



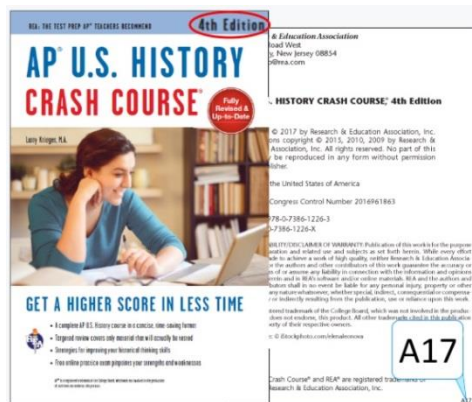
Dear REA Crash Course® Customer,

Since the first printing of REA's *Crash Course® for AP® United States History (4th ed.)* went to press, the College Board has announced updates to the AP® U.S. History exam that will be reflected on the 2018 exam and beyond. In the interest of ensuring you have the latest and most relevant information, REA produced this supplement to bring you completely up to speed.

The APUSH revisions for 2018 span the short-answer questions, the DBQ, and the long-essay question – and include how the DBQ and long essay are scored.

The update provided here is necessary only for purchasers of the **first printing of the 4th Edition**.

To determine whether you need this update, check the cover below, and open to the copyright page. Look in the lower right corner for the coding mark. If you see "A17" as shown below, you will benefit from this update.



We suggest you print the enclosed updated pages, which replace the corresponding pages in your book.

If you have any further questions, we invite you to write us at [studycenter@rea.com](mailto:studycenter@rea.com). Also be sure to check the College Board's AP website at <https://collegeboard.org/ap>.

Sincerely,

The REA Editorial Team

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# SEVEN KEYS FOR SUCCESS ON THE AP U.S. HISTORY EXAM

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AP American History textbooks are very thick and contain thousands of names, dates, places, and events. If all of these facts had an equal chance of appearing on your Advanced Placement U.S. History (APUSH) exam, studying would be a nightmare. Where would you begin? What would you emphasize? Is there any information you can safely omit? Or must you study everything?

Fortunately, preparing for the APUSH exam does not have to be a nightmare. By studying efficiently and strategically, you can score a 4 or a 5 on the exam. This book will help you understand and use the following seven keys for success:

## 1. Understanding the APUSH Scale

Many students believe they must make close to a perfect score to receive a 5. Nothing could be further from the truth. Each APUSH exam contains a total of 130 points—52 from the multiple-choice and 78 from the free-response questions. Here is the score range for the 2017 APUSH exam:

Score Range	AP Grade	Minimum Percent Right
93–130	5	72 percent
77–92	4	59 percent
61–76	3	47 percent
43–60	2	33 percent
0–42	1	0–32 percent

This chart is not a misprint. As is clearly shown, you can achieve a 5 by correctly answering just 72 percent of the questions, a 4 by correctly answering just 59 percent of the questions, and a 3 by correctly answering just 47 percent of the questions!

## 2. Understanding the Division of AP U.S. History into Nine Chronological Periods

APUSH test writers follow a detailed Framework outline that divides American history into the following nine distinct periods of time:

PERIOD	APPROXIMATE EXAM WEIGHT
Period 1: 1491–1607	5 percent
Period 2: 1607–1754	10 percent
Period 3: 1754–1800	12 percent
Period 4: 1800–1848	10 percent
Period 5: 1844–1877	13 percent
Period 6: 1865–1898	13 percent
Period 7: 1890–1945	17 percent
Period 8: 1945–1980	15 percent
Period 9: 1980–Present	5 percent

Each of these nine chronological time periods will receive varying coverage on your exam. The 29 chapters in our Chronological Review are designed to provide you with the key events, trends, ideas, and historical comparisons and connections from these nine periods.

## 3. Understanding the APUSH Topical Themes

Many students believe that members of the APUSH exam development committee have the freedom to write any question they wish. This widespread belief is not true. APUSH test writers follow a framework devoted to the following seven themes:

- American and National Identity
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and the Environment
- America in the World

These seven themes explain why there are so many questions on immigration trends, economic policies, cultural movements, and geographic conditions. They also explain why it is a waste of time to study specific battles, generals, and dates.

#### 4. Understanding the APUSH Exam Format

Your APUSH exam will include four very different question formats. Here are the key facts about each of these formats:

##### A. MULTIPLE-CHOICE QUESTIONS

1. You will be asked to answer 55 multiple-choice questions. However, six of these will be experimental questions that will be used on future exams. You will NOT know which are experimental and which count.
2. The 55 questions will be grouped into sets containing between 2 and 4 questions. Each set of questions will be based upon a stimulus prompt. The prompts will be a brief source that could be a reading passage, a chart or graph, an illustration, or a map.
3. Each of the 49 questions will be worth 1.06 points for a total of 52 points. The multiple-choice questions will count for 40 percent of your total score.
4. You will be given 55 minutes to complete the multiple-choice questions.
5. See Chapter 32 for detailed strategies for answering the multiple-choice questions.

