It’s About Time:
Preparing for the
AP U.S. History Exam

Developed by
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http://whyteachhistory.com/apush/review
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Lists miscellaneous topics in U.S. history, including Supreme Court cases, books and writing, speeches, compromises, territorial expansion, treaties, and the Cold War
The AP U.S. History Exam

Exam Date: ______________________________________________________

 örgüt Students should take a pencil, eraser, pen (blue or black ink), and watch to the exam. örgüt Do not use cell phones or any other electronic devices during the exam.

SECTION ONE

Part A: Multiple Choice Questions ..............................................55 minutes – 40%
55 questions organized in sets of 2-6
• Each set asks students to respond to a primary or secondary source, a historian’s argument, or a historical problem.
• While a set may focus on one particular period of U.S. history, individual questions within the set may ask students to make connections to thematically linked developments in other periods.

Part B: Short Answer Questions .............................................45 minutes – 20%
4 questions
• Students must identify and analyze examples of historical evidence relevant to the historical source or question.
• Short-answer questions may not require students to develop and support a thesis statement.

SECTION TWO

Part A: Document-Based Question ............................................60 minutes – 25%
1 question (5-7 documents)
• Students must analyze and synthesize historical data and assess the relevance of documents as historical evidence.
• Students must formulate a thesis and support it with relevant evidence.

Part B: Long Essay Question ..................................................35 minutes – 15%
1 question (students choose between two questions)
• Students must formulate a thesis and support it with historical evidence.

How to Pass the AP U.S History Exam

1. Write well.
2. Think analytically.
   a. Make an assertion.
   b. Defend the assertion with specific, accurate, and relevant information.
   c. Anticipate and destroy counterarguments.
3. Think historically (see page 2)
4. Know a significant amount of historical information.
Historical Thinking

I. Chronological Reasoning
   1. Historical Causation
      Examine the relationships between the causes and consequences of events. Analyze multiple cause-and-effect relationships. *(Why did stuff happen, and what was the impact?)*
   2. Patterns of Continuity and Change over Time
      Identify and analyze patterns of continuity and change over time and connect them to larger historical themes. *(What has stayed the same, and what has changed? Why?)*
   3. Periodization
      Investigate and construct different models of historical periodization? *(How and why is information organized into time periods, and what were the turning points?)*

II. Comparison and Contextualization
   4. Comparison
      Compare historical developments across or within societies in various chronological and geographical contexts. Analyze multiple perspectives on a single historical experience. *(How are things the same, and how are they different?)*
   5. Contextualization
      Connect historical developments to specific circumstances of time and place, as well as to a broader regional, national, or global experience. *(When and where did something happen, and what else was going on?)*

III. Crafting Historical Arguments from Historical Evidence
   6. Historical Argumentation
      Develop coherent written arguments that have a thesis supported by relevant historical evidence. Create questions about the past and answer those questions by constructing an analytical argument. *(What position should I take on a historical question, and what evidence will support my position?)*
   7. Appropriate Use of Historical Evidence
      Analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Assess the relevancy and reliability of historical evidence. *(How reliable is the evidence that supports my position?)*

IV. Historical Interpretation and Synthesis
   8. Interpretation
      Identify and evaluate diverse interpretations of the past. *(What are the various explanations of what happened?)*
   9. Synthesis
      Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past, and to apply insights about the past to other historical contexts or circumstances, including the present. Apply all historical thinking skills and draw upon different fields of inquiry and academic disciplines. *(Can I bring together various perspectives and pieces of information to explain my historical assertion? For example, can I relate Jim Crow to imperialism when writing about the 1890s?)*
Themes in U.S History

1. **Identity**
   - In what ways and to what extent have debates over national identity changed over time?
   - In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different historical eras?

2. **Work, Exchange, and Technology**
   - In what ways and to what extent have changes in markets, transportation, and technology affected American society?
   - In what ways and to what extent have different systems of labor developed over time?
   - In what ways and to what extent have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

3. **Peopling**
   - To what extent and why have people have migrated to, from, and within North America?
   - In what ways and to what extent have changes in migration and population patterns affected American life?

4. **Politics and Power**
   - In what ways and to what extent did different political and social groups compete for influence over society and government in colonial North America and the United States?
   - In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

5. **America in the World**
   - In what ways and to what extent have events in North America and the United States correlated with contemporary events in the rest of the world?
   - In what ways and to what extent have military, diplomatic, and economic concerns influenced U.S. involvement in international affairs and foreign conflicts, both in North America and overseas?

6. **Environment and Geography – Physical and Human**
   - In what ways and to what extent have interactions with the natural environment shaped the institutions and values of various groups living in North America from prior to European contact through the Civil War?
   - In what ways and to what extent have economic and demographic changes affected the environment and led to debates over use and control of the environment and natural resources?

7. **Ideas, Beliefs, and Culture**
   - In what ways and to what extent did moral, philosophical, and cultural values affect the creation of the United States?
   - In what ways and to what extent have changes in moral, philosophical, and cultural values affected U.S. history?
Writing AP U.S. History Essays

Essay Organization
1. Introduction
   a. Provide a thesis statement that states the central argument of the essay.
      • Make sure the thesis is a single sentence that answers the question.
      • Make sure the thesis passes the “show me” test. (Someone reading your thesis
         should think, “show me, prove it to me.”)
   b. The introduction may also be used to provide background information, definitions of
      terms, or points of validation. (optional)
2. Body
   a. Defend the thesis with specific, accurate, and relevant historical information.
   b. Analyze historical information.
      ‣ Explain the significance of the information.
      ‣ Make inferences from the information.
      ‣ Anticipate and destroy counterarguments.
3. Conclusion
   a. Provide a closing statement.
   b. The conclusion may also be used to provide postscript information. (optional)

Commonly Used Phrases in Essay Questions
1. Support, modify, or refute
2. Evaluate the relative importance
3. Compare and contrast
4. To what extent
5. Analyze, Examine, or Discuss

Categorizing Historical Information in an Essay
1. Political
2. Economic
3. Social
4. Cultural
5. Intellectual / Ideological
6. Diplomatic
7. Legal
8. Military
9. Geographical

Developed by James L. Smith
from the AP® U.S. History Curriculum Framework
Answering Short-Answer Questions
Although short-answer questions may require students to make an assertion and defend it, they will not require an overall thesis that applies to all parts of the question. The questions will ask students to “select,” “choose,” “describe,” “explain,” “provide information,” etc. Students should simply answer the question directly and write in complete sentences.

Answering the Document-Based Question
1. Follow a six-step process in planning the DBQ essay.
   a. Read the question, making sure you understand all parts of the question and can break it down into its component parts and categories.
   b. Construct a preliminary thesis statement. The thesis statement should be a single sentence that answers the question.
   c. Create a “Yes / But” chart for each component part and category of the question. Use the Yes / But chart to test your thesis against each of the component parts and categories.
   d. Read and analyze all documents using APPARTS. Circle information that catches your attention. Jot down outside information. Fill in the “Yes / But” chart.
   f. Write the Essay. The DBQ should take 60 minutes to answer. Spend 15-20 minutes on the first five steps. Writing the essay should then take 40-45 minutes.
2. Elements of a good DBQ essay.
   a. Refers to documents by citing relevant information in the text of the essay (“FDR’s speech to the 1936 Democratic Convention demonstrates …”).
   b. Includes an analysis of the documents used to support the thesis.
   c. Includes outside information (information not taken from the documents).
   d. Avoids quoting long passages from the documents.
   e. Avoids a laundry-list description of the documents.

