APUSH EXAM REVIEW

Spring 2023

Time Periods

Period	Date Range	Approximate Percentage of …	
		Instructional Time	AP Exam
1	1491–1607	5%	5%
2	1607–1754	10%	45%
3	1754–1800	12%	
4	1800–1848	10%	
5	1844–1877	13%	
6	1865–1898	13%	45%
7	1890–1945	17%	
8	1945–1980	15%	
9	1980–present	5%	5%

AP Exam

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions • **Required** Question 1: periods 3–8 • **Required** Question 2: periods 3–8	40 minutes • **Choose between** • Question 3: periods 1–5 OR • Question 4: periods 6–9	20%

AP Exam

II	Part A: Document-based question	1 question: periods 3–8	60 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: • periods 1–3 • periods 4–6 • periods 7–9	40 minutes	15%

Topics you SHOULD expect

Period 1-
 Columbian Exchange
 Impacts of colonization

Period 2-
 Differences between the various English colonies
   (Chesapeake vs. Mass Bay)
 Growth of slavery & the Atlantic World
 Enlightenment & Great Awakening

Period 3-
 Effects of the French & Indian War (7 Years War)
 Revolution – especially social effects
 Washington's Presidency – Foreign issues, Hamilton's econ. plan
 Adams – Alien & Sedition acts

Topics you SHOULD expect

Period 4-
>	Revolution of 1800
>	Marshall Court
>	Embargo & War of 1812
>	Second Great Awakening & Reform Movements
>	Jackson – Indian Removal, Bank Wars, Nullification Crisis

Period 5-
>	Manifest Destiny, Texas, Mexican-American War
>	Immigration & Migration
>	Compromises & Debates over Slavery
>	Civil War – Causes and outcomes
>	Debates over Reconstruction

Period 6-
>	Westward Expansion & Indian Wars
>	Gilded Age – Industry, Politics, & Society
>	Labor issues
>	New immigration

Topics you SHOULD expect

Period 7-

    Urbanization

    Progressives

    Imperialism

    WWI & II

    Depression & New Deal

Period 8-

    Cold War – Causes, Second Red Scare (McCarthy), Truman Doctrine

    Civil Rights Movement

    Vietnam War

    Great Society

Period 9-

    Reduced faith in government

    Rise of Conservatism

    Post Cold War world
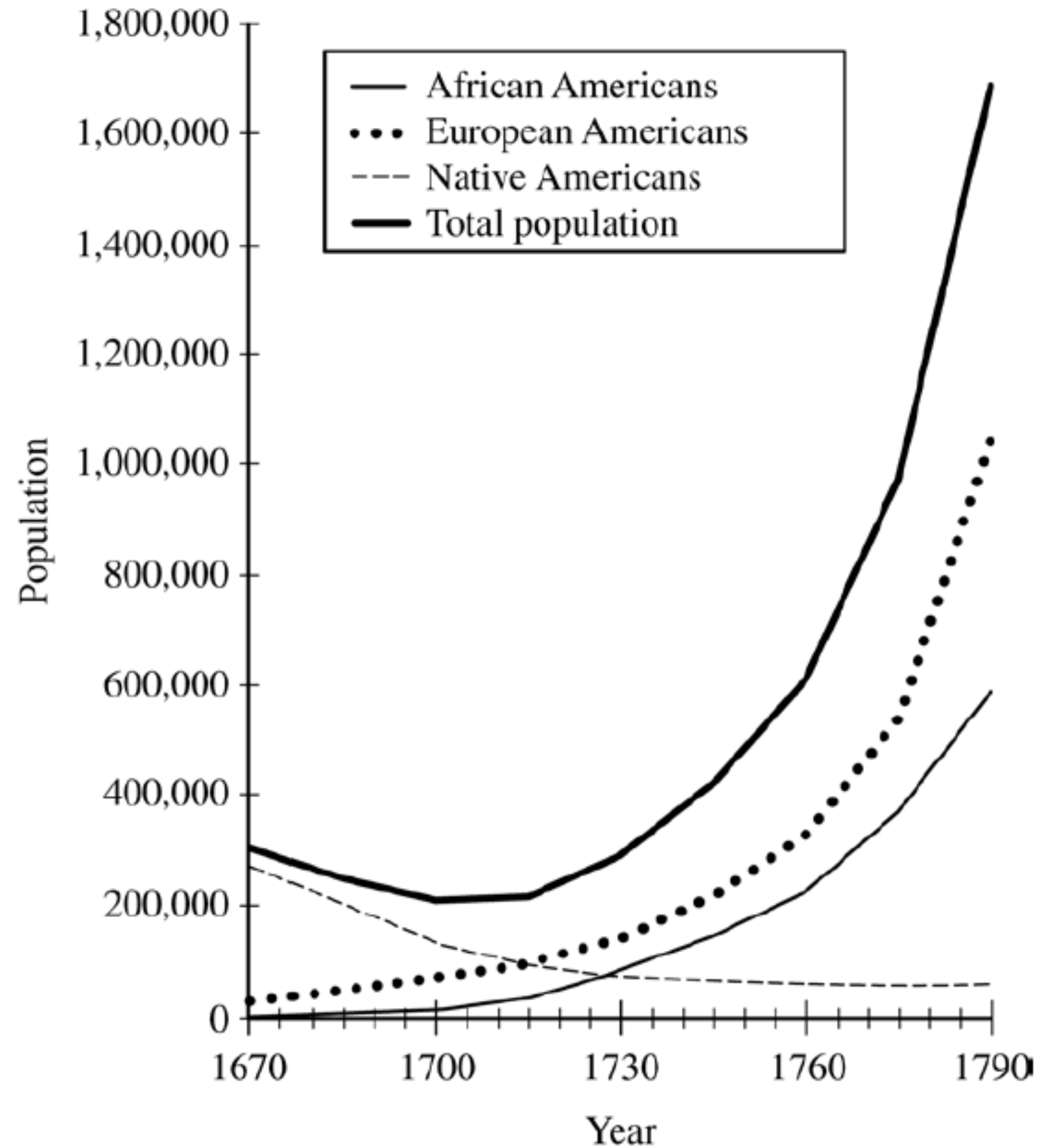
Multiple Choice Items