##### B. SHORT-ANSWER QUESTIONS

1. You will be asked to answer 3 short-answer questions.
2. The short-answer questions ask you to respond to a primary source passage or a secondary source such as a debate between two historians, a map, an illustration, or a chart.
3. Each short-answer question will include three very specific sub-points. Your answers to these sub-points do NOT require a thesis. Concentrate on writing concise statements that include specific historic examples. Use complete sentences—an outline or list of bulleted points is *not* acceptable.

4. Each sub-point is worth 2.888 points. As a result, a full short-answer question is worth 8.664 points. Taken together, the three short-answer questions are worth a total of 26 points, or 20 percent of your total exam score.
5. You will be given 40 minutes to complete the three short-answer questions.
6. See Chapter 33 for detailed strategies for answering the short-answer questions.

### **C. DOCUMENT-BASED QUESTION (DBQ)**

1. The DBQ is an essay question that requires you to interpret and analyze 7 brief primary source documents. The documents typically include excerpts from diaries, speeches, letters, reports, and official decrees. In addition, DBQs often include at least one graph, chart, map, or political cartoon.
2. The DBQ begins with a mandatory 15-minute reading and planning period. You will then have 45 minutes to write your essay.
3. Your DBQ will be scored on a scale that includes 7 specific points. Each point is worth 4.642 points. Taken together, the DBQ is worth a maximum of 32.5 points, or 25 percent of your total score.
4. See Chapter 34 for detailed strategies for answering the document-based question.

### **D. LONG-ESSAY QUESTION**

1. You will be given three long-essay questions. Although the three questions will be taken from different time periods, they will be related by a common theme and historical thinking skill. You will be asked to select and write about just one of the three long-essay questions.
2. You will be given 40 minutes to write your essay.
3. Your essay will be scored on a scale that includes six specific points. Each point is worth 3.25 points. Taken together the long-essay question is worth 19.50 points, or 15 percent of your total exam score.
4. See Chapter 35 for detailed strategies for answering the long-essay question.

## 5. Understanding the Meaning and Uses of Nine Historical Thinking Skills

The APUSH course stresses the understanding and use of nine key historical thinking skills. It is very important that you understand the meaning of each skill and the role it plays on the exam.

### A. HISTORICAL CAUSATION

1. This skill involves the ability to identify and evaluate the long and short-term causes and consequences of a historical event, development or process.
2. This skill plays a significant role in the multiple-choice questions, short-answer questions, and long-essay questions.

### B. PATTERNS OF CONTINUITY AND CHANGE OVER TIME

1. This skill involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length. It also involves the ability to connect these patterns to larger historical processes or themes.
2. This skill plays a significant role in the DBQ and long-essay questions.

### C. COMPARISON

1. This skill involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event, development, or process.
2. This skill plays a significant role in the DBQ and long-essay questions.

### D. CONTEXTUALIZATION

1. This skill involves the ability to connect historical events and processes to specific circumstances of time and place as well as to broader regional, national, and global processes occurring at the same time.
2. This skill plays a significant role in the multiple-choice questions. It also generates a specific point in both the DBQ and long-essay rubrics.

### **E. HISTORICAL ARGUMENTATION**

1. This skill involves the ability to create an argument and support it using relevant historical ideas.
2. This skill plays a significant role in both the DBQ and the long-essay questions. The rubrics in both of these questions award points for developing and supporting a defensible thesis.

### **F. ANALYZING EVIDENCE**

1. This skill involves the ability to analyze features of historical evidence such as audience, purpose, point of view, and historical context. It also involves the ability to demonstrate a complex understanding of a historical development by using evidence to corroborate or qualify an argument.
2. This skill plays a particularly significant role in both the DBQ and the long-essay questions. The DBQ rubric awards up to 5 points for using and analyzing evidence while the long-essay rubric awards up to 4 points for these skills.

### **G. INTERPRETATION**

1. This skill involves the ability to describe, analyze, and evaluate the different ways historians interpret the past.
2. This skill plays a significant role in the short-answer questions and DBQ.

## **6. Understanding How to Use Your *Crash Course* to Build a Winning Coalition of Points**

This *Crash Course* book is based on a careful analysis of the *AP U.S. History Curriculum Framework* and the released exam questions. Chapter 2 contains key terms that you have to know. Chapters 3–31 provide you with a detailed chronological review of American history. And Chapters 32–35 provide you with examples of each of the four major question types that appear on the APUSH exam.

If you have the time, review the entire book. This is desirable, but not mandatory. The chapters can be studied in any order. Each chapter provides you with a digest of key information that is repeatedly tested. Battles, inventions, rulers, and political events that have never been asked about on the APUSH exam have been omitted. Unlike most review books, the digests are not meant to be exhaustive. Instead, they are meant to focus your attention on the vital material you must study.

Many of the chapters in this book have a special feature called “Making Comparisons.” This feature is designed to provide you with in-depth discussions of key topics. The Making Comparison feature will help you develop the historical thinking skills of making comparisons and interpreting events.