Answering Long Essay Questions
1. Students will choose one of two long essay questions to answer. Choose the question that best allows you to demonstrate your knowledge of U.S. history and a high level of analysis of that knowledge.
2. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument and address a specific historical thinking skill.
3. Take five to ten minutes to jot down all historical information that you can remember about the topic of the question.
4. After examining the historical information you have jotted down, form a thesis statement that you can defend and develop with the historical information you jotted down.
5. Give yourself twenty-five to thirty minutes to write the essay.
DBQ Rubric

Maximum Possible Points: 7

A. THESIS (Skills Assessed: Argumentation plus the Targeted Skill)

____ 0 POINTS

____ 1 POINT
• States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

B. ANALYSIS OF HISTORICAL EVIDENCE AND SUPPORT OF ARGUMENT (Skills assessed: Use of Evidence, Argumentation, + targeted skill)

____ 0 POINTS

____ 1 POINT
• Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.

____ 2 POINTS
• Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.
• Contains at least one of the following for the majority of the documents:
  • intended audience
  • purpose
  • historical context
  • the author’s point of view

____ 3 POINTS
• Offers plausible analysis of the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.
• Contains at least one of the following for all or all but one of the documents.
  • intended audience
  • purpose
  • historical context
  • the author’s point of view

____ AND / OR (1 POINT)
• Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument

C. CONTEXTUALIZATION (Skill Assessed: Contextualization)

____ 0 POINTS

____ 1 POINT
• Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes.

D. SYNTHESIS (Skill Assessed: Synthesis)

____ 0 POINTS

____ 1 POINT (Accomplishes at least ONE of the following.)
• Appropriately extends or modifies the stated thesis or argument.
• Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument.
• Appropriately connects the topic of the question to other historical periods, geographical areas, contexts or circumstances.
Long Essay Rubric
Maximum Possible Points: 6

A. THESIS (Skills Assessed: Argumentation plus the Targeted Skill)

_____ 0 POINTS
_____ 1 POINT
• States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

B. SUPPORT FOR THE ARGUMENT (Skills Assessed: Argumentation / Use of Evidence)

_____ 0 POINTS
_____ 1 POINT
• Supports the thesis (or makes a relevant argument) using specific evidence.
_____ 2 POINTS
• Supports the thesis (or makes a relevant argument) using specific evidence.
• Clearly and consistently states how the evidence supports the thesis or argument.
• Establishes clear linkages between the evidence and the thesis or argument.

C. APPLICATION OF TARGETED HISTORICAL THINKING SKILL (Skill Assessed: The Targeted Skill)

Continuity and Change over Time

_____ 0 POINTS
_____ 1 POINT
• Describes historical continuity AND change over time.
_____ 2 points
• Describes historical continuity AND change over time.
• Analyzes specific examples that illustrate historical continuity AND change over time.

Comparison

_____ 0 POINTS
_____ 1 POINT
• Describes similarities AND differences among historical developments.
_____ 2 POINTS
• Describes similarities AND differences among historical developments.
• Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, evaluates the relative significance of the historical developments.

Causation

_____ 0 POINTS
_____ 1 POINT
• Describes causes AND/OR effects of a historical development.
_____ 2 POINTS
• Describes causes AND/OR effects of a historical development.
• Analyzes specific examples that illustrate causes AND/OR effects of a historical development.

Periodization

_____ 0 POINTS
_____ 1 POINT
• Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed.
_____ 2 POINTS
• Describes the ways in which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed.
• Provides specific examples to illustrate the analysis.

D. SYNTHESIS (Skill Assessed: Synthesis)

_____ 0 POINTS
_____ 1 POINT (Accomplishes at least ONE of the following.)
• Appropriately extends or modifies the stated thesis or argument.
• Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt.
• Contains an argument that appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.
Websites and Printed Resources for Helping Students Prepare for the AP U.S. History Exam

Sample AP questions and scoring guides from the College Board.

Study skills and test-taking tips from the College Board.

A list of AP U.S. History study guides.

This site provides over 1600 notecards for AP U.S. History students.

5. [http://home.comcast.net/~mruland/APUS/ExamReview/index.htm](http://home.comcast.net/~mruland/APUS/ExamReview/index.htm)
The website for Mrs. Ruland’s AP U.S. History Class offers links to information and resources that will help students prepare for the AP exam.

6. [http://memorize.com](http://memorize.com)
Students can use this website to create lists of questions and answers that will help them memorize historical information.

Students can create their own flash cards as a PDF file that can then be printed and folded with questions on one side and answers on the other.

8. [http://flashcarddb.com/leitner](http://flashcarddb.com/leitner)
The Leitner System is a method of studying flash cards based on the premise that the easier it is to recall the material on a flashcard, the less often that flashcard should be repeated in the future. The more difficult it is to recall the material on a flashcard, the more often that flashcard should be repeated.

   Note: AP U.S. History Flash Cards can be purchased from Kaplan AP, Barron’s AP, and CliffNotes.

Christopher Lee Publications, Inc. a U.S. History Baseball Game and a U.S. History Timeline Game that can bring a little fun into helping students review for the AP exam.
Dates to Memorize When Preparing for the AP U.S. History Exam

Schlesinger’s Cycles of American History
Historian Arthur Schlesinger believed the U.S. entered a period of public action and political reform approximately every thirty years. The beginning of each period of reform is listed below.

1. __________ Thomas Jefferson became president
2. __________ Andrew Jackson became president
3. __________ Abraham Lincoln became president
4. __________ Theodore Roosevelt became president
5. __________ Franklin Roosevelt became president
6. __________ John Kennedy became president

Presidents Elected in a Year ending in Zero
As a result of what some people call the “Curse of Tippecanoe,” every president elected in a year ending in zero from 1840 to 1960 died in office.

1. __________ Thomas Jefferson elected president
2. __________ James Monroe re-elected president
3. __________ William Henry Harrison elected president
4. __________ Abraham Lincoln elected president
5. __________ James Garfield elected president
6. __________ William McKinley re-elected president
7. __________ Warren Harding elected president
8. __________ Franklin Roosevelt re-elected president (third term)
9. __________ John Kennedy elected president
10. __________ Ronald Reagan elected president
11. __________ George W. Bush elected president
Wars in United States History

1._____________________ American Revolution
2._____________________ War of 1812
3._____________________ Mexican-American War
4._____________________ Civil War
5._____________________ Spanish-American War
6._____________________ World War I
7._____________________ World War II
8._____________________ Korean War
9._____________________ Vietnam War
10.____________________ Persian Gulf War
11.____________________ Afghan War
12.____________________ Iraqi War

Miscellaneous Dates to Remember

1.___________ Christopher Columbus sailed to the Americas
2.___________ Jamestown established
3.___________ French and Indian War ended
4.___________ Declaration of Independence
5.___________ Constitutional Convention
6.___________ George Washington became president
7._______________ Era of Good Feelings
8._______________ Reconstruction Era
9._______________ Progressive Era
10._______________ Great Depression
11._______________ Cold War
### Quiz – Dates in U.S. History

**Directions:** Match the event with the time period listed below and receive 1 point. Receive a bonus point for knowing the year the event occurred.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1607 – 1762</td>
<td>H. 1901 – 1919</td>
</tr>
<tr>
<td>B. 1763 – 1788</td>
<td>I. 1920 – 1938</td>
</tr>
<tr>
<td>C. 1789 – 1816</td>
<td>J. 1939 – 1959</td>
</tr>
<tr>
<td>E. 1840 – 1859</td>
<td>L. 1980 – present</td>
</tr>
<tr>
<td>F. 1860 – 1876</td>
<td></td>
</tr>
<tr>
<td>G. 1877 – 1900</td>
<td></td>
</tr>
</tbody>
</table>

1. _____     ________ Washington become first president of the United States
2. _____     ________ Progressive Era began when Theodore Roosevelt became president
3. _____     ________ Attack on Fort Sumter began the Civil War
4. _____     ________ Jamestown founded
5. _____     ________ Era of Good Feelings began
6. _____     ________ Thomas Jefferson became president
7. _____     ________ John Kennedy became president
8. _____     ________ U.S. entered World War I
9. _____     ________ Franklin Roosevelt became president (first term)
10. _____     ________ Reconstruction Era ended
11. _____     ________ Edmond Genet challenged U.S. neutrality
12. _____     ________ Purchase of Alaska
13. _____     ________ Camp David Accords signed
14. _____     ________ Martin Luther King, Jr., assassinated
15. _____     ________ 19th Amendment ratified
16. _____     ________ Transcontinental railroad completed
17. _____     ________ Dawes Indian Severalty Act
18. _____     ________ Shays’ rebellion
19. _____     ________ Trail of Tears
20. _____     ________ Republican Party created
21. _____     ________ *Dred Scott v Sandford*
22. _____     ________ Vietnamization began
23. _____     ________ Scopes trial