- **55** Items, **55** minutes

- ALL Stimulus Based

- In groups of 3-5 questions following a stimulus

- Stimulus could be readings, maps, charts, or images (political cartoons, paintings, photos)

- 4 answer choices

"Their world, quite literally, changed before the Indians' eyes as European colonists transformed the forest into farmland. . . . In the Southeast, hogs ran wild. Sheep and goats became permanent parts of the economy and culture of Pueblo and Navajo peoples in the Southwest. Horses transformed the lives and cultures of Indian peoples on the plains. Europeans also brought honeybees, black rats, cats, and cockroaches to America."

— Colin G. Calloway, historian, *First Peoples: A Documentary Survey of American Indian History*, 2012

1. The excerpt describes effects of the

   (A) Columbian Exchange

   (B) Great Awakening

   (C) Middle Passage

   (D) European Enlightenment

ESTIMATED POPULATION OF THE SOUTHERN COLONIES IN BRITISH NORTH AMERICA, 1670–1790

Population vs. Year

Legend:
— African Americans
••• European Americans
--- Native Americans
— Total population

Y-axis (Population): 0, 200,000, 400,000, 600,000, 800,000, 1,000,000, 1,200,000, 1,400,000, 1,600,000, 1,800,000

X-axis (Year): 1670, 1700, 1730, 1760, 1790

9. The population trend for African Americans depicted on the graph resulted most directly from which of the following?

(A) A decline in the birth rate among enslaved people

(B) The increased use of White indentured servants as a labor force

(C) The outlawing of the international slave trade

(D) The development of an economy based on growing crops for export

Short Answer Items

- Answer **3 out of 4** Short Answer items, **40** minutes

- You **MUST** answer 1 & 2 (stimulus based),

- Choose between 3 & 4 (no stimulus)

- Each will have three parts (a, b, and c) to answer

- Worth 3 points each (1 point per section a, b, and c)

