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Unit 1: Period 1: 1491–1607In this unit, you will learn about Native American societies as well as how and why Europeans first explored, and then began to colonize, the Americas. This will cover how Native American societies were before European contact, European exploration in the New World as well as the Columbian Exchange. You will also become familiar with labor, slavery and caste in the Spanish colonial system and cultural interactions between Europeans, Native Americans and Africans.Unit 2: Period 2: 1607–1754You'll study the colonies established in the New World by the Spanish, French, Dutch, and British. You'll also explore how different European colonies were developed and expanded, what happened in the Transatlantic trade, interactions between American Indians and Europeans, slavery in the British colonies and colonial society and culture.Unit 3: Period 3: 1754–1800You'll explore the events that led to the American Revolution and the formation of the United States and examine the early years of the republic. This unit explores what happened during the Seven Years' War, the American Revolution, the Articles of Confederation, the creation and ratification of the Constitution Developing an American identity and immigration to and migration within America.Unit 4: Period 4: 1800–1848You'll examine how the young nation developed politically, culturally, and economically in this period. During this time, you will learn about the rise of political parties, American foreign policy, innovations in technology, agriculture, and business Debates about federal power, the Second Great Awakening, reform movements and better understand the experience of African Americans.Unit 5: Period 5: 1844–1877You'll learn how the nation expanded and you'll explore the events that led to the secession of Southern states and the Civil War. This unit explores Manifest Destiny, the Mexican–American War, attempts to resolve conflicts over the spread of slavery The election of 1860 and Southern secession, the Civil War and reconstruction.Unit 6: Period 6: 1865–1898You'll examine the nation's economic and demographic shifts in this period and their links to cultural and political changes. This unit will make you familiar with the settlement of the West, the "New South", the rise of industrial capitalism Immigration and migration Reform movements, and debates about the role of government.Unit 7: Period 7: 1890–1945You'll examine America's changing society and culture and the causes and effects of the global wars and economic meltdown of this period. This unit focuses on debates over imperialism, the Progressive movement, World War I, innovations in communications and technology in the 1920s, the Great Depression, the New Deal, World War II and Postwar diplomacy.Unit 8: Period 8: 1945–1980You'll learn about the rivalry between the Soviet Union and the United States, the growth of various civil rights movements, and the economic, cultural, and political transformations of this period. This will include the Cold War and the Red Scare, America as a world power, the Vietnam War, the Great Society, the African American civil rights movement and Youth culture of the 1960s.Unit 9: Period 9: 1980–PresentYou'll learn about the advance of political conservatism, developments in science and technology, and demographic shifts that had major cultural and political consequences in this period. In this unit, you will learn about Reagan and conservatism, the end of the Cold War, shifts in the economy, migration and immigration and challenges of the 21st century. I am happy to announce that I am available for online tutoring for APUSH . If you have questions about content, tests, or want me to grade essays and tests (which I can provide), I am available to assist you. I'll be happy to customize the tutoring to fit your needs. If you want me to grade essays, I will provide written feedback, as well as recorded feedback that I will send in a file for you. If you are home-schooled or receive home instruction, this is a great way to receive valuable feedback that will prepare you for the exam in May. If you are in a class and want additional help, I'm happy to help out. If you are interested and would like to know rates, please send me an email at Anorris21@yahoo.com. Thanks for your interest and watching my videos. Best of luck to you this year! In this section, you will find videos that cover the entire period 5 for the new APUSH curriculum. This period will account for approximately 13% of your test, so make sure you are familiar with it. Good luck! Key Concept 5.1, revised (most up-to-date edition) If you would like to download the PowerPoint used in the video, please click here: APUSH Review: Key Concept 5.1 (Revised) If you would like to download a Fill-in-the-Blank Guide for the video, click here: Key Concept 5.1 – 2015 Revision Key Concept 5.2, revised (most up-to-date edition) If you would like to download the PowerPoint used in the video, please click here: APUSH Review- Key Concept 5.2, Revised (Most up-to-date version) If you would like to download a Fill-in-the-Blank Guide for the video, click here: Key Concept 5.2 – 2015 Revision Key Concept 5.3, revised (most up-to-date edition) If you would like to download the PowerPoint used in the video, please click here: APUSH Review- Key Concept 5.3, revised 2015 (Most up-to-date video) If you would like to download a