In addition, many of the chapters contain sections devoted to “Turning Points in American History.” This material is designed to help you prepare for DBQ and long-essay questions devoted to causation. All of the chapters contain at least one “Making Connections” section. The topics in these sections are designed to provide you with an inventory of examples you can use to demonstrate complexity in your DBQ and long-essay answers.

## **7. Using College Board and REA Materials to Supplement Your *Crash Course***

This *Crash Course* contains everything you need to know to score a 4 or a 5 on your exam. You should, however, supplement it with other materials designed specifically for studying AP U.S. History. Visit the College Board’s AP Central website for the full text of the *AP U.S. History Curriculum Framework* and sample questions.

In addition, REA’s *AP U.S. History All Access Book + Web + Mobile* study system further enhances your exam preparation by offering a comprehensive review book plus a suite of online assessments (end-of-chapter quizzes, mini-tests, a full-length practice test, and e-flashcards), all designed to pinpoint your strengths and weaknesses and help focus your study for the exam.





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# STRATEGIES FOR THE SHORT-ANSWER QUESTIONS

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Your APUSH exam will continue with a 40-minute section containing 3 short-answer questions. The questions will include topics covering material from North America before Columbus’s voyages to events and trends in the early twenty-first century. You are required to answer the first two questions. They will both cover material from periods 3–8. You will then answer either the third or the fourth question. Question 3 will cover periods 1–5, while Question 4 will cover periods 6–9.

Each short-answer question consists of a stimulus prompt followed by a set of three very focused questions. The majority of the prompts will ask you to respond to a specific historic question and a pair of passages by dueling historians or contrasting contemporary figures. In addition, you may be asked to analyze the information in a political cartoon, map, or chart.

Each of the three parts of a short-answer question is worth 2.8887 points. So a full question is worth 8.666 points. The three short-answer questions are worth a total of 26 points, or 20 percent of your total exam score.

## STRATEGY 1

Use complete sentences to answer each specific question. You will NOT be awarded points for using an outline or a bulleted list of points.

## STRATEGY 2

Each of the three sub-parts in a short-answer question is an all-or-nothing proposition. That is, you will either receive full credit for an answer or you will receive a zero. Remember, there is no penalty for guessing. Since a blank space will receive a zero, always try to write a plausible answer.

## SAMPLE SHORT-ANSWER QUESTION 1

Answer a, b, and c.

- (A) Briefly explain how environmental or geographic features contributed to the development of Native Americans living in the Pacific Northwest before 1492.
- (B) Briefly explain how environmental or geographic features contributed to the development of Native Americans living in the Great Plains before 1492.
- (C) Briefly explain how environmental or geographic features contributed to the development of Native Americans living in the Eastern Woodlands before 1492.

### ANSWERS

- A) The abundant natural resources of the Pacific Northwest supported sophisticated Native American cultures based upon hunting and gathering. Waterways teemed with fish and dense forests supplied game and berries. Tribes such as the Haida used tall cedar trees to build houses and construct fishing boats. The Haida collected shellfish from the beaches and hunted the oceans for whales, sea otters, and seals. Salmon provided a particularly plentiful source of nutritious food. The Haida and other tribes celebrated their abundance by creating magnificent totems carved with symbols of ancestral spirits that guided each family.
- B) The Great Plains are flat open grasslands extending from the Rocky Mountains to the Mississippi River. The summers are hot and dry while the winters are cold and snowy. Huge buffalo herds once roamed this region. During the spring, Pawnee farmers planted maize, squash, and beans in fertile fields along the banks of small rivers. The Pawnee were both farmers and hunters. Once their plants were strong enough to survive, the Pawnee tribe packed up for the buffalo hunt. While on the hunt, the Pawnee lived in portable houses or tepees made of buffalo skins. After the hunt the Pawnee returned to their villages to harvest the crops. Like other Native Americans, the Pawnee believed that all things in nature were gifts of a creator.
- C) The Eastern Woodlands extended north and south along the Atlantic Coast. They reached as far west as the Mississippi River. Hardwood forests dominated the landscape. Native Americans lived in villages built in forest clearings. They blended agriculture based upon growing maize, squash, and beans with hunting and gathering. For example, the Iroquois built villages along riverbanks

and lakes in what is now upstate New York. Many families lived in longhouses that were 50 to 150 feet long. Five large Iroquois nations formed a league or association that settled questions of war and peace. Like other Native Americans, the Iroquois did not have a conception of buying and selling private property.

## SAMPLE SHORT-ANSWER QUESTION 2

Use the passage below to answer all parts of the question that follows:

### SOURCE 1

“In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress . . . The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than artificial forcing . . . The opportunity to earn a dollar in a factory job just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.”

*Booker T. Washington, Atlanta Compromise Address, 1895*

### SOURCE 2

“While much is said about moneymaking, not enough is said about efficient, self-sacrificing toil of head and hand. Are not all these things worth striving for? The Niagara Movement proposes to gain these ends. . . . If we expect to gain our rights by nerveless acquiescence in wrong, then we expect to do what no other nation ever did. What must we do then? We must complain. Yes, plain, blunt complain, ceaseless agitation, unflinching exposure of dishonesty and wrong—this is the ancient, unerring way to liberty, and we must follow it.”