- NO THESIS, just answer the questions

- DO NOT USE BULLET LISTS!!! You MUST write in COMPLETE sentences to receive credit
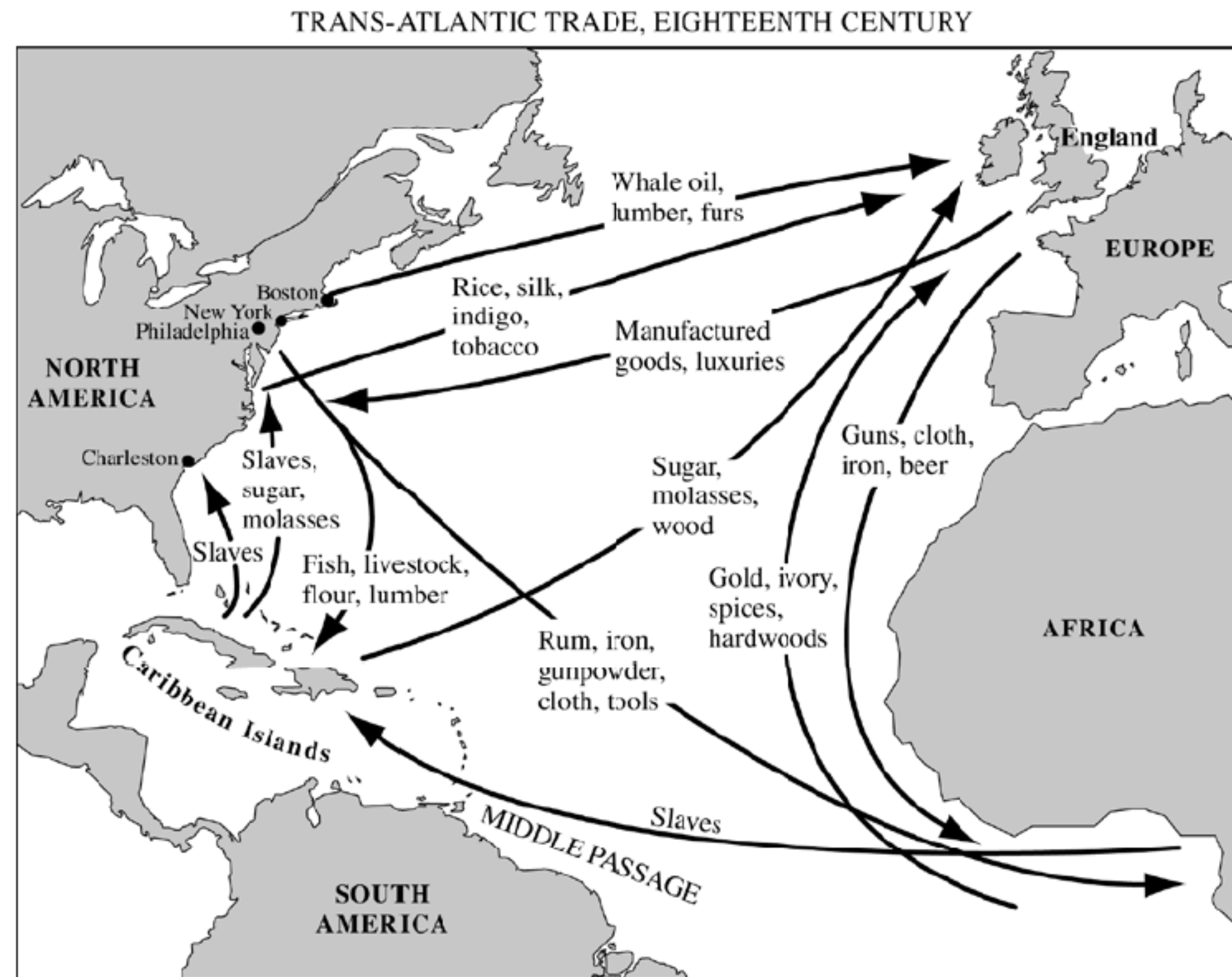
2. Answer (a), (b), and (c).

   a) Briefly explain why ONE of the following was the most significant factor in the decline of public confidence in the United States government during the 1970s.

      - Foreign policy

      - Economy

      - Politics

   b) Provide ONE example of a specific historical event or development that supports your explanation in (a).

   c) Provide specific historical evidence for why ONE of the other options is less convincing than your choice in (a) as the most significant factor in the decline of public confidence in the United States government during the 1970s.

TRANS-ATLANTIC TRADE, EIGHTEENTH CENTURY

England

EUROPE

Whale oil, lumber, furs

Rice, silk, indigo, tobacco

Manufactured goods, luxuries

Boston
New York
Philadelphia

NORTH AMERICA

Guns, cloth, iron, beer

Charleston

Slaves, sugar, molasses

Sugar, molasses, wood

Slaves

Fish, livestock, flour, lumber

Gold, ivory, spices, hardwoods

AFRICA

Caribbean Islands

Rum, iron, gunpowder, cloth, tools

Slaves

MIDDLE PASSAGE

SOUTH AMERICA

2. Using the map above, answer (a), (b), and (c).

a) Briefly explain ONE specific historical development that contributed to the emergence during the eighteenth century of the patterns depicted in the map.

b) Briefly explain ONE specific historical effect that resulted from the patterns depicted in the map.

c) Briefly explain ANOTHER specific historical effect that resulted from the patterns depicted in the map.