Developed by James L. Smith from the AP® U. S. History Curriculum Framework
<table>
<thead>
<tr>
<th></th>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1607 – 1762</td>
<td>Salem witch trials</td>
</tr>
<tr>
<td>B</td>
<td>1763 – 1788</td>
<td>Nat Turner’s revolt</td>
</tr>
<tr>
<td>C</td>
<td>1789 – 1816</td>
<td>Sherman Anti-Trust Act</td>
</tr>
<tr>
<td>D</td>
<td>1817 – 1839</td>
<td>Clayton Anti-Trust Act</td>
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<tr>
<td>E</td>
<td>1840 – 1859</td>
<td>John Brown’s raided Harper’s Ferry</td>
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<td>F</td>
<td>1860 – 1876</td>
<td>Franco-American Treaty of Alliance signed</td>
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<td>G</td>
<td>1877 – 1900</td>
<td>Treaty of Ghent signed</td>
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<tr>
<td>H</td>
<td>1901 – 1919</td>
<td>NAACP created</td>
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<tr>
<td>I</td>
<td>1920 – 1938</td>
<td>Fourteen Points introduced</td>
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<tr>
<td>J</td>
<td>1939 – 1959</td>
<td>Hiroshima and Nagasaki bombed</td>
</tr>
<tr>
<td>K</td>
<td>1960 – 1979</td>
<td>INF Treaty signed</td>
</tr>
<tr>
<td>L</td>
<td>1980 – present</td>
<td>Adams-Onis Treaty signed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>James Oglethorpe established Georgia</td>
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<tr>
<td></td>
<td></td>
<td>President Jackson destroyed the Bank of the United States</td>
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<tr>
<td></td>
<td></td>
<td>Knights of Labor created</td>
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<td></td>
<td></td>
<td>American Federation of Labor (A.F. of L.) created</td>
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<tr>
<td></td>
<td></td>
<td>Congress of Industrial Organizations (C.I.O.) created</td>
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<tr>
<td></td>
<td></td>
<td>Seneca Falls convention for women’s rights</td>
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<tr>
<td></td>
<td></td>
<td>Chinese Exclusion Act</td>
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<tr>
<td></td>
<td></td>
<td>Atlantic Charter signed</td>
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<tr>
<td></td>
<td></td>
<td>Monroe Doctrine announced</td>
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<tr>
<td></td>
<td></td>
<td>Mayflower Compact signed</td>
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<tr>
<td></td>
<td></td>
<td>Pearl Harbor attacked</td>
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<tr>
<td></td>
<td></td>
<td>NATO created</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marshall Plan announced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Jazz Singer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soviet Union dissolved</td>
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<tr>
<td></td>
<td></td>
<td>Thomas Paine published Common Sense</td>
</tr>
</tbody>
</table>
A. 1607 – 1762  G. 1877 – 1900
B. 1763 – 1788  H. 1901 – 1919
C. 1789 – 1816  I. 1920 – 1938
D. 1817 – 1839  J. 1939 – 1959
F. 1860 – 1876  L. 1980 – present

52. _____     ________ Stamp Act
53. _____     ________ 13th Amendment ratified
54. _____     ________ Wounded Knee massacre
55. _____     ________ Sputnik launched by U.S.S.R.
56. _____     ________ Good Neighbor Policy announced
57. _____     ________ Bay of Pigs invasion failed
58. _____     ________ Homestead Act
59. _____     ________ Jonathan Edwards sparked the Great Awakening
60. _____     ________ John Adams appoints “midnight judges”
61. _____     ________ Spanish-American War began
62. _____     ________ Lyndon Johnson signed Civil Rights Act
63. _____     ________ Joseph McCarthy censured by U.S. Senate
64. _____     ________ Rosa Parks sets off a bus boycott in Montgomery, Alabama
65. _____     ________ Hawley-Smoot Tariff
66. _____     ________ Stock market crash marks the beginning of the Great Depression
67. _____     ________ Battle of Little Big Horn
68. _____     ________ California gold rush
69. _____     ________ Plessy v Ferguson
70. _____     ________ Emancipation Proclamation
71. _____     ________ The term “manifest destiny” is first used
72. _____     ________ Yalta Conference
73. _____     ________ Iran-Contra scandal
74. _____     ________ Tet Offensive
75. _____     ________ Invasion of Normandy
76. _____     ________ Battles of Vicksburg and Gettysburg
77. _____     ________ Apollo 11 landed on the moon
78. _____     ________ Nixon opened U.S. relations with China
79. _____     ________ Gulf of Tonkin Resolutions
A. 1607 – 1762  G. 1877 – 1900
B. 1763 – 1788  H. 1901 – 1919
C. 1789 – 1816  I. 1920 – 1938
D. 1817 – 1839  J. 1939 – 1959
F. 1860 – 1876  L. 1980 – present

80. ______  ________ Cuban Missile Crisis
81. ______  ________ Bonus March of World War I veterans on Washington, D.C.
82. ______  ________ Betty Friedan published *The Feminine Mystique*
83. ______  ________ Harriet Beecher Stowe published *Uncle Tom’s Cabin*
84. ______  ________ Upton Sinclair published *The Jungle*
85. ______  ________ Roger Williams established Rhode Island
86. ______  ________ French and Indian War ended
87. ______  ________ Boston Tea Party
88. ______  ________ Cotton gin invented
89. ______  ________ Kentucky and Virginia Resolutions
90. ______  ________ Mexican-American War ended
91. ______  ________ Wright brothers fly the first airplane
92. ______  ________ Federal Reserve System created
93. ______  ________ Charles Lindbergh flew solo across the Atlantic Ocean
94. ______  ________ Truman Doctrine announced
95. ______  ________ Jackie Robinson signed with the Brooklyn Dodgers
96. ______  ________ *Brown v. Board of Education*
97. ______  ________ Little Rock High School integrated by federal troops
98. ______  ________ Malcolm X assassinated
99. ______  ________ American Indian Movement (AIM) created
100. ______  ________ Martin Luther King, Jr., delivers his “I Have a Dream” speech
250 Things Every AP Student
Should Know About U.S. History