*W.E.B. Du Bois, “The Niagara Movement,” Voice of the Negro II, 1905*

Using the excerpts above, answer a, b, and c.

- (A) Briefly explain ONE major difference between Washington’s and Du Bois’s approach to dealing with Jim Crow segregation in the South.
- (B) Briefly explain how ONE specific historical event or development from the period 1880 to 1910 that is not explicitly mentioned in the excerpts could be used to support Washington’s argument.

- (C) Briefly explain how ONE specific historical event or development from the period 1890 to 1910 that is not explicitly mentioned in the excerpts could be used to support Du Bois' argument.

### ANSWERS

- A) Between 1880 and 1910, Booker T. Washington and W.E.B. Du Bois emerged as the leading spokespeople for how African Americans should deal with poverty and racism. In his Atlanta Compromise Address, Washington advocated an accommodationist approach promoting black economic self-help while avoiding public political protests. In contrast, Du Bois opposed Washington's policy of gradualism and accommodation. In "The Niagara Movement" he advocated a strategy of "ceaseless agitation" to win political rights that could be used to fight racism.
- B) Booker T. Washington could argue that black educational progress supported his conciliatory approach to racial relations. For example, the period between 1880 and 1910 witnessed a steady rise in the percentage of black children in school and a corresponding decline in the black illiteracy rate. At the same time, Washington's Tuskegee Institute emerged as a leading vocational center where black students received a practical education emphasizing skills such as carpentry, masonry, and stock-raising.
- C) W.E.B. Du Bois could argue that the Niagara Movement and the formation of the National Association for the Advancement of Colored People (NAACP) supported his view that African Americans should not accept second-class citizenship. The NAACP embodied Du Bois's strategy of using lawsuits in federal courts to fight Jim Crow laws. Du Bois also favored educating "the best and the brightest" in the black community—a group he called "the Talented Tenth." This group would then become the vanguard in the fight for equal rights.

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# STRATEGIES FOR THE DOCUMENT-BASED ESSAY QUESTION

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After completing the short-answer questions, you will have a well-deserved 10-minute break. When you return to your desk, your exam will resume with the document-based essay question (DBQ).

The DBQ is an essay question requiring you to interpret and analyze 7 brief primary source documents. The documents are typically excerpts from letters, newspapers, speeches, diaries, and official decrees. In addition, the DBQ often includes a graph, map, political cartoon, or work of art.

The DBQ begins with a mandatory 15-minute reading period. You should use this time to read the documents, organize your thoughts, determine a thesis, and create an outline for your essay. You will have 45 minutes to write your essay.

Your DBQ essay can earn up to 7 rubric points. Each point is worth 4.6427 exam points. So a perfect score of 7 is worth 32.5 points or 25 percent of your total exam score. It is important to remember that earning 5 of the 7 possible rubric points will keep you on pace to earn an overall score of 5 on your APUSH exam.

## THE DBQ SCORING RUBRIC

The APUSH DBQ scoring rubric is divided into the following four categories:

### 1. THESIS—1 POINT

- Responds to the prompt with a historically defensible thesis/claim that establishes your basic argument.
- Consists of one or more sentences located in one place; can be written as part of the introduction or the conclusion.

### 2. CONTEXTUALIZATION—1 POINT

- Describes a broader historic context relevant to the prompt.
- Places the prompt in its proper historic setting.

- Connects the prompt to broader historical events or trends occurring before or during the prompt’s time frame.

**3. EVIDENCE: DOCUMENT CONTENT—2 POINTS**

- Uses the content of at least THREE documents to address the topic of the prompt (1 point).

**OR**

- Supports an argument using at least SIX documents. Response must provide an accurate description and not just quotes from the documents (2 points).

**4. EVIDENCE: BEYOND THE DOCUMENTS—1 POINT**

- Uses at least one additional piece of specific and relevant historical evidence beyond what is found in the documents or in the contextualization paragraph.
- Explains, supports, or helps prove the thesis argument.

**5. ANALYSIS AND REASONING: SOURCING—1 POINT**

- Explains the significance of the author’s point of view, the author’s purpose, historic context, or audience for at least THREE of the documents.
- Applies just one of these criteria to each document. For example, you can describe the point of view of one document and the intended audience of a second document.

**6. ANALYSIS AND REASONING: COMPLEXITY—1 POINT**

- Demonstrates a COMPLEX UNDERSTANDING of the historical development that is the focus of the prompt using evidence to corroborate (reinforce) and/or qualify (modify) an argument that addresses the question.
- Complex understanding can be accomplished in a variety of ways including:
  - explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects;
  - explaining relevant and insightful connections within and across periods;
  - confirming the validity of an argument by corroborating multiple perspectives across themes;
  - qualifying or modifying an argument by considering diverse or alternative viewpoints or evidence.