FRQ Section

- One DBQ choice
- THREE Essay choices, pick ONE to write
- 1 hour and 40 minutes for this section

  - 15 Minutes "reading time"
    - 5 minutes – Choose essay topic & rough draft thesis
    - 10 minutes – DBQ prep & plan

  - 45 Minutes DBQ writing time

  - 40 Minutes LEQ writing time

LEQ Items

•Must have a Thesis! (Assertion, Main points, Counterpoint)

•You can steal a little time from this to finish the DBQ if necessary

•The test administrator will give you notifications after each portion of the FRQ time passes to help you keep track (15 minutes perp & plan over, 40 minutes remaining, 5 minutes remaining

•If you are running out of time, dump the:
  •Extended contextualization
  •Be more brief/minimal with counterpoint paragraph

Prep & Plan: 5 minutes - Break down question, Brainstorm, Rough draft thesis

6-8 Minutes

Intro Paragraph

- 3-4 sentences describing the historical context of the question

- 1 sentence thesis statement at the end

  - Answers all parts of the question

  - Phrasing sets up argument

  - Includes SPECIFIC counterpoint

  - Includes 2-3 specific main points

8-11 Minutes

Body Paragraph 1

- Topic sentence that identifies the main point the paragraph will cover

- 5-8 sentences of argument:

  - Include 2-3 specific pieces of evidence

  - Introduce evidence

  - Explain evidence

  - Explain how evidence supports your assertion

- Summary sentence

- ONCE in the essay, 2-3 sentences explaining how evidence or main point is similar to or related to another event or development in American or World history

8-11 Minutes

Body Paragraph 2

- Topic sentence that identifies the main point the paragraph will cover

- 5-8 sentences of argument:

  - Include 2-3 specific pieces of evidence

  - Introduce evidence

  - Explain evidence

  - Explain how evidence supports your assertion

- Summary sentence

- ONCE in the essay, 2-3 sentences explaining how evidence or main point is similar to or related to another event or development in American or World history

POSSIBLE Body Paragraph 3 - Repeat the same actions here

6-10 Minutes

Counterpoint Paragraph

- 2-3 sentences explaining the counterpoint (you may also use one of the documents here to show that the counterpoint has merit.

- 2-3 sentences explaining why the counterpoint is less historically significant than your assertion

- RESTATE YOUR THESIS

TOTAL TIME TO PLAN & WRITE: 45 Minutes

LEQ Review

Starting the essay:

1. Choose the question you are most comfortable answering
2. Identify the Topic, Targeted Skill, and Time Period
3. Pick a side to argue on the topic
4. Brainstorm as many pieces of information as you can recall related to the topic
5. Write a CLEAR, CONCISE, ONE SENTENCE, closed thesis that
   - Takes a side
   - Identifies the categories of analysis (2-3 main points)
   - Identifies a specific counter argument
   - Argument word or phrase, Counterpoint, Expression of degree of significance, Assertion, Main Points

LEQ Review

Writing the essay:

1. Begin with a brief introductory paragraph setting the stage for your topic and ending with your thesis statement

2. One body paragraph for each main point

3. Begin each paragraph with a topic sentence that:

   • Introduces the category you will discuss in that paragraph

   • Reasserts the position you took in the thesis

4. DO NOT SIMPLY SUMMARIZE events related to your topic; Instead, create an argument

5. Use the events as EVIDENCE to support your argument

6. No conclusion paragraph, instead dedicate your final paragraph to your counterpoint

7. ONCE in the essay, relate your argument and the topic to similar events or issues in either:

   • Other parts of the world during the same time period –or-

   • In America but during other time periods

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria			Decision Rules
A THESIS/CLAIM (0–1 pt)	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.			*To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*
B CONTEXTUALIZATION (0–1 pt)	**1 pt.** Describes a broader historical context relevant to the prompt.			*To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*
C EVIDENCE (0–2 pts)	**1 pt.** Provides specific examples of evidence relevant to the topic of the prompt.	OR	**2 pts.** Supports an **argument** in response to the prompt using specific and relevant examples of evidence.	*To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* *To earn two points the response must use specific historical evidence to support an argument in response to the prompt.*
D ANALYSIS AND REASONING (0–2 pts)	**1 pt.** Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	OR	**2 pts.** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	*To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining nuance of an issue by analyzing multiple variables* • *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*

DocBlock Review

Historical analysis of documents looks for:

Historical context

Audience

Purpose

Point of View

DBQ Items

• Will provide you with 7 Documents, must use AT LEAST 6 for possible full points