Fill-in-the-Blank Guide for the video, click here: Key Concept 5.3 – 2015 Revision APUSH Review: Key Documents From Period 5 To Know If you would like to download the PowerPoint used in the video, please click here: Period 5 Documents To Know PPT If you would like to download a Fill-in-the-Blank Guide for the video, click here: APUSH Review, Period 5 Documents to Know Video Guide APUSH Review: Manifest Destiny If you would like to download the PowerPoint used in the video, please click here: APUSH Review, Manifest Destiny final If you would like to download a Fill-in-the-Blank Guide for the video, click here: APUSH Review, Manifest Destiny APUSH Review: Mexican-American War If you would like to download the PowerPoint used in the video, please click here: Mexican-American War (1846 – 1848) If you would like to download a Fill-in-the-Blank Guide for the video, click here: Mexican American War APUSH Review: "Old" Immigration and Nativism If you would like to download the PowerPoint used in the video, please click here: APUSH Review, "Old Immigration" and Nativism If you would like to download a Fill-in-the-Blank Guide for the video, click here: "Old Immigration" and Nativism Video Guide APUSH Review: Key Abolitionists To Know If you would like to download the PowerPoint used in the video, please click here: APUSH Review, Famous Abolitionists If you would like to download a Fill-in-the-Blank Guide for the video, click here: Famous Abolitionists Video Guide APUSH Review: Compromise of 1850 If you would like to download the PowerPoint used in the video, please click here: APUSH Review, The Compromise of 1850 If you would like to download a Fill-in-the-Blank Guide for the video, click here: The Compromise of 1850 APUSH Review: The Kansas-Nebraska Act and "Bleeding Kansas" If you would like to download the PowerPoint used in the video, please click here: APUSH Review Bleeding Kansas If you would like to download a Fill-in-the-Blank Guide for the video, click here: Bleeding Kansas Video Guide APUSH Review: The Dred Scott Decision If you would like to download the PowerPoint used in the video, please click here: APUSH Review Dred Scott v. Sanford If you would like to download a Fill-in-the-Blank Guide for the video, click here: Dred Scott v. Sanford APUSH Review: The Election of 1860 If you would like to download the PowerPoint used in the video, please click here: APUSH Review, The Election of 1860 If you would like to download a Fill-in-the-Blank Guide for the video, click here: The Election of 1860 Video Guide APUSH Review: The Civil War If you would like to download the PowerPoint used in the video, please click here: APUSH Review, The Civil War Final If you would like to download a Fill-in-the-Blank Guide for the video, click here: The Civil War Video Guide APUSH Review: Reconstruction If you would like to download the PowerPoint used in the video, please click here: APUSH Review Reconstruction If you would like to download a Fill-in-the-Blank Guide for the video, click here: Reconstruction Video Guide APUSH Review: Reconstruction (Updated) If you would like to download the PowerPoint used in the video, please click here: APUSH Review: Reconstruction If you would like to download a Fill-in-the-Blank Guide for the video, click here: Reconstruction Analysis Sheet APUSH Review: The 13, 14, and 15 Amendments If you would like to download the PowerPoint used in the video, please click here: APUSH Review, The 13th – 15th amendments If you would like to download a Fill-in-the-Blank Guide for the video, click here: 13th – 15th Amendments Video Guide Reddit and its partners use cookies and similar technologies to provide you with a better experience. By accepting all cookies, you agree to our use of cookies to deliver and maintain our services and site, improve the quality of Reddit, personalize Reddit content and advertising, and measure the effectiveness of advertising. By rejecting non-essential cookies, Reddit may still use certain cookies to ensure the proper functionality of our platform. For more information, please see our Cookie Notice and our Privacy Policy. If you've followed my website over the years, you'll know that I'm a HUGE fan of Mr. Klaff. I discovered his videos and review book during my second year of teaching APUSH and he inspired me to make my own. His review book has been a staple of my classroom. Every year, I buy each student a copy of the books so they can write/highlight in them. I have received positive feedback from my students about the books and they find the multiple-choice questions at the end of each unit helpful. On a side note, if you teach in New York (like I do), Mr. Klaff has TONS of videos for Global II and US History. I have incorporated a lot of his materials into my AIS instruction for students that struggle/have failed Regents exams. If you're not familiar with him, check him out! Welcome! Here you will find videos for each time period of the new AP US History in 10 minutes. Anything that I cover in the videos is likely to be found in some form on your exam in May. For more detailed explanations of each time period, please check out my videos on each key concept. Good luck, and thanks for watching. Period 1: 1491 – 1607 (5% of the curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review Period 1 (1491 – 1607) In 10 Minutes! PPT If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 1 In 10 Minutes! Period 2: 1607 – 1754 (10% of the new curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review- Period 2 (1607 – 1754) In 10 Minutes PPT If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 2 In 10 Minutes! Period 3: 1754 – 1800 (12% of the curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review, Period 3 (1754 – 1800) in 10 Minutes If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 3 In 10 Minutes Period 4: 1800 – 1848 (10% of the curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review, Period 4 (1800 – 1848) In 10 Minutes! PPT If you would like to download a Fill-In-The-Blanks guide for the video, click here: APUSH Review, Period 4 In 10 Minutes! Period 5: 1844 – 1877 (13% of the Curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review, Period 5 (1844 – 1877) in 10 Minutes! If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 5 In 10 Minutes Video Guide-2 Period 6: 1865 – 1898 (13% of the Curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review: Period 6 In 10 Minutes! If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 6 In 10 Minutes Video Guide Period 7: 1890 – 1945 (15% of the Curriculum) If you would like to download the PowerPoint used in the video, click here: If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 8: 1945 – 1980 (15% of the Curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review- Period 8 In 10 Minutes! If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 8 In 10 Minutes Video Guide Period 9: 1980 – Present (5% of the Curriculum) If you would like to download the PowerPoint used in the video, click here: APUSH Review- Period 9 In 10 Minutes! If you would like to download a Fill-In-The-Blanks guide for the video, click here: Period 9 In 10 Minutes Video Guide Period-7-In-10-MinutesDownload I LOVE Quizlet. I have created many flashcard sets for my students from which to use and study. In preparation for the APUSH Exam, I am creating questions for each of the 9 APUSH time periods with IMPORTANT information that students MUST know. These will be beneficial for multiple-choice and Short Answer Questions. Make sure to check out the different forms of studying that Quizlet offers: learning, studying, testing, and space race. Non-Content Words To Know Period 1: 1491 – 1607 Period 2: 1607 – 1754 Period 3: 1754 – 1800 Period 4: 1800 – 1848 Period 5: 1844 – 1877 Period 8: 1945 – 1980 The AP US History exam covers United States history from 1491 to the present, divided into nine time periods. The exam is scored on a scale from 1 to 5, with a score of 3 or higher often earning college credit (depending on the particular university). Sections of the test include55 Source-Based Multiple-Choice Questions (55 minutes)3 Short-Answer Questions (40 minutes)1 Document-Based Essay Question (60 minutes including a 15-minute reading period)1 Long Essay Question (40 minutes)Explore Test-Taking Strategies Prepare for the official AP US History exam with dozens of multiple-choice questions developed by the Gilder Lehrman Institute. On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world. Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity. The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society. The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes. An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role. After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals. As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. Review the content featured in the nine AP test periods and practice multiple-choice quizzes and sample essay questions. Examine the "why" and the "how" of American government through in-depth discussion of its history and workings. By focusing on nuance, effective use of evidence, and sophisticated argumentation, these course recordings will help you master the free-response section of the APUSH exam. This year I've decided to remake the APUSH curriculum. I will put the videos in chronological order. I will still provide the PowerPoints and Video Guides available for download. Additionally, I am introducing Enhanced Video Guides that build on the material from the videos. These Enhanced Video Guides analyze documents and incorporate the Historical Thinking Skills students will need to familiarize themselves with in APUSH. Feel free to use any and all of the materials. Best of luck this school year! Adam In AP® US History, period 1 spans from 1491 CE to 1607 and accounts for 5% of the material on the exam. The following guide will be updated periodically with hyperlinks to excellent resources. As you are reviewing for this period, focus on the key concepts and use the essential questions to guide you. ----- ESSENTIAL QUESTIONS STUDY TIP: Use the following essential questions to guide your review of this entire unit. Keep in mind, these are not meant to be practice essay questions. Each question was written to help you summarize the key concept. In what ways were Native American societies similar and different? What historical forces caused Europeans to conquer territories in the Americas? How did the Columbian Exchange lead to demographic shifts on both sides of the Atlantic? Context: European Encounters in the Americas KEY CONCEPTS *The following outline was adapted from the AP® United States History Course Description as published by College Board in 2017 found here. This outline reflects the most recent revisions to the course. 