1. Jamestown, 1607
2. First Africans brought to Virginia, 1619
3. Mayflower Compact, 1620
4. Great Migration of Puritans to Massachusetts, 1630’s and 1640’s
5. Roger Williams established Rhode Island, 1636
6. William Penn established Pennsylvania, 1681
7. James Oglethorpe established Georgia, 1732
8. Jonathan Edwards sparked the Great Awakening, 1734
9. French and Indian War, 1754-63
10. Proclamation of 1763
11. Stamp Act, 1765-66
12. Declaratory Act, 1766
13. Townshend Acts, 1767
15. First Continental Congress, 1774
16. Lexington and Concord, 1775
17. Second Continental Congress, 1775
18. Thomas Paine published *Common Sense*, 1776
19. Declaration of Independence, 1776
20. Treaty of Alliance, 1778
21. Battle of Yorktown, 1781
22. Articles of Confederation went into effect, 1781
23. Treaty of Paris, 1783
24. Northwest Ordinances of 1784, 1785, 1787
25. Shays’ Rebellion, 1786
27. *The Federalist Papers* published, 1787-8
28. Creation of a new government, 1789
29. Alexander Hamilton appointed Secretary of the Treasury, 1789
30. Samuel Slater established the first textile mill, 1790
31. Bill of Rights, 1791
32. Cotton Gin, 1793
33. Washington’s Proclamation of Neutrality, 1793
34. Whiskey Rebellion, 1794
35. Washington’s Farewell Address, 1796
36. XYZ Affair, 1797-98
38. Kentucky and Virginia Resolutions, 1798-99
39. Election of 1800
40. Midnight judges, 1801
41. *Marbury v. Madison*, 1803
42. Louisiana Purchase, 1803
43. Lewis and Clark expedition, 1804-6
44. Trial of Aaron Burr, 1807
45. Jefferson’s embargo, 1807
46. War of 1812, 1812-1815
47. Hartford Convention, 1814
48. Battle of New Orleans, 1815
49. The American System, 1815
50. Era of Good Feelings, 1815-24
51. *McCulloch v. Maryland*, 1819
52. Adams-Onis Treaty, 1819
53. Missouri Compromise, 1820
54. First Lowell factory opened, 1823
55. Monroe Doctrine, 1823
56. Election of 1824
57. Indian Removal Act, 1830
58. Maysville Road Veto, 1830
59. Nat Turner's revolt, 1831
60. Nullification Crisis, 1832-33
61. Jackson destroyed Bank of the United States, 1833-36
62. Panic of 1837
63. Horace Mann began school reform in Massachusetts, 1837
64. Trail of Tears, 1838
65. Election of 1840
66. Term "Manifest Destiny" first used, 1845
67. Annexation of Texas, 1845
68. Mexican-American War, 1846-48
69. Wilmot Proviso, 1846
70. Mormons migrated to Utah, 1847-48
71. Seneca Falls convention, 1848
72. Mexican Cession, 1848
73. California gold rush, 1849
74. Compromise of 1850
75. Harriet Beecher Stowe published *Uncle Tom’s Cabin*, 1852
76. Kansas-Nebraska Act, 1854
77. Creation of the Republican Party, 1854
78. *Dred Scot v. Sandford*, 1857
79. Lincoln-Douglas debates, 1858
80. John Brown’s raid, 1859
81. Election of 1860
82. Southern secession, 1860-61
83. Fort Sumter, 1861
84. Homestead Act, 1862
85. Morrill Land-Grant Act, 1862
86. Emancipation Proclamation, 1863
87. Battles of Vicksburg and Gettysburg, 1863
88. Appomattox Court House, 1865
89. Abraham Lincoln assassination, 1865
90. Freedman’s Bureau, 1865
91. 13th Amendment, 1865
92. Purchase of Alaska, 1867
93. Radical Reconstruction began, 1867
94. Andrew Johnson impeachment trial, 1868
95. 14th Amendment, 1868
96. Transcontinental railroad completed, 1869
97. Standard Oil created, 1870
98. Knights of Labor created, 1869
99. Wyoming gave women right to vote, 1870
100. Battle of Little Big Horn, 1876
101. Election of 1876
Great Railroad Strike, 1877
Chief Joseph surrendered, 1877
James Garfield assassinated, 1881
Booker T. Washington founded Tuskegee Institute, 1881
Chinese Exclusion Act, 1882
Pendelton Civil Service Act, 1883
Haymarket Square Riot, 1886
American Federation of Labor created, 1886
Dawes Severalty Act, 1887
Jane Addams founded Hull House, 1887
The “Gospel of Wealth” 1889
Jacob Riis published How the Other Half Lives, 1890
Sherman Anti-Trust Act, 1890
Wounded Knee massacre, 1890
Ellis Island opened, 1892
Homestead Strike, 1892
Panic of 1893
Pullman Strike, 1894
Plessy v. Ferguson, 1896
Election of 1896
Spanish-American War, 1898
Open Door policy, 1899
Filipino rebellion, 1899-1901
William McKinley assassinated, 1901
Theodore Roosevelt mediated coal miner’s strike, 1902
Wright Brothers flew first airplane, 1903
128. Northern Securities Company broken up, 1904
129. Roosevelt Corollary, 1904
130. Hay-Bunau-Varilla Treaty, 1904
132. Model T introduced, 1908
133. NAACP organized, 1909
134. Election of 1912
135. 16th Amendment, 1913
136. 17th Amendment, 1913
137. Federal Reserve System created, 1913
138. Clayton Anti-Trust Act, 1914
139. *Birth of a Nation*, 1915
140. Pancho Villa’s raid, 1916
141. United States entered WWI, 1917
142. The Fourteen Points, 1918
143. 18th Amendment, 1919
144. Versailles Treaty defeated, 1919
145. Palmer Raids, 1920
146. 19th Amendment, 1920
147. National Origin Act, 1924
148. Teapot Dome Scandal, 1923-24
149. Scopes Trial, 1925
150. KKK marched on Washington, 1925
151. Charles Lindbergh’s flight, 1927
152. Sacco and Vanzetti executed, 1927
153. *The Jazz Singer*, 1927
154. Stock Market crash, 1929
155. Hawley-Smoot Tariff, 1930
156. Stimson Doctrine, 1932
157. Bonus march, 1932
158. First New Deal, 1933
159. Good Neighbor Policy, 1933
160. Dust Bowl, 1935
161. Second New Deal, 1935
162. Wagner Act, 1935
163. Social Security Act, 1935
164. Huey Long assassinated, 1935
165. Congress of Industrial Organization created, 1935
166. FDR’s court-packing plan, 1937
167. Roosevelt recession, 1937-38
168. Lend-Lease Act, 1940
169. Atlantic Charter, 1941
170. Pearl Harbor, 1941
171. Japanese-American internment, 1942
172. Normandy invasion, 1944
173. G.I. Bill, 1944
174. Yalta Conference, 1945
175. Potsdam Conference, 1945
176. Hiroshima and Nagasaki, 1945
177. “Iron Curtain” speech, 1946
178. Truman Doctrine, 1947
179. Marshall Plan, 1947
180. Taft-Hartley Act, 1947
181. Brooklyn Dodgers sign Jackie Robinson, 1947
182. National Security Act, 1947
183. Berlin Airlift, 1948
184. Election of 1948
185. NATO formed, 1949
186. Joseph McCarthy attacked the State Department, 1950
188. Julius and Ethel Rosenberg executed, 1953
190. Geneva Accords, 1954
192. Montgomery bus boycott, 1955-56
193. Interstate Highway Act, 1956
194. Integration of Little Rock H.S., 1957
195. Sputnik, 1957
196. U-2 aircraft shot down by USSR, 1960
197. Greensboro sit-ins, 1960
198. Eisenhower’s Farewell Address, 1961
199. Bay of Pigs, 1961
200. Freedom Riders, 1961
201. Peace Corps, 1961
202. Cuban Missile Crises, 1962
203. Betty Friedan published The Feminine Mystique, 1963
204. March on Washington, 1963
205. John F. Kennedy assassinated, 1963
206. The Great Society, 1964-65
207. Civil Rights Act of 1964
208. Gulf of Tonkin Resolution, 1964
209. Malcolm X assassinated, 1965
210. Vietnam War escalated, 1965
211. Voting Rights Act, 1965
212. Watts riots, 1965
214. Tet Offensive, 1968
215. Johnson withdrew from presidential race, 1968
216. Martin Luther King, Jr. assassinated, 1968
218. Anti-war riots at the Chicago Democratic Convention, 1968
219. AIM created, 1968
220. Election of 1968
221. Neil Armstrong walked on moon, 1969
222. Vietnamization, 1969
223. My Lai massacre made public, 1969
224. Kent State, 1970
225. Pentagon Papers, 1971
226. Nixon visited China, 1972
228. SALT I and the policy of detente, 1972
230. OPEC oil embargo, 1973
231. Nixon resigned, 1974
232. Panama Canal Treaty, 1977
233. Camp David Accords, 1979
234. Soviet Union invaded Afghanistan, 1979
235. Iranian hostage crises, 1979-81
236. Reaganomics began, 1981
237. Beirut embassy bombed, 1983
238. Invasion of Grenada, 1983
239. Iran-Contra scandal, 1987
240. INF Treaty, 1988
241. Berlin Wall torn down, 1989
244. Oklahoma City bombing, 1995
245. Balanced Budget Agreement passed, 1997
246. Clinton impeachment trial, 1999
247. September 11th terrorist attacks, 2001
248. War in Afghanistan, 2001
249. Invasion of Iraq, 2003
250. Election of Barack Obama, 2008
Religion in U.S. History

Theme: Ideas, Beliefs, and Culture

• In what ways and to what extent did moral, philosophical, and cultural values affect the creation of the United States?
• In what ways and to what extent have changes in moral, philosophical, and cultural values affected U.S. history?

Period 1: 1491-1607
1. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

2. In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

3. Spanish Mission System

4. African American Colonial Religion

Period 2: 1607-1754
5. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.

6. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

7. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

8. Puritans
   • Calvinism
   • Great Migration
   • City upon a Hill
   • Community of Saints
   • Congregationalists
   • Halfway Covenant
   • John Winthrop
   • Harvard, 1639
   • Salem Witch Trials, 1692
9. Roger Williams and Providence, Rhode Island

10. Quakers
   - Inner Light
   - Society of Friends
   - William Penn
   - Pennsylvania, 1681
   - Holy Experiment

11. Anglicans
    - established church

12. Catholics
    - Maryland Toleration Act, 1649

13. Great Awakening, 1730s-1760s
    - George Whitefield
    - Jonathan Edwards
    - Old Lights / New Lights

**Period 3: 1754-1800**

14. During the 18th century, new ideas about politics and society led to debates about religion and governance, and ultimately inspired experiments with new governmental structures.

15. Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

16. The Enlightenment

17. Deism

**Period 4: 1800-1848**

18. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.

19. Various groups of American Indians, women, and religious followers also developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

20. Second Great Awakening, early 1800s

21. Charles Finney

22. Reform Movements (stemming from the Second Great Awakening)
    - public education (Horace Mann)
    - prison reform (Dorthea Dix)
• Utopian Socialism (Brooke Farm, Onieda Community, New Harmony)
• women’s rights
• temperance
• abolition of slavery

Period 5: 1844-1877
23. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

24. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants’ cultural influence and political and economic power.

25. Mormons
   • Joseph Smith
   • Brigham Young
   • Utah Territory, 1850

26. Anti-Catholic Nativism

27. American Party (Know Nothings)

Period 6: 1865-1898
28. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

29. Social Gospel

30. Salvation Army

31. Josiah Strong, Our Country, 1885

32. Charles Sheldon, In His Steps, 1897

Period 7: 1890-1945
33. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.

34. Fundamentalism vs. Modernism

35. Scopes trial, 1925

36. Charles Coughlin (radio priest)
Period 8: 1945-1980
37. Nation of Islam
   • Elijah Muhammad
   • Malcolm X

38. The New Right
   • Right-to-Life Movement
   • Phyllis Schlafly

Period 9: 1980 to the Present
39. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism.

40. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.

41. Rise of the Religious Right
   • Moral Majority
   • Focus on the Family
American Indian History

Theme: Identity
• In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different historical eras?

Period 1: 1491-1607
1. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.