• Thesis statement in the same form as the LEQ

• Cite (do NOT quote) each document you use

• Analyze each document for either H, A, P or P

• Use your analysis to answer the question

Using Documents

- Introduce the document in a way that summarizes the main idea/POV (1 sentence)

- Analyze the document for ONE factor - Historical situation, Audience, Point of view, or Purpose (2-3 sentences)

- Explain how what the analysis reveals about the document supports your assertion in the thesis (2-3 sentences)

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

In a speech delivered in 1899, Jane Addams asserted the view that increased militarism and the glorification of the Spanish American War led to increased violence in American communities. (Doc 1)

Name it   Verb it   Explain it

In a speech delivered by Jane Addams in 1899 she asserted the view that increased militarism and glorification of the Spanish American War led to increased violence in American communities. (Doc 1) Addams' intended audience was most likely comprised mainly of middle class women deeply involved with the Progressive Era reform movements. These were women already mobilized to make change in American society and political policy. Their influence therefore could be instrumental in shaping public opinion and they would likely be responsive to an argument which identified how violence abroad could lead to violence at home. This argument clearly illustrates the nature of opposition to violence and militarism as negative for American life. Addams' audiences would most likely join her in advocating against American imperialism based on these perceived effects at home.

Introduce Document   HAPP Analysis   Link to Thesis (or main point)

Paragraph Structure

- Each Main Point from your thesis statement gets ONE paragraph

- Each paragraph begins with a TOPIC SENTENCE

- Next, share 2-3 historical facts that:

  - Support the main point

  - Were not found in the documents

- After that, analyze and link ONE OR MORE documents from the provided set as evidence

- Wrap up with a summary sentence just like in an LEQ

One of the more passionate appeals in opposition to American expansion during this time was the rejection of violence and militarism. Many prominent individuals from both religious and secular arenas were vocal with their disgust at the brutality associated with the Spanish American War. These voices included organizations like the Anti-Imperialism League and important figures such as future President Grover Cleveland and industrialist Andrew Carnegie. Congressional Investigations revealed the extent of the horrors and shocked many Americans. In a speech delivered by Jane Addams in 1899 she asserted the view that increased militarism and glorification of the Spanish American War led to increased violence in American communities. (Doc 1) Addams' intended audience was most likely comprised mainly of middle class women deeply involved with the Progressive Ear reform movements. These were women already mobilized to make change in American society and political policy. Their influence therefore could be instrumental in shaping public opinion and they would likely be responsive to an argument which identified how violence abroad could lead to violence at home. The link Addams forges between the brutality of foreign war and violence at home is in opposition to her definition of America as a nation of progress. This argument clearly illustrates the nature of opposition to violence and militarism as negative for American life. These sentiments were in many ways similar to those of Gulf War opponents in the 1990's. Many decried the coverage by American media as desensitizing. They also feared public celebrations and parades following the war would lead to glorification of the combat experience and promote violence as the solution to international conflict.

Topic Sentence | Outside Information | Document Introduction | HAPP Analysis | Thesis Link | Contextualization

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria		Decision Rules
A THESIS/CLAIM (0–1 pt)	**1 pt.** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.		To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B CONTEXTUALIZATION (0–1 pt)	**1 pt.** Describes a broader historical context relevant to the prompt.		To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
C EVIDENCE (0–3 pts)	**Evidence from the Documents**		To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.
	1 pt. Uses the content of at least **three** documents to address the **topic** of the prompt.	**OR** **2 pts.** Supports an **argument** in response to the prompt using at least **six** documents.	
	Evidence beyond the Documents		To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.
	1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.		
D ANALYSIS AND REASONING (0–2 pts)	**1 pt.** For at least **three** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.		To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.		A response may demonstrate a complex understanding in a variety of ways, such as: • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.

TABLE 1: AP U.S. History points required to earn a 5

	Raw points possible	Standard Setting Panel: unweighted points to earn a 5
Multiple-Choice	49	39
Short Answer 1	3	2.5
Short Answer 2	3	2.5
Short Answer 3	3	2.5
DBQ	7	5.0
Long Essay	6	4.5

TABLE 2: AP U.S. History points required to earn a 3

	Raw points possible	Standard Setting Panel: unweighted points to earn a 3
Multiple-Choice	49	27
Short Answer 1	3	1.5
Short Answer 2	3	1.5
Short Answer 3	3	1.5
DBQ	7	3.0
Long Essay	6	3.0

Review Sites

Gilder Lehrman

AP Classroom