## A SAMPLE DBQ AND ANNOTATED ESSAY

Practice is the key to performing well on the DBQ. The following sample DBQ is designed to illustrate how to use a guided set of seven strategies that can be applied to any DBQ.

### 1. BEGIN BY CAREFULLY READING THE ASSIGNMENT

Begin your 15-minute mandatory reading period by carefully examining the assignment. Here is a sample assignment:

Analyze major changes and continuities in the lives of African Americans who migrated from the rural South to urban areas in the North during the period 1900 to 1930.

### 2. CAREFULLY EXAMINE EACH OF THE SEVEN DOCUMENTS

Your next step is to read, analyze, and organize the following seven documents:

**Document 1:** Editorial by the editor of the *Richmond Times*, 1900

It is necessary that this principle [racial segregation] be applied in every relation of Southern life. God Almighty drew the color line and it cannot be obliterated. The Negro must stay on his side of the line and the white man must stay on his side, and the sooner both races recognize this fact and accept it, the better it will be for both.

**Document 2:** Southern African American folk saying, 1910s

De white man he got ha'f de crop  
Boll-Weevil took de res'.  
Ain't got no home,  
Ain't got no home.

**Document 3:** Originally published by the white-owned *Athens Daily Banner* in Georgia on September 7, 1917. Reprinted by the black-owned *Chicago Defender* on September 15, 1917, under the headline, "Read This, Then Laugh."

Investigation by state and federal officials into the Negro exodus situation has brought to the conclusion that the greatest disturbing element which has yet entered Georgia is the circulation of the Negro newspaper known as *The Chicago Defender* which has agitated the Negroes to leave the South on the word picture of equality with the whites, the freedom of hotels, theaters and other places of public amusement on an



equal basis with the white people and “equality of citizenship” in the North and East.

**Document 4:** Dwight Thompson Farnham, Northern white efficiency expert, article titled “Negroes as a Source of Industrial Labor,” *Industrial Management*, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when Negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

**Document 5:** Lizzie Miles, African American singer, lyrics to the song, “Cotton Belt Blues,” 1923

Look at me. Look at me.  
 And you see a gal.  
 With a heart bogged down with woe.  
 Because I’m all alone,  
 Far from my Southern home.  
 Dixie Dan. That’s the man.  
 Took me from the Land of Cotton  
 To that cold, cold minded North.  
 Threw me down. Hit the town.  
 And I’ve never seen him henceforth.  
 Just cause I trusted. I’m broke and disgusted.  
 I got the Cotton Belt Blues.

**Document 6:** U.S. Bureau of the Census, “Population of the 100 Largest Cities and Other Urban Places in the U.S.: 1790–1990.”

**AFRICAN AMERICANS AS A PERCENTAGE OF THE POPULATION OF SELECTED U.S. CITIES, 1900–1970**

CITY	1900	1910	1920	1930	1940	1950	1960	1970
Chicago	1.8	2.0	4.1	6.9	8.2	13.6	22.9	32.7
Detroit	1.4	1.2	4.1	7.7	9.2	16.2	28.9	43.7
Los Angeles	2.1	2.4	2.7	3.1	4.2	8.7	13.5	17.9
New York City	1.8	1.9	2.7	4.7	6.1	9.5	14.0	21.1
Philadelphia	4.8	5.5	7.4	11.3	13.0	18.2	26.4	33.6
St. Louis	6.2	6.4	9.0	11.4	13.3	17.9	28.6	40.9

**Document 7:** Alain LeRoy Locke, *The New Negro*, 1925

If we were to offer a symbol of what Harlem has come to mean in the short span of twenty years it would be another statue of liberty on the landward side of New York. It stands for a folk-movement which in human significance can be compared only with the pushing back of the Western frontier in the first half of the last century, or the waves of immigration which have swept in from overseas in the last half. Numerically far smaller than either of these movements, the volume of migration is such nonetheless that Harlem has become the greatest Negro community the world has known—without counterpart in the South or in Africa. But beyond this, Harlem represents the Negro's latest thrust toward Democracy. . . . In Harlem, Negro life is seizing upon its first chances for group expression and self-determination.

**3. CREATE AN ORGANIZATIONAL CHART.**

Many students find it very helpful to organize the documents by placing them into a chart. Your first column should always be labeled Point of View. For this assignment your next two columns should focus on Continuity and Change. Here is an example of what your chart could look like:

	Point of View	Continuity	Change
Document 1	White segregationist newspaper editor	Defends the color line and white supremacy	
Document 2	Expresses sharecropper woes	Cycle of poverty and debt continues	
Document 3	White-owned Southern newspaper and the black-owned <i>Chicago Defender</i>		North offers new opportunity and new civic equality
Document 4	White efficiency expert in the North	Limited segregation in the workplace	
Document 5	African American singer	Broke and disgusted in the North	
Document 6	US Bureau of the Census		Major increase in the percentage of blacks living in selected Northern cities
Document 7	Major Harlem Renaissance writer		Harlem represents a new "thrust towards Democracy."