2. In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals (e.g., silver), and other resources (e.g., sugar), was gradually replaced by African slavery.

3. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.

4. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.

5. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

6. Native American Societies
   • Pueblo
   • Chinook
   • Iroquois
   • Algonquin

7. Racially Mixed Populations
   • Mestizo
   • Zambo

8. smallpox

9. encomienda system

10. Juan de Sepúlveda

11. Bartolomé de Las Casas

12. Acoma Pueblo Uprising, 1858
**Period 2: 1607-1754**

13. Spain sought to establish tight control over the process of colonization and to convert and/or exploit the native population.

14. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.

15. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

16. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with American Indians.

17. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.

18. Continuing contact with Europeans increased the flow of goods and diseases into and out of native communities, stimulating cultural and demographic changes.

19. By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare.

20. Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldview on land and gender roles.

21. Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance.

22. King Phillip’s War, 1675-1676

23. Pueblo Revolt, 1680

**Period 3: 1754-1800**

24. After the British defeat of the French in 1763, white-Indian conflicts continued to erupt as native groups sought to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands.
25. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions.

26. During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

27. The Constitution’s failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.

28. The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending.

29. French and Indian War, 1754-1763

30. Pontiac’s Rebellion, 1763

31. Proclamation Line of 1763

32. Paxton Boys, 1764

33. Iroquois Confederation

34. Battle of Fallen Timbers, 1794

35. Treaty of Greenville, 1795

Period 4: 1800-1848

36. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.

37. Various groups of American Indians, women, and religious followers also developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.

38. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.

39. Tecumseh

40. Battle of Tippecanoe, 1811

41. Indian Removal Act, 1830
42. Black Hawk

43. *Worcester v. Georgia*, 1832

44. Trail of Tears. 1838

45. Seminole Wars, 1814-1819, 1835-1842

**Period 5: 1844-1877**

46. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

47. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups’ cultures and ways of life and raising questions about their status and legal rights.

48. Sand Creek Massacre, 1864

49. Crazy Horse

50. Sitting Bull

51. Little Big Horn, 1876

52. Chief Joseph’s surrender, 1877

**Period 6: 1865-1898**

53. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.

54. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.

55. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.

56. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

57. Great Sioux War, 1876-1881

59. Geronimo’s surrender, 1886
60. Dawes Severalty Act, 1887
61. Ghost Dance
62. Massacre at Wounded Knee, 1890

**Period 7: 1890-1945**
63. Snyder Act, 1924
64. Wheeler-Howard Act, 1934

**Period 8: 1945-1980**
65. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices.
66. American Indian Movement (AIM), 1968
67. Dennis Banks
68. Russell Means
69. Alcatraz, 1969
70. Wounded Knee, 1973
71. Indian Self-Determination and Education Assistance Act, 1974
Women in U.S. History

Theme: Identity
• In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different historical eras?

Theme: Politics and Power
• In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

Period 1: 1491-1607
1. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

Period 2: 1607-1754
2. Spanish colonizing efforts in North American, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldview on land and gender roles.
3. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the colonies, and was one factor that led the British colonists into violent confrontations with American Indians.

Period 3: 1754-1800
4. Enlightenment ideas and women’s experiences in the movement for independence promoted an ideal of “republican motherhood,” which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.
5. republican motherhood
6. Mercy Otis Warren
7. Abigail Adams

Period 4: 1800-1848
8. The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.
9. Various groups of American Indians, women, and religious followers also developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class.
10. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

11. The market revolution helped to widen a gap between rich and poor, shaped emerging middle and working classes, and caused an increasing separation between home and workplace, which led to dramatic transformations in gender and in family roles and expectations.

12. Seneca Falls Convention, 1848

13. Elizabeth Cady Stanton

14. Lucretia Mott

15. Dorothea Dix

16. Lowell system

17. cult of domesticity

**Period 5: 1844-1877**

18. The women’s rights movement was both emboldened and divided over the 14th and 15th Amendments to the Constitution.

19. Susan B. Anthony

20. Victoria Woodhull

**Period 6: 1865-1898**

21. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.

22. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.

23. Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.

24. Wyoming grants women the right to vote 1870

25. National American Woman Suffrage Association (NAWSA), 1869

26. American Women Suffrage Association (AWSA), 1869
27. Women's Christian Temperance Uniton (WCTU), 1874
28. Jane Addams
29. Lillian Wald
30. Ida Wells-Barnett
31. Mother Jones

**Period 7: 1890-1945**
32. In its transition from a rural, agricultural society to an urban, industrial society, the U.S. offered new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

33. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions.

34. Despite U.S. contributions to the victory over fascism and new opportunities for women and minorities during the war, other wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

35. 19th Amendment, 1920
36. Margaret Sanger
37. flappers
38. Rosie the Riveter

**Period 8: 1945-1980**
39. Activists began to question society's assumptions about gender and to call for social and economic equality for women and for gays and lesbians.

40. Although the image of the traditional nuclear family dominated popular perceptions in the postwar era, the family structure of Americans was undergoing profound changes as the number of working women increased and many social attitudes changed.

41. *The Feminine Mystique*, 1963
42. Equal Pay Act, 1963
43. Title VII, 1964
44. National Organization for Women (NOW), 1966
45. Equal Rights Amendment, 1972

47. Phyllis Schlafly

48. Right-to-Life Movement

**Period 9: 1980 to the Present**

49. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

50. glass ceiling

51. Nancy Pelosi
African American History

Theme: Identity
• In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different historical eras?

Theme: Peopling
• To what extent and why have people have migrated to, from, and within North America?

Theme: Politics and Power
• In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

Period 1: 1491-1607
1. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.

2. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.

3. In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals (e.g., silver), and other resources (e.g., sugar), was gradually replaced by African slavery.

4. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.

5. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

6. Zambo

7. Columbian Exchange

Period 2: 1607-1754
8. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy.

9. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and a growing European demand for colonial goods led to the emergence of the Atlantic slave trade.

10. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity, altered African gender and kinship relationships in the
colonies, and was one factor that led the British colonists into violent confrontations with American Indians.

11. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery. Resistance to slavery included rebellion, sabotage, and escape.

12. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.

13. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

14. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations.

15. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.

16. First Africans brought to American, 1619

17. middle passage

18. triangular trade

Period 3: 1754-1800

19. During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

20. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.

21. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.

22. Massachusetts Body of Liberties makes it the first colony to legalize slavery, 1641

23. Pennsylvania Gradual Emancipation Law, 1780

24. Northwest Ordinances

25. Three-Fifths Compromise and Slave Trade Compromise, 1787
26. Invention of the Cotton Gin, 1793

27. Toussaint L'Ouverture, 1797

**Period 4: 1800-1848**

28. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans' citizenship possibilities.

29. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.

30. Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution.

31. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

32. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.

33. With expanding borders came public debates about whether to expand and how to define and use the new territories. (Should the territories be designated “slave” or “free”? Should the territories be designated Indian territory?)

34. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter.

35. African Slave Trade outlawed, 1808

36. southern defense of slavery

37. Calhoun’s Speech in the U.S. Senate, 1837

38. Slave Codes

39. American Colonization Society, 1817

40. Missouri Compromise, 1820

41. Denmark Vesey, 1822

42. Nat Turner, 1831
Period 5: 1844-1877

49. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

50. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.

51. The North’s expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South’s dependence on an economic system characterized by slave-based agriculture and slow population growth.

52. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals.

53. States’ rights, nullification, and racist stereotyping provided the foundation for the Southern defense of slavery as a positive good.

54. National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce sectional conflict.

55. Lincoln’s decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers.

56. The 13th Amendment abolished slavery, bringing about the war’s most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.

57. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation, violence, Supreme Court decisions, and local political tactics.
58. peculiar institution
59. Free Soil Party, 1848
60. Compromise of 1850
61. Fugitive Slave Law, 1850
62. Underground Railroad, 1850-1860
63. *Uncle Tom’s Cabin*, 1852
64. Kansas-Nebraska Act
66. Harper’s Ferry, 1859
67. Emancipation Proclamation, 1863
68. 13th Amendment, 1865
69. Black Codes
70. Freedman’s Bureau, 1865-1872
71. 14th Amendment, 1868
72. 15th Amendment, 1870
73. Civil Rights Act of 1875
74. sharecropping (tenant farming)
75. Black Reconstruction
76. Ku Klux Klan
77. Redeemers
78. Compromise of 1877

**Period 6: 1865-1898**
79. Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation’s cities and the rural and boomtown areas of the West.
80. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.

81. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence, as well as local and national policies of discrimination and segregation.

82. Challenging their prescribed “place,” women and African American activists articulated alternative visions of political, social, and economic equality.

