Party System: Democrats v. Whigs, 1836 - 1850

Democrats

1. The party of tradition.
2. Looked backward to the past.
3. Spoke to the fears of Americans
4. Opposed banks and corporations as. state-legislated economic privilege.
5. Opposed state-legislated reforms and preferred individual freedom of choice.
6. Were Jeffersonian agrarians who favored farms and rural independence and the right to own slaves.
7. Favored rapid territorial expansion over space by purchase or war.
8. Believed in progress through external growth.
9. Democratic ideology of agrarianism, slavery, states rights, territorial expansion was favored in the South.

Whigs

1. The party of modernization.
2. Looked forward to the future.
3. Spoke to the hopes of Americans.
4. Wanted to use federal and state government to promote economic growth, especially transportation and banks.
5. Advocated reforms such as temperance and public schools and prison reform.
6. Were entrepreneurs who favored industry and urban growth and free labor.
7. Favored gradual territorial expansion over time and opposed the Mexican War.
8. Believed in progress through internal growth
9. Whig ideology of urbanization, industrialization, federal rights, commercial expansion was favored in the North.

Mid-19th Century Political Crisis

Disputes over slavery in the territories first erode, then destroy what had become America's second two-party system. The erosion began in the 1840s as various factions opposed to the post-Jackson Democratic political coalition begin to form.

Liberty Party

1. Run abolitionist candidate James Birney, for president in 1844.
2. Won only 2% of the vote but drew votes from the Whigs, especially in New York.

Free Soil Party

1. Not abolitionist but opposed to expansion of slavery in the territories.
2. Won 10% of the popular vote with Martin Van Buren as their candidate in 1848.
3. Lost 50% of their support in 1852 when their candidate repudiated the Compromise of 1850

Whigs

Split over slavery into:

1. Southern, "Cotton" Whigs who eventually drifted into the Democratic Party.
2. Northern, "Conscience" Whigs who moved to new parties, i.e. Free Soil and, later, into the Republican Party.

American Party

1. Popularly known as the "Know Nothing" Party.
2. Nativist party based on opposition to immigration and on temperance.
3. Run Millard Fillmore in 1856 and win 21% of the popular vote.
4. Absorbed into the Republican Party after 1856.

Republican Party

1. Formed in 1854 when a coalition of Independent Democrats, Free Soilers, and Conscience Whigs united in opposition to the Kansas-Nebraska Bill.
2. Stressed free labor and opposed the *extension* of slavery in the territories ("Free Soil, Free Labor, Free Men!").
3. Moderates, like Abraham Lincoln, could, therefore, oppose slavery on "moral" grounds as wrong, while admitting that slavery had a "right" to exist where the Constitution originally allowed it to exist.
4. John C. Fremont was the first Republican presidential candidate in the election of 1856.

The Election of 1860

Democrats

1. Split at its 1860 Convention in Charleston, South Carolina when a platform defending slavery was defeated and Deep South delegates walked out.
2. At a splinter convention held at Baltimore, Maryland, **Stephen Douglas** of Illinois was nominated as presidential candidate on a platform opposing any Congressional interference with slavery..
3. Southern delegates met and nominated **John Breckenridge** of Kentucky as a candidate on a pro-slavery platform.

Republicans

1. The Republicans, by this time a overtly sectional and decidedly opposed to slavery draw in most northerners with a platform favoring a homestead act, a protective tariff, and transportation improvements.
2. The platform opposed the extension of slavery but defended the right of states to control their own "domestic institutions."
3. **Abraham Lincoln** is nominated presidential candidate on the third ballot.

Politics of the Gilded Age

Republicans & Democrats

1. Party differences blur during this period with loyalties determined by region, religious, and ethnic differences.
2. Voter turnout for presidential elections averaged over 78 percent of eligible voters; 60 to 80 percent in non-presidential years.
3. Both parties were pro-business.
4. Both parties were opposed to any type of economic radicalism or reform.
5. Both parties advocated a "sound currency" and supported the status quo in the existing financial system.

6. Federal government and, to some extent, state governments tended to do very little.
7. Republicans dominate the Senate; Democrats dominate the House of Representatives.
8. Republican Party splinter groups during this period: Stalwarts, Halfbreeds, Mugwumps.

Populist Party

1. Formed in 1891 by remnants of the Farmers' Alliances.
2. Big government party with a healthy list of demands that included:
 - free coinage of silver,
 - government ownership of the railroads, telegraphs, and telephone lines,
 - graduated income tax,
 - direct election of U. S. senators,
 - the use of initiative, referendum, and recall
3. The party eventually fades because farmers' situation improved in the late 1890s and because their political agenda was assumed by the major parties.

Progressive Era Politics

1. Spanned the period 1900-1920 and the presidencies of three "Progressive" Presidents: Theodore Roosevelt (Republican), William Howard Taft (Republican), and Woodrow Wilson (Democrat).
2. Believed that the laissez-faire system was obsolete, yet supported capitalism.
3. Believed in the idea of progress and that reformed institutions would replace corrupt power.
4. Applied the principles of science and efficiency to all economic, social, and political instituting.
5. Viewed government as a key player in creating an orderly, stable, and improved society.
6. Believed that government had the power to combat special interests and work for the good of the community, state, or nation.
7. Political parties were singled out as corrupt, undemocratic, outmoded, and inefficient.
8. Power of corrupt government could be diminished by increasing the power of the people and by putting more power in the hands of non-elective, nonpartisan, professional officials.
9. The progressives eventually co-opt many of the Populist demands such as referendum, initiative, direct election of Senators, etc. Some of these are incorporated in the "Progressive" Amendments to the U. S. Constitution: 16th, 17th, 18th, and 19th Amendments.