**4. WRITE AN OPENING PARAGRAPH THAT ESTABLISHES THE HISTORIC CONTEXT OF THE EVENT.**

Your opening paragraph is an excellent place to establish the historic context for the event specified in your DBQ assignment. Remember that the contextualization point will contribute almost 5 points to your total exam score. Here is a sample introductory paragraph that establishes the context for the Great Migration:

*Between 1900 and 1930, over 1.5 million African Americans migrated from the rural South to urban centers in the North. Known as the Great Migration, this mass movement of people did not occur in isolation. During the same period migrants from American farms and immigrants from villages in Southern and Eastern Europe also poured into Northern cities. By 1920, the federal census reported that for the first time a majority of Americans lived in urban areas.*

**5. WRITE A THESIS STATEMENT THAT DIRECTLY ADDRESSES YOUR DBQ ASSIGNMENT.**

A thesis is your position or historic claim about the assigned topic. It must specifically address your assignment. Having a clearly defined and focused thesis is absolutely essential. If you have not fully formulated your thesis during the 15-minute mandatory thinking period, do not panic. There is no rule saying that you must begin writing after the 15 minutes are up. It is better to take a few extra minutes to mentally work on your thesis than to rush and end up with a weak thesis. Here is a sample thesis paragraph for this sample DBQ:

*The Great Migration produced both significant changes and continuities in the social and economic experience of African Americans living in urban areas in the North. Although the migrants continued to experience poverty, discrimination, and segregation, these conditions were not as rigid as those in the Jim Crow South. At the same time, the Great Migration produced changes in Black identity and aspirations that left an irrevocable mark on the African American experience.*

**6. CAREFULLY DEVELOP YOUR THESIS IN A SERIES OF BODY PARAGRAPHS.**

Now that you have written a strong thesis, your next step is to develop it in a series of body paragraphs. These vital paragraphs are where you can earn 4 additional rubric points by analyzing the content of at least 6 documents, evaluating the point of view and purpose of at least 4 documents, providing evidence beyond the documents and developing

your overall argument. These 4 rubric points are worth about 18 exam points. These body paragraphs are also where you can earn the argument development point and the evidence beyond the documents point. Here are sample body paragraphs for the essay on the Great Migration:

*Documents 1 and 2 describe the “push” factors that explain why many African Americans wanted to leave the South. About 90 percent of African Americans lived in the South in 1900. Most were concentrated in rural areas where they worked as sharecroppers on cotton farms. Sharecropping forced African Americans into a cycle of poverty and debt in which “De white man he got ha’f the crop” (Doc. 2). At that same time an infestation of boll weevils swept across the Deep South devastating the cotton industry (Doc. 2). Jim Crow laws sanctioned by the Plessy v. Ferguson “separate but equal” decision created a rigid “color line” that white supremacists insisted could not be “obliterated” (Doc. 1). Racial violence that included lynchings terrorized black communities.*

*Document 3 provides a persuasive explanation of the “pull” factors that prompted many African Americans to seek better lives outside the South. First published in a white-owned newspaper in Athens, Georgia, The Chicago Defender gleefully reprinted the article. The black-owned newspaper played an important role in condemning Jim Crow laws and in encouraging African Americans to migrate to Chicago and to other Northern cities. The article from the Athens Daily Banner unintentionally substantiated The Defender’s numerous articles describing Chicago as an attractive destination offering good jobs, public entertainment, a chance for economic success, and most of all “equality in citizenship.”*

*African Americans did find new jobs in the North. But the “equality with whites” promised by The Chicago Defender proved to be elusive. In Document 4, a Northern white efficiency expert offers his fellow industrial managers advice on how “to preserve the peace” between white and African American workers. According to his matter-of-fact report, prudent managers should “create separate wash rooms” and other segregated facilities. This policy would, he believes, help employees avoid unwanted cultural clashes. Although not as systematic as Jim Crow segregation, this “certain amount of segregation” represents an important example of continuity in the social and economic experience of African Americans in Northern cities.*

*The problems experienced by African American migrants were not limited to workplace discrimination. The optimism encouraged*

by The Chicago Defender soon encountered the harsh realities of trying to establish a new life in the North. The lyrics of the song “Cotton Belt Blues” (Doc. 5) express the disillusionment felt by many African Americans who left “the land of cotton” only to become “broke and disgusted” in crowded and callous cities. Document 5 thus provides lyrics that corroborate the same economic plight expressed by the African American folk saying in Document 2.

Job discrimination and economic setbacks did not deter African Americans from leaving the South. Document 6 provides statistical data documenting the percentage growth of African Americans in six major cities. The chart reveals that the promise of war-related jobs and the possibility of escaping Jim Crow segregation caused a surge in black migration between 1910 and 1920. The end of World War I did not stop the Great Migration. Instead, it accelerated during the 1920s as the black population of Northern cities continued to increase (Doc. 6).