83. Colored Farmers’ Alliance, 1886

84. Jim Crow Laws

85. grandfather clause

86. *Plessy v. Ferguson*, 1896

87. Booker T. Washington

88. Atlanta Compromise, 1895

89. Ida Wells-Barnett

**Period 7: 1890-1945**

90. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.

91. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

92. The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions. Despite U.S. contributions to the victory over fascism and new opportunities for women and minorities during the war, other wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

93. W.E.B. DuBois and the Niagara Movement, 1905

94. National Association for the Advancement of Colored People (NAACP), 1909

95. Birth of a Nation, 1915
96. Harlem Renaissance
97. jazz
98. Marcus Garvey
99. A. Philip Randolph
100. Mary McLeod Bethune
101. Congress of Racial Equality, 1942

Period 8: 1945-1980
102. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination. Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965.

103. Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial justice.

104. Desegregation of the Armed Services, 1948
106. Southern Manifesto, 1954
107. Rosa Parks
108. Montgomery Bus Boycott, 1955-56
109. Martin Luther King, Jr.
110. Southern Christian Leadership Conference (SCLC), 1957
111. Integration of Little Rock High School, 1957
112. Civil Rights Act of 1957
113. Student Nonviolent Coordinating Committee (SNCC), 1960
114. sit-ins
115. freedom rides, 1961
116. public order laws
Period 9: 1980 to the Present
134. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

135. cultural pluralism

136. Barack Obama
Immigration and the “Peopling” of the United States

Theme: Identity
• In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different historical eras?

Theme: Peopling
• To what extent and why have people have migrated to, from, and within North America?
• In what ways and to what extent have changes in migration and population patterns affected American life?

Theme: Politics and Power
• In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

Period 1: 1491-1607
1. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

Period 2: 1607-1754
2. The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.
3. Great Migration of Puritans, 1630s and 1640s

Period 3: 1754-1800
4. English population growth and expansion into the interior disrupted existing French-Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers.
5. Migrants from within North America and around the world continued to launch new settlements in the West, creating new distinctive backcountry cultures and fueling social and ethnic tensions.
6. Scots-Irish

Period 4: 1800-1848
8. Efforts to exploit the nation’s natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.
9. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.

10. Migrants from Europe increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.

11. Irish immigration, 1840s

**Period 5: 1844-1877**

12. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

13. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups’ cultures and ways of life and raising questions about their status and legal rights.

14. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.

15. nativism

16. Know Nothings

**Period 6: 1865-1898**

17. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.

18. Increased migrations from Asia and from southern and eastern Europe, as well as African American migrations within and out of the South, accompanied the mass movement of people into the nation’s cities and the rural and boomtown areas of the West.

19. Immigrants sought both to “Americanize” and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.

20. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.

21. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.
22. Increasingly prominent racist and nativist theories, along with Supreme Court decisions such as *Plessy v. Ferguson*, were used to justify violence, as well as local and national policies of discrimination and segregation.

23. Old Immigrants

24. New Immigrants

25. Ellis Island

26. assimilation

27. Chinese Exclusion Act, 1882

28. Jane Addams

**Period 7: 1890–1945**

29. In its transition from a rural, agricultural society to an urban, industrial society, the U.S. offered new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

30. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.

31. As labor strikes and racial strife disrupted society, the immediate period after World War I witnessed the first American “Red Scare,” which legitimized attacks on radicals and immigrants.

32. Several acts of Congress during the 1920s established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.

33. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.

34. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.

35. Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.

36. Gentleman’s Agreement, 1907

37. Palmer Raids, 1919–1920
38. National Origins Act, 1924

39. Ku Klux Klan

40. Sacco and Vanzetti, 1927

41. Mexican Repatriation, 1929-1939

42. Bracero Program, 1942

**Period 8: 1945-1980**

43. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.

44. McCarran-Walter Act, 1952

45. Immigration and Nationality Act of 1965

**Period 9: 1980 to the Present**

46. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin American and Asia. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.

47. Immigration Reform and Control Act of 1986

48. Immigration Act of 1990
Economic History of the United States

Theme: Work, Exchange, and Technology

- In what ways and to what extent have changes in markets, transportation, and technology affected American society?
- In what ways and to what extent have different systems of labor developed over time?
- In what ways and to what extent have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

Economic Terms

1) mercantilism
2) laissez faire
3) tariff (revenue and protective)
4) recession (depression)
5) recovery (prosperity)
6) inflation (cheap money)
7) deflation (hard money)
8) specie
9) supply
10) demand

Period 1: 1491-1607

1. The spread of maize (corn) cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

2. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

3. The introduction of new crops and livestock (e.g. horses and cows) by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.
4. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals (e.g., silver), and other resources (e.g., sugar), was gradually replaced by African slavery.

5. New crops (e.g., corn and potatoes) from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.

6. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

7. Columbian Exchange

8. *encomienda* system

9. joint stock companies

**Period 2: 1607-1754**

10. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.

11. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel.

12. The colonies along the southernmost Atlantic coast and the British islands in the West Indies took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population.

13. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas.


15. indentured servitude

16. headright system

17. mercantilism

18. triangular trade


20. salutary neglect
**Period 3: 1754-1800**

21. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

22. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.

23. Sugar Act, 1764

24. Stamp Act, 1765

25. Declaratory Act, 1766

26. Townshend Acts, 1767

27. Adam Smith

28. Shays' Rebellion, 1786-1787

29. Hamilton's Financial Plan
   - raise revenue for assuming state debts and funding the national debt at par
   - sale of western land
   - excise tax
   - revenue tariff
   - First Bank of the United States, 1781-1811

**Period 4: 1800-1848**

30. With the acceleration of a national and international market economy, Americans debated the scope of government's role in the economy, while diverging economic systems meant that regional political and economic loyalties often continued to overshadow national concerns.

31. Innovations including textile machinery, steam engines, interchangeable parts, canals, railroads, and the telegraph, as well as agricultural inventions, both extended markets and brought efficiency to production for those markets.

32. Increasing numbers of Americans, especially women in factories and low-skilled male workers, no longer relied on semi-subsistence agriculture but made their livelihoods producing goods for distant markets, even as some urban entrepreneurs went into finance rather than manufacturing.

33. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade.
34. Despite some governmental and private efforts to create a unified national economy, most notably the American System, the shift to market production linked the North and the Midwest more closely than either was linked to the South.

35. Efforts to exploit the nation’s natural resources led to government efforts to promote free and forced migration of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

36. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth.

37. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

38. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets led Americans into numerous economic, diplomatic, and military initiatives in the Western Hemisphere and Asia.

39. market economy

40. Samuel Slater

41. Lowell system

42. interchangeable parts

43. Embargo of 1807

44. Henry Clay’s American System, 1815
   • internal improvements at federal expense
   • protective tariff
   • Bank of the United States

45. Tariff of 1816

46. Second Bank of the United States, 1816

47. Eire Canal, 1817-1825

48. Baltimore and Ohio Railroad, 1828

49. Tariff of Abominations, 1828

50. Maysville Road veto, 1830

51. South Carolina Tariff Crisis, 1832-33
52. Destruction of the Second Bank of the United States, 1833

53. Panic of 1837

**Period 5: 1844-1877**

54. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.

55. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.

56. The North’s expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South’s dependence on an economic system characterized by slave-based agriculture and slow population growth.

57. The 13th Amendment abolished slavery, bringing about the war’s most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations.

58. Development of a national economy
   - turnpikes
   - canals
   - steamboats
   - railroads

59. California gold rush, 1849

60. Homestead Act, 1862

61. Pacific Railway Act, 1862

62. Promontory Point, Utah, 1869

63. sharecropping (tenant farming)

**Period 6: 1865-1898**

64. Following the Civil War, government subsidies for transportation and communication systems opened new markets in North America, while technological innovations and redesigned financial and management structures such as monopolies sought to maximize the exploitation of natural resources and a growing labor force.

65. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific, Asia, and Latin America.

66. Business leaders consolidated corporations into trusts and holding companies and defended their resulting status and privilege through theories such as Social Darwinism.
67. As cities grew substantially in both size and in number, some segments of American society enjoyed lives of extravagant “conspicuous consumption,” while many others lived in relative poverty.

68. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor. Labor and management battled for control over wages and working conditions, with workers organizing local and national unions and/or directly confronting corporate power.

69. Despite the industrialization of some segments of the southern economy, a change promoted by southern leaders who called for a “New South,” agrarian sharecropping, and tenant farming systems continued to dominate the region.

70. Government agencies and conservationist organizations contended with corporate interests about the extension of public control over natural resources, including land and water.

71. Business interests battled conservationists as the latter sought to protect sections of unspoiled wilderness through the establishment of national parks and other conservationist and preservationist measures.