The Republican Era

1. From 1921 to 1933 both the presidency and congress were dominated by Republicans (Presidents Harding, Coolidge, and Hoover).
2. The position of the government was decidedly pro-business.
3. Though conservative, the government experimented with new approaches to public policy and was an active agent of economic change to respond to an American culture increasingly urban, industrial, and consumer-oriented.
4. Conflicts surfaced regarding immigration restriction, Prohibition, and race relations.
5. Generally, this period was a transitional one in which consumption and leisure were replacing older "traditional" American values of self-denial and the work ethic.

The Political Legacy of the New Deal

1. Created a Democratic party coalition that would dominate American politics for many years (1933-1964).
2. Included ethnic groups, city dwellers, organized labor, blacks, as well as a broad section of the

middle class.

3. Awakened voter interest in economic matters and increased expectations and acceptance of government involvement in American life.
4. The New Deal coalition made the federal government a protector of interest groups and a mediator of the competition among them.
5. "Activists" role for government in regulating American business to protect it from the excesses and problems of the past.
6. Fair Deal of the post-war Truman administration continued the trend in governmental involvement: i.e. advocated expanding Social Security benefits, increasing the minimum wage, a full employment program, slum clearance, public housing, and government sponsorship of scientific research.
7. In 1948, the "liberal" or Democratic coalition split into two branches:

States' Rights

1. Southern conservative Democrats known as "Dixiecrats."
2. Opposed the civil rights plank in the Democratic platform.
3. Nominated South Carolina Governor Strom Thurmond for President.

Progressive Party

1. "Liberal" Democrats who favored gradual socialism, the abolition of racial segregation, and a conciliatory attitude toward Russia.
2. Nominated Henry A. Wallace for president.

Post-World War 2 Politics

Democrats

1. The Democrats maintain what by this time had become their "traditional" power base of organized labor, urban voters, and immigrants.
2. In the 1952 election, the Democrats run Illinois Governor Adlai Stevenson, a candidate favored by "liberals" and intellectuals.
3. As the post-World War 2 period progresses, the Democratic Party takes "big government" positions advocating larger roles for the federal government in regulating business and by the 1960s advocate extensive governmental involvement in social issues like education, urban renewal, and other social issues.
4. The Democratic Party very early associates itself with the growing civil rights movements and will champion the Civil Rights Act and the Voting Rights Act.

Republicans

1. In 1952, the pro-business Republican Party ran General Dwight D. Eisenhower for president.
2. The Republicans accuse the Democrats of being "soft" on communism.
3. Republicans promise to end the Korean War.
4. Conservative Southern Democrats, the "Dixiecrats," increasingly associate themselves with Republican candidates who oppose civil rights legislation.

Nixon's New Federalism

Democrats

1. The Democratic Party by the late 1960s is deeply fragmented and seemingly incapable of dealing with the violence and turmoil, social and political, caused by the Vietnam War.
2. In 1968, the Democratic Party candidate is Vice President Hubert Humphrey.
3. In the post-Vietnam War period, Democrats advocate a range of "liberal" social issues including the extension of civil rights, support for "reproductive rights" (i.e. birth control and abortion rights), fair housing legislation, etc.

Republicans

1. Opposition to the War in Vietnam and to growing federal social programs "converts" southern Democrats to vote Republican in increasing numbers.
2. Republicans run former Vice President Richard Nixon for president in 1968. He runs on a small-government, anti-war campaign as a defender of the "silent majority."
3. Nixon advocated a policy of cutting back Federal power and returning that power to the states. This was known as the "New Federalism."

Reagan and the "New Right"

Democrats

1. Strongly support environmental legislation, limiting economic development, halting the production of nuclear weapons and power plants.
2. Pro-choice movement emerged during the 1980s to defend a woman's right to choose whether and when to bear a child.
3. Affirmative Action, the use of racial quotas to "balance" the workforce, to one degree or another, becomes an issue of political disagreement with Democrats favoring it and Republicans opposing it.

Republicans

1. Fueled by the increasingly "liberal" social agenda of the Democrats and spurred on by the rise of a militant and extremely well-organized Evangelical Christianity, most southern states begin voting Republican in considerable majorities.
2. Conservative Christians, Southern whites, affluent ethnic suburbanites, and young conservatives form a "New Right" that supported Ronald Reagan in 1980 on a "law and order" platform that advocated
 - o stricter laws against crime, drugs, and pornography,
 - o opposition to easy-access abortions,
 - o and an increase in defense spending,
 - o a cut in tax rates.
3. While Reagan curbed the expansion of the Federal Government, he did not reduce its size or the scope of its powers.

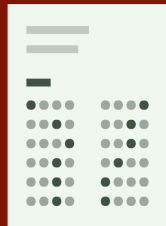
AP US History Exam

Friday, May 11, 2018

8 a.m. | 3 hours 15 minutes

Exam Overview

The AP U.S. History Exam measures students' knowledge of U.S. history and their ability to think historically. Questions are based on key and supporting concepts, course themes, and the disciplinary practices and reasoning skills outlined in the course and exam description.



MULTIPLE CHOICE

- 55 questions
- 55 minutes
- 40% of Exam Score

SHORT ANSWER

Question 1: Periods 3-8

Question 2: Periods 3-8

Question 3:
Choose between a question
on periods 1-5 or a question
from periods 6-9



- 3 Questions
- 40 minutes
- 20% of exam score

DOCUMENT BASED QUESTION

1
Question

60
Minutes

25% of
exam
score

Topic from Periods 3 to 8

LONG ESSAY

Option 1:
Periods 1-3

Option 2:
Periods 4-6

Option 3:
Periods 7-9

1 Question | 40 Minutes | 15% of exam score