During the 1920s, Harlem became the vibrant center of an outpouring of African American literary, artistic, and political expression known as the Harlem Renaissance. In Document 7, Alain LeRoy Locke equates the symbolic importance of Harlem to “another statue of liberty.” He proudly describes Harlem as “the greatest Negro community the world has known.” Harlem’s greatness is not based upon its size; it is based upon its importance as the creative nerve center of the “Negro’s latest thrust toward democracy.” Locke’s emphasis upon “group expression and self-determination” corroborate the message in Document 3.

## 7. WRITE CONCLUDING PARAGRAPHS THAT RESTATE YOUR THESIS AND DEMONSTRATE COMPLEXITY.

Now that you have written a convincing series of analytical body paragraphs, your final task is to write a succinct paragraph restating your thesis. Your conclusion can also provide an opportunity to earn the complexity point by making relevant and insightful connections across time periods. Here is a sample conclusion followed by a complexity paragraph:

*The Great Migration provides a significant example of the far-reaching changes in the African American experience. When the migration began in 1900, African Americans lived impoverished lives in the rural South. When it ended in 1930, African Americans were rapidly becoming an urbanized population that escaped the worst abuses of racial segregation in the South. Alain*

*LeRoy Locke described this new more assertive and confident person as “The New Negro.”*

*The Depression ended the Great Migration. A decade later, World War II sparked a Second Great Migration in which over 5 million African Americans left the South. Unlike the earlier migration, most of the African Americans were already urban laborers. In addition to moving to the North, a significant number migrated to California attracted by well-paying jobs in the aerospace industry. When the Second Great Migration ended in 1970, almost half of all African Americans lived outside the South.*



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# STRATEGIES FOR THE LONG-ESSAY QUESTION

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After completing the DBQ, you will yearn for a break to rest your tired writing hand. Unfortunately, there is no break. Instead, you must be resolute and focus on the next and final APUSH challenge: the long-essay question.

The long-essay section will ask you to examine three questions focusing on the same historical thinking skill. Fortunately, you only have to answer ONE of the questions. You will have 40 minutes to write your essay.

Your long essay can earn up to 6 rubric points. Each point is worth 3.25 exam points. So a perfect score of 6 is worth 19.5 points or 15 percent of your total exam score. It is important to remember that earning 4 of the 6 possible rubric points will keep you on pace to earn an overall score of 5 on your APUSH exam.

## THE LONG-ESSAY SCORING RUBRIC

The APUSH long-essay scoring rubric is divided into the following four categories:

### 1. THESIS—1 POINT

- Responds to the prompt with a historically defensible thesis/claim that establishes your basic argument.
- Consists of one or more sentences located in one place, either the introduction or the conclusion.

### 2. CONTEXTUALIZATION—1 POINT

- Describes a broader historic context relevant to the prompt.
- Places the prompt in its proper historic setting.
- Connects the prompt to broader historical events or trends occurring before or during the prompt's time frame.



**3. EVIDENCE—2 POINTS**

- Provides at least TWO specific examples of evidence relevant to the topic of the prompt (1 point).

**OR**

- Supports the argument with specific and relevant examples of evidence (2 points).

**4. ANALYSIS AND REASONING: HISTORICAL REASONING—1 POINT**

- Uses historical reasoning to frame or structure an argument by addressing one of the following targeted historical thinking skills: comparison, causation, or continuity and change over time (1 point).
  - For the skill of COMPARISON you can earn one point by describing similarities and differences among historic individuals, developments, or processes.
  - For the skill of CAUSATION you can earn one point for describing the causes and/or effects of a historical event, development, or process.
  - For the skill of CONTINUITY AND CHANGE OVER TIME you can earn one point for describing historical continuity and/or historic change over time.

**OR**

**5. ANALYSIS AND REASONING: COMPLEXITY—2 POINTS**

- Demonstrates a COMPLEX UNDERSTANDING of the historical development that is the focus of the prompt using evidence to corroborate (reinforce) and/or qualify (modify) an argument that addresses the question (2 points).
- Complex understanding can be accomplished in a variety of ways including:
  - explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects;
  - explaining relevant and insightful connections within and across periods;
  - confirming the validity of an argument by corroborating multiple perspectives across themes;
  - qualifying or modifying an argument by considering diverse or alternative viewpoints or evidence.

## THREE QUESTIONS COVERING THREE DIFFERENT TIME PERIODS

The long-essay section will provide you with three long-essay questions. DON'T PANIC! You will only be asked to select and answer ONE of the questions.

Your exam will contain one question dealing with periods 1–3, one question dealing with periods 4–6, and one question dealing with periods 7–9. The three questions will all address the same theme and reasoning skill (i.e., comparison, causation, or continuity and change over time).

## A SAMPLE ANNOTATED LONG ESSAY

Practice is the key to performing well on the long essay. The following sample long essay is designed to illustrate how to use a guided set of five strategies that can be applied to any long-essay question.