72. Farmers adapted to the new realities of mechanized agriculture and dependence on the evolving railroad system by creating local and regional organizations that sought to resist corporate control of agricultural markets.

73. The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People’s (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.

74. Cities dramatically reflected divided social conditions among classes, races, ethnicities, and cultures, but presented economic opportunities as factories and new businesses proliferated.

75. Cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable, even as some leaders argued that the wealthy had some obligation to help the less fortunate. A number of critics challenged the dominant corporate ethic in the United States and sometimes capitalism itself, offering alternate visions of the good society through utopianism and the Social Gospel.

76. Industrial Take-Off, 1865-1900
   • improved standard of living
   • U.S. became a world power
   • problems: monopolies, uneven distribution of wealth, crime, corruption

77. Economic Theory
   • laissez faire
   • William Graham Sumner (Social Darwinism)
   • Henry George
• Edward Bellamy
• Thorstein Veblen (conspicuous consumption)
• Andrew Carnegie (Gospel of Wealth)
• Social Gospel

78. The Gilded Age
• trusts and monopolies
• horizontal and vertical integration of business J.P. Morgan, Andrew Carnegie, John D. Rockefeller, J.J. Hill, Jay Gould, Cornelius Vanderbilt
• Sherman Anti-Trust Act, 1890

79. Growth of Labor Unions
• fought for collective bargaining to deal with the problems of long hours, low, pay, and unsafe working conditions
• Knights of Labor, 1869
• Railroad Strike of 1877
• Haymarket Square, 1886
• American Federation of Labor, 1886
• Homestead Strike, 1892
• Pullman Strike, 1894
• Terence Powderly
• Samuel Gompers
• Eugene Debs
• Mother Jones

80. Farmers in the Late 1800s
• problems for farmers: railroad monopolies, high tariffs, deflation
• Grange, 1867
• Populist Party, 1891
• Omaha Platform, 1892

81. Monetary Policy in the Late 1800s
• Greenback Party
• Crime of ’73 (Panic of 1873)
• Bland-Allison Act of 1878 and the Sherman Silver Purchase Act of 1890
• Grover Cleveland and the gold standard
• Panic of 1893
• Free Silver movement
• Klondike gold rush, 1896

**Period 7: 1890-1945**

82. Large corporations came to dominate the U.S. economy during the late 1800s and early 1900s as businesses increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.

83. In its transition from a rural, agricultural society to an urban, industrial society, the U.S. offered new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.
84. In the late 1890s and the early 1900s, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels. Progressive reformers promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

85. New technologies of the late 1800s and early 1900s contributed to improved standards of living, greater personal mobility, and better communications systems.

86. Even as economic growth continued during the early 1900s, episodes of credit and market instability, most critically the Great Depression, led to calls for the creation of a stronger financial regulatory system.

87. The liberalism of Franklin Roosevelt’s New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.

88. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

89. The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.

90. Developments in Technology
   • Wright Brothers, 1903
   • Model T Ford introduced, 1908
   • KDKA in Pittsburgh, 1920
   • Charles Lindbergh, 1927
   • The Jazz Singer, 1927

91. Progressive Era, 1901-1917
   • Square Deal
   • Northern Securities Company, 1904
   • Pure Food and Drug Act, 1906
   • Meat Inspection Act, 1906
   • New Nationalism (Theodore Roosevelt), 1912
   • New Freedom (Woodrow Wilson), 1912
   • Underwood Tariff, 1913
   • Federal Reserve Act, 1913
   • Clayton Antitrust Act, 1914
   • Federal Trade Commission, 1914
   • 16th Amendment, 1913

92. Return to Normalcy, 1921-1929
   • Warren Harding, Calvin Coolidge, and Herbert Hoover
• “The business of America is business.”
  - protective tariffs
  - deregulation of business
  - Soak-the-Poor taxes
  - rugged individualism

93. The Great Depression, 1929-1941
  • Cause: too much supply, too little demand
  • Stock Market Crash, 1929
  • tightening of the money supply, 1930
  • Smoot-Hawley Tariff, 1930
  • Reconstruction Finance Corporation, 1932
  • Bonus March, 1932
  • Roosevelt’s New Deal, 1933
  • New Deal programs to stimulate economic activity (alphabet soup)
  • Glass-Steagall Act, 1933
  • Federal Deposit Insurance Corporation (FDIC), 1933
  • Securities and Exchange Commission (SEC), 1934
  • Wagner Act, 1935
  • Social Security Act, 1935
  • Roosevelt Recession, 1938
  • Congress of Industrial Organizations, 1938
  • Keynesian Economics

Period 8: 1945-1980
94. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” as a political and economic force.

95. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.

96. Dwight Eisenhower and Keynesian economics during the 1957 recession


98. Lyndon Johnson and the Great Society (War on Poverty)

99. Medicare and Medicaid

100. Richard Nixon and Keynesian economics (“We are all Keynesians now.”)

101. OPEC and the energy crisis of the 1970s

102. stagflation, 1970s

103. Sun Belt
Period 9: 1980 to the Present

104. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

105. Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.

106. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

107. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

108. supply-side economics (Reaganomics)


110. increase in the budget deficit and national debt, 1980s

111. Rust Belt

112. North American Free Trade Agreement, 1993

113. The Third Way, 1990s

114. information technology

115. Medicare Modernization Act, 2003

116. Affordable Care Act (Obamacare), 2010
Political History of the United States

Theme: Politics and Power
• In what ways and to what extent did different political and social groups compete for influence over society and government in colonial North America and the United States?
• In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

Theme: Ideas, Beliefs, and Culture
• In what ways and to what extent did moral, philosophical, and cultural values affect the creation of the United States?
• In what ways and to what extent have changes in moral, philosophical, and cultural values affected U.S. history?

Period 2: 1607-1754
1. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability.

2. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas.

3. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system.

4. Resistance to imperial control in the British colonies drew on colonial experiences of self-government, evolving local ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

5. House of Burgesses, 1619

6. Mayflower Compact, 1620

7. Bacon’s Rebellion, 1676

8. Establishment of the Dominion of New England, 1686

9. Leisler’s Rebellion, 1689

10. John Locke, Second Treatise of Government, 1689
Period 3: 1754-1800

11. Protestant evangelical religious fervor strengthened many British colonists’ understandings of themselves as a chosen people blessed with liberty, while Enlightenment philosophers and ideas inspired many American political thinkers to emphasize individual talent over hereditary privilege.

12. The movement for independence from Great Britain was fueled by established colonial elites, as well as by grassroots movements that included newly mobilized laborers, artisans, and women, and rested on arguments over the rights of British subjects, the rights of the individual, and the ideas of the Enlightenment.

13. The colonists’ belief in the superiority of republican self-government was based on the natural rights of the people found its clearest American expression in Thomas Paine’s *Common Sense* and in the Declaration of Independence.

14. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

15. Difficulties over trade, finances, and interstate and foreign relations, as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government. Delegates from every state except Rhode Island worked through a series of compromises to create a Constitution for a new national government that would replace the government operating under the Articles of Confederation.


17. Although George Washington’s Farewell Address warned about the dangers of divisive political parties and permanent foreign alliances, European conflict and tensions with Britain and France fueled increasingly bitter partisan debates throughout the 1790s.

18. As the first national administrations began to govern under the Constitution, continued debates about such issues as the relationship between the national government and the states, economic policy, and the conduct of foreign affairs led to the creation of political parties.

19. As national political institutions developed in the new United States, varying regionally based positions on economic, political, social, and foreign policy issues promoted the development of political parties.

20. The Enlightenment (Age of Reason)

21. republican government

22. Thomas Paine, *Common Sense*, 1776

23. Declaration of Independence, 1776
24. Articles of Confederation, 1781-1789

25. Shays’ Rebellion, 1786-1787

26. Constitutional Convention, 1787

27. Great Compromise, 1787

28. Federalist Papers, 1787-1788

29. creation of a new government, 1789

30. Judiciary Act of 1789

31. Bill of Rights, 1791

32. formation of political parties in the 1790s (Federalists vs. Democratic-Republicans)

33. Whiskey Rebellion, 1794

34. Alien and Sedition Acts, 1798

35. Virginia and Kentucky Resolutions, 1798

**Period 4: 1800-1848**

36. As various constituencies and interest groups coalesced and defined their agendas, various political parties, most significantly the Federalists and Democratic-Republicans in the 1790s and the Democrats and Whigs in the 1830s, were created or transformed to reflect and/or promote those agendas.

37. Supreme Court decisions sought to assert federal power over state laws and the primacy of the judiciary in determining the meaning of the Constitution.

38. Federal government attempts to assert authority over the states brought resistance from state governments in the North and the South at different times.