### 1. BEGIN BY CAREFULLY ANALYZING THE ASSIGNMENT AND MAKING A PRAGMATIC CHOICE.

Your first task is to select which one of the three long answer questions you want to write about. Here are three long-essay questions that test the historical thinking skill continuity and change over time:

- Evaluate the extent to which the Constitution fostered political and social change in the United States from 1783 to 1800.
- Evaluate the extent to which the Mexican-American War fostered political and social change in the United States from 1840 to 1860.
- Evaluate the extent to which the Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas* fostered political and social change in the United States from 1954 to 1965.

Begin by taking about five minutes to evaluate the three questions. Above all, make a pragmatic choice. A common mistake many students make is to choose the question they find the most challenging. Avoid this pitfall. Always choose the question that you know the most about.

### 2. BEGIN YOUR ESSAY WITH A CLEAR, WELL-DEVELOPED THESIS (1 POINT).

Remember, a thesis statement is your position on the question. Writing a clear, well-developed thesis statement is essential to earning a high score on the long-essay question. Make sure that your thesis fully addresses the entire question.

Here is a clear and fully developed thesis statement for the first question: Evaluate the extent to which the Constitution fostered political and social change in the United States from 1783 to 1800.

*The Constitution created a new national government based upon the principle that sovereignty rests with the people not the states. This marked a momentous change in American political history. However, the changes in America's political institutions were not matched by equally significant political and social changes for women, Native Americans, and enslaved Africans.*

This thesis statement provides what APUSH scoring commentaries call “a sophisticated thesis.” A “sophisticated thesis” is clear, defensible, and also nuanced. A *nuance* is a shade of difference. A one-dimensional thesis would simply state that political change dominated the period between 1783 and 1800. Our sample thesis is nuanced because it notes that *both* political changes and social continuities existed in this period. A nuanced thesis will enable you to present a complex understanding of the historic development that is the focus of the prompt.

### 3. WRITE A CONTEXTUAL PARAGRAPH (1 POINT).

Now that you have written a sophisticated thesis, your next step is to write a contextualization paragraph. *Contextualization* is a long word for a simple concept—it means describing key historic trends and events taking place just before or at the beginning of the time frame of the question.

*America's victory in the Revolutionary War created a new nation with vast territory, a diverse and growing population, and a flawed national government. Ratified in 1781, the Articles of Confederation created a loose union among sovereign states. Designed to be a “firm league of friendship,” the government lacked a chief executive to enforce its laws and a judiciary to interpret them. The Articles did call for a unicameral Congress. However, it lacked the power to levy taxes, regulate commerce, and enforce unified economic policies. These weaknesses became glaringly apparent when Congress proved unable to raise a militia to suppress Shays's Rebellion.*

### 4. PROVIDE RELEVANT SUPPORTING EVIDENCE (2 POINTS).

Your opening paragraph asserted a thesis and your second paragraph established its historic context. Your next step is to provide at least two examples of specific historic evidence that support your argument that political changes dominated the period from 1783 to 1800.

*The nation's chaotic economy and Shays's Rebellion fueled dissatisfaction with the Articles of Confederation. On May 25, 1787, fifty-five delegates from twelve states gathered in Philadelphia to revive the Articles. However, the delegates quickly abandoned this limited objective and instead created a new national government.*

*The Framers successfully seized control of America's political destiny. In a bold decision, they transformed sovereignty from the states to the people. For example, their decision to hold popular elections to select members of the House of Representatives marked an unprecedented expansion of democracy.*

*The new Constitution provided America with a flexible and enduring government that included an amendment process and a division of power among executive, legislative, and judicial branches. The new national government fostered a series of impressive political changes including Washington's successful assertion of federal authority to quell the Whiskey Rebellion and the first peaceful transfer of power following the presidential election of 1800.*

## **5. DEMONSTRATE A COMPLEX UNDERSTANDING (2 POINTS).**

Your final task is to demonstrate a complex understanding of the historical developments that are the focus of the prompt. Complexity can be demonstrated in a number of ways. The following section begins by pointing out continuities in the status of women, Native Americans, and enslaved Africans. It concludes by asserting a sophisticated thesis and by providing insightful connections across American history.

*Although the Constitution marked the beginning of momentous political changes, it did not initiate the beginning of equally significant social changes. The Constitution's opening words, "We the People," did not extend the revolutionary rhetoric about equality to women, Native Americans, and enslaved Africans. Women did not obtain new rights as the Framers failed to "Remember the Ladies." Native Americans were denied citizenship and continued to lose their lands and their autonomy. Enslaved Africans did benefit from emancipation laws in the North. However, over 90 percent of the slaves lived in the South where conditions did not change.*

*The continued discrimination against women, Native Americans, and enslaved Africans did not overshadow the historic changes launched by the new Constitution. The Framers*

*successfully altered America's political history. Although women, Native Americans, and enslaved Africans were initially excluded from the American political community, the institutions created by the Framers permitted long-term changes. The Fifteenth Amendment gave African Americans the right to vote and the Nineteenth Amendment extended the suffrage to women. The Indian Citizenship Act of 1924 granted citizenship to all Native Americans. Although belated, these actions demonstrate the Constitution's ability to successfully foster political and social change.*