39. Election of 1800 (Revolution of 1800)

40. midnight judges

41. John Marshall Court, 1801-1835
   - *Marbury v. Madison*, 1803
   - *McCulloch v. Maryland*, 1819
   - *Gibbons v. Ogden*, 1824
   - *Worcester v. Georgia*, 1832

42. Hartford Convention, 1814
43. Era of Good Feelings, 1817-1824
44. Democrats vs. Whigs, 1820s-1850s
45. Jacksonian Democracy
46. Webster-Hayne Debate, 1830
47. Election of 1840

**Period 5: 1844-1877**

48. The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.

49. Lincoln’s election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.

50. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, uniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South.

51. Radical Republicans’ efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North’s waning resolve.

52. Republican Party, 1854
53. Election of 1860
54. Radical Republicans
55. Impeachment of President Andrew Johnson, 1868
56. Southern Redeemers
57. Compromise of 1877

**Period 6: 1865-1898**

58. The growth of corporate power in agriculture and economic instability in the farming sector inspired activists to create the People’s (Populist) Party, which called for political reform and a stronger governmental role in the American economic system.

59. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.
60. Corruption in government — especially as it related to big business — energized the public to demand increased popular control and reform of local, state, and national governments, ranging from minor changes to major overhauls of the capitalist system.

61. patronage (spoils system)

62. Tweed Ring (Tammany Hall)

63. Whiskey Ring

64. Mugwumps

65. Pendleton Act, 1883

66. Australian (secret) ballot

67. initiative and referendum

68. People’s (Populist) Party, 1891

69. Election of 1896

**Period 7: 1890-1945**

70. In the late 1890s and the early 1900s, journalists and Progressive reformers — largely urban and middle class, and often female — worked to reform existing social and political institutions at the local, state, and federal levels. Progressive reformers promoted federal legislation to regulate abuses of the economy and the environment, and many sought to expand democracy.

71. Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.

72. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

73. Progressive Era, 1901-1917

74. Election of 1912

75. New Nationalism (T. Roosevelt) vs. New Freedom (Wilson)

76. 17th Amendment, 1913

77. New Deal Democratic Coalition
78. Election of 1932

**Period 8: 1945-1980**

79. Americans debated policies and methods designed to root out Communists within the United States, even as both parties tended to support the broader Cold War strategy of containing communism.

80. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority.

81. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

82. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights. Conservatives, fearing juvenile delinquency, urban unrest, and challenges to the traditional family, increasingly promoted their own values and ideology.

83. House Un-American Activities Committee (HUAC), established 1938

84. McCarran Internal Security Act, 1950

85. McCarythism

86. Earl Warren Court, 1954-1969
   - *Engel v. Vitale*, 1962
   - *Gideon v. Wainwright*, 1963
   - *Griswold v. Connecticut*, 1965

87. Students for a Democratic Society


89. Nixon’s Southern Strategy

90. Watergate, 1972

91. New Right
   - Right-to-Life Movement
   - Phyllis Schlafly

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Period 9: 1980 to the Present

92. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.

93. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.

94. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

95. Jimmy Carter’s “Malaise” speech, 1979

96. Election of 1980

97. Moral Majority

98. Focus on the Family sagebrush rebellion

99. Contract with America, 1994

100. Impeachment of Bill Clinton, 1998

101. Election of 2008

Party Systems in U.S. History

102. First Party System: 1796-1824
   • Federalist vs. Democratic Republicans

103. Second Party System: 1828-1854
   • Democrats vs. National Republicans (Whigs)
   • Significant third parties during this era included the Anti-Masonic Party, Free Soil Party, Liberty Party.

104. Third Party System: 1854-1896
   • Democrats vs. Republicans

   • Democrats vs. Republicans

   • Democrats vs. Republicans

107. Sixth Party System: 1968 to the Present
   • Democrats vs. Republicans
Miscellaneous Topics in United States History

Supreme Court Cases
1. Marbury v. Madison, 1803
2. McCulloch v. Maryland, 1819
3. Gibbons v. Ogden, 1824
4. Worcester v. Georgia, 1832
5. Dred Scott v. Sandford, 1857
6. Plessy v. Ferguson, 1896
7. Schenck v. United States, 1919
8. Schecter v. United States, 1935
15. Roe v. Wade, 1973
17. Planned Parenthood v. Casey, 1992

Books and Writings
19. Thomas Paine, Common Sense, 1876
22. Alexis de Tocqueville, Democracy in America, 1835-1840
25. Henry George, *Progress and Poverty*, 1879
27. Josiah Strong, *Our Country*, 1885
30. Frederick Jackson Turner, “The Significance of the Frontier in American History,” 1893
31. Charles Sheldon, *In His Steps*, 1897
33. Lincoln Steffens, *The Shame of the Cities*, 1904
34. Upton Sinclair, *The Jungle*, 1905
35. Charles Austin Beard, *An Economic Interpretation of the Constitution*, 1913

**Speeches**
38. George Washington, Farewell Address, 1796
39. Thomas Jefferson, Inaugural Address, 1801
40. Daniel Webster, Second Reply to Hayne, 1830
41. Abraham Lincoln, “House Divided” Speech, 1858
42. Abraham Lincoln, Gettysburg Address, 1863
44. Woodrow Willson, Call for Declaration of War against Germany, 1917
45. Franklin Roosevelt, Inaugural Address, 1933
46. Martin Luther King, “I Have a Dream,” 1963
Compromises
47. Great Compromise, 1787
48. Three-Fifths Compromise, 1787
49. Missouri Compromise, 1820
50. Compromise of 1833
51. Compromise of 1850
52. Crittenden Compromise, 1860
53. Compromise of 1877
54. Atlanta Compromise, 1895

Territorial Expansion
55. Louisiana Purchase, 1803
56. Florida, 1819
57. Oregon, 1846
58. Mexican Cession, 1848
59. Gadsden Purchase, 1853

Treaties
60. Treaty of Paris, 1763
61. Treaty of Paris, 1783
62. Jay’s Treaty, 1794
63. Pinckney’s Treaty, 1795
64. Treaty of Ghent, 1814
65. Adams-Onís Treaty, 1819
66. Treaty of Guadalupe Hidalgo, 1848
67. Treaty of Paris, 1898
68. Treaty of Versailles, 1919
69. North Atlantic Treaty Organization (NATO), 1949

70. Southeast Asia Treaty Organization (SEATO), 1954

**The Cold War**

71. Harry Truman, 1945-1953
   - Hiroshima and Nagasaki (World War II decision or Cold War decision?), 1945
   - Truman Doctrine (George Kennan and the policy of containment), 1947
   - Marshall Plan, 1947
   - Berlin Airlift, 1948
   - Chinese Revolution, 1949
   - Soviet Union tests an atomic bomb, 1949
   - Korean War began, 1950

72. Dwight Eisenhower, 1953-1961
   - Korean War ended, 1953
   - Nikita Khruschev became leader of the Soviet Union after Joseph Stalin died, 1953
     ("peaceful coexistence" began)
   - Suez Canal crisis, 1956
   - Eisenhower Doctrine, 1957
   - U-2 incident, 1960 ("peaceful coexistence" ended)

73. John Kennedy, 1961-1963
   - Bay of Pigs, 1961
   - Alliance for Progress, 1961
   - Berlin Wall, 1961
   - Cuban missile crisis, 1962
   - Nuclear Test Ban Treaty, 1963

74. Lyndon Johnson, 1963-1969
   - Escalation of the Vietnam War, 1965
   - Soviet invasion of Czechoslovakia, 1968

   - Vietnamization began, 1969
   - Nixon Doctrine, 1970
   - SALT and the policy of detente, 1972
   - Nixon visited China, 1972
   - U.S. pulls troops out of Vietnam, 1973
   - Arab-Israeli War leads to confrontation with Soviet Union, 1973

76. Gerald Ford, 1974-1977
   - Policy of detente continues, 1974-77
   - South Vietnam fell to communist forces, 1975
   - Request for aid to anti-Marxist forces in Angola denied by Congress, 1975

   - Human Rights Policy announced, 1977
   - SALT II, 1979
• Soviet invasion of Afghanistan and the Carter Doctrine, 1979
• U.S. boycott of Summer Olympics in Moscow, 1980

   • Reagan Doctrine, 1981
   • “Evil Empire” speech (SDI introduced), 1981
   • Mikhail Gorbachev became the leader of the Soviet Union (glasnost, perestroika), 1985
   • Geneva Summit, 1985
   • Iceland Summit, 1986
   • INF Treaty, 1987
   • Washington Summit, 1987
   • Moscow Summit, 1988

   • Berlin Wall came down, 1981
   • Soviet Union disbanded, 1991