1.1. Native American Populations ⚡ Study Guide: Native Americans Before Europe Diverse native societies adapted to their environments. Maize cultivation in Mexico & American Southwest supported communities. Great Basin & grasslands were arid, so communities were mobile. Northeast, Mississippi River, and Atlantic coast communities practiced a mix of agriculture and foraging in permanent settlements. Northwest and Pacific coast communities mostly foraged and fished. ⚡Video: Native American Cultures (1491-1607) 1.2. The Columbian Exchange Live Stream Replay: Columbus and the Legacy of Discovery Arrival of Europeans in the Americas led to massive changes for Europe.1. Europeans motivated by wealth accumulation, spreading Christianity, and conquering territory (god, gold, & glory).1. New crops from Americas increased pop in Europe, shifted feudalism to capitalism.1. Better technology led to more trade facilitated by joint-stock companies. Columbian Exchange had demographic consequences. Europeans brought new diseases which wiped out most Native Americans. Native Americans forced to work plantations through encomienda system. African slave trade expanded to replace declining Native American populations. Racial caste system implemented to define status of Native American and Africans Labor, Slavery, and Caste Europeans and Native Americans had different world views.1. Conflicts between Native Americans and Europeans defined the early years.1. Native peoples defended their land and societies through diplomacy and military.1. Debates sparked among Europeans about treatment of Native peoples.1. Cultural differences among Europeans and Native Americans led to conflict - Cultural Interactions Between Natives, Europeans, and Africans ⚡Video: The Columbian Exchange ----- LIST OF CONCEPTS & VOCABULARY FROM PERIOD 1 STUDY TIP: These are the concepts and vocabulary from period 1 that most commonly appear on the exam. Create a quizlet deck to make sure you are familiar with these terms! Algonquin Aztecs Bartolome de las Casas chattel slavery Chinook Christopher Columbus Columbian Exchange Conquistadors encomienda Francisco Pizarro Henry Hudson Hernan Cortes Incas Iroquois Iroquois Confederation Jacques Cartier John Cabot joint-stock companies Juan de Onate Juan de Sepulveda Juan Ponce de Leon maroons Pueblo Roanoke Samuel de Champlain sextant Smallpox Spanish Mission St. Augustine Treaty of Tordesillas Vodun Walter Raleigh Zambo In this section, you will find videos that cover major turning points in US History. These could be essay topics that you see on the exam, so make sure you understand the significance of each. Good luck! APUSH Review: The 7 Years' War As A Turning Point If you would like to download the PowerPoint used in the video, please click here: APUSH Review: The 7 Years' (French and Indian) War As A Turning Point If you would like to download a Fill-in-the-Blank Guide for the video, click here: APUSH Review: The Mexican-American War As A Turning Point If you would like to download the PowerPoint used in the video, please click here: APUSH Review- The Mexican-American War As A Turning Point If you would like to download a Fill-in-the-Blank Guide for the video, click here: APUSH Review: The Spanish-American War As A Turning Point If you would like to download the PowerPoint used in the video, please click here: APUSH Review: The Spanish-American War As A Turning Point If you would like to download a Fill-in-the-Blank Guide for the video, click here: APUSH Review- The Spanish-American War As A Turning Point APUSH Review: The Progressive Era As A Turning Point If you would like to download the PowerPoint used in the video, please click here: APUSH Review: The Progressive Era As A Turning Point If you would like to download a Fill-in-the-Blank Guide for the video, click here: APUSH Review- The Progressive Era As A Turning Point Key Terms/Events/People By Period Period 1 (1491 – 1607) Welcome to Period 1! This period accounts for roughly 5% of the exam. Although you will not see a Long Essay or DBQ based solely on this time period, you could see a topic that incorporates this period as part of a larger idea. Why were these years chosen for this period? 1491 marks one year prior to the arrival of Columbus and Europeans in large numbers to the Americas. Additionally, 1607 is the year that the first permanent English settlement was established in Jamestown, Virginia. Period 1 focuses significantly on Native American life PRIOR to the arrival of Europeans. Furthermore, impacts of the Columbian Exchange on Africans, Native Americans, and Europeans are important to know. Key vocabulary terms to know for this time period: Autonomy – to have self-government, or independence. Native Americans and Africans sought to preserve autonomy in the face of contact with Europeans. Subjugation – to take control of a person or group of people by force. Native Americans and Africans were subjugated by Europeans, often in the form of slavery. Maize – corn, grown in present-day Mexico and spread to the Southwest portion of the present-day United States. Native Americans built societies around maize. Once it was introduced to Europe (Columbian Exchange), it helped lead to a drastic increase in population. Columbian Exchange – Spread of goods, ideas, people, and diseases between Africa, Europe, and the Americas. Encomienda System – Spanish system of granting land to colonists in the New World. This system exploited Native Americans and resources. Eventually, Native American labor was replaced with African slave labor. Period 2 (1607 – 1754) Welcome to Period 2! This period accounts for roughly 10% of the exam. Unlike period 1, you could very well encounter a Long Essay or DBQ that is based solely on this time period. Key vocabulary terms to know for this time period: Characteristics of Spanish colonization – focused on converting Natives and gaining wealth through tight control over colonies. Sent mostly men -> intermarry with Natives and Africans. (Think 3 Gs – period #1) Characteristics of French and Dutch colonization – fewer inhabitants than other countries. The French and Dutch focused on trade (especially beaver fur), alliances, and intermarriage with Native Americans. Characteristics of English colonization – colonies were based on agriculture. English colonies saw a large number of men AND women inhabit the colonies. The English had relatively hostile relations with Native Americans. Pueblo Revolt – Native American revolt in the late 17th century in present-day New Mexico against the Spanish. The Spanish were expelled for over 10 years. Once they regained control, the Spanish began to take a more accommodating approach to Natives and allowed some religious accommodation. The Enlightenment – Time period that focused on reason and knowledge and promoted new ideas about government (natural rights, consent of the governed, separation of powers). These ideas helped influence the American Revolution. Mercantilism – Economic policy that focuses on making money for the mother country. This policy favors a positive balance of trade for the mother country and the accumulation of gold and silver. Anglicization – Process of colonies becoming and acting British. This was influenced by print culture (newspapers and writings) and communities based on English models. Characteristics of New England colonies – founded by mostly Puritans, a group of like-minded individuals. These colonies tended to be close-knit and had longer life expectancies than other English colonies. The economy was a mix of farming, trade, and fishing, and whaling.. Characteristics of middle colonies – These colonies were the most diverse religiously and saw the most immigrants from Europe. The economy was based on grain. Characteristics of southern colonies – The Chesapeake (Maryland and Virginia) relied on indentured servants initially, later replaced by enslaved African. Staple crops like tobacco, rice, and sugar made the colonies prosperous. Very large plantations. Period 3 (1754 – 1800) Welcome to Period 3! This period accounts for roughly 12% of the exam. In past exams, this period has been a popular choice for essays and Short Answer Questions, so make sure you are able to explain main ideas! Key vocabulary terms to know for this time period: Impact of the 7 Years' War – France was removed from North America; Great Britain was in massive debt, began to consolidate control over colonies – taxes; many colonists resisted Common Sense (1776) – Written by T-Paine, an Enlightenment thinker. Urged that it was "Common Sense" that colonies should break away from Great Britain Declaration of Independence – Inspired by Common Sense and Enlightenment ideals; inspired France and countries in Latin America to experience revolutions Reasons for Patriot Victory in the Revolutionary War – Colonists' familiarity with the land; political and military leadership (Washington); ideological commitment (Natural Rights); Support from European Allies (France after Saratoga) Northwest Land Ordinance – Passed under Articles – banned slavery in NW territory (OH, MI, IN, etc.); created a process for admitting new states (60,000 inhabitants) Articles of Confederation – First governing document of US – created a WEAK central government; issues with trade – different currencies in each state, tariffs on goods traded between states Constitution – Replaced the Articles – series of compromises (Great, 3/5, Slave Trade); provided limits on federal power (separation of powers); did not address problems of slavery Washington's Farewell Address – Warned of entangling foreign alliances and political parties; helped inspire foreign policy until after WWII Republican Motherhood – Expectation that women would instill Republican values in children and be active in families; helped increase education for women Bill of Rights – Added AFTER the Constitutional Convention; created to gain support of anti-Federalists; guaranteed rights of individuals Period 4 (1800 – 1848) Welcome to Period 4! This period accounts for roughly 10% of the exam. In past exams, this period has been a popular choice for essays and Short Answer Questions, so make sure you are able to explain main ideas! Key vocabulary terms to know for this time period: Impact of the Supreme Court decisions of the early 1800s – The primacy of the judiciary in determining the meaning of the Constitution (think judicial review)) and giving federal laws power over state governments (think Gibbons v. Ogden and McCulloch v. Maryland) Whigs and Democrats Disagreed over – Role and powers of the federal government, National Bank, tariffs, federally funded internal improvements (Think Henry Clay's American System) Impact of the Second Great Awakening – Moral and social reforms (think abolitionism, women's rights, temperance, etc.) Seneca Falls Convention– Women's Rights convention that sought greater equality (attended by men too such as Frederick Douglass) New innovations during the Market Revolution – Textile machinery (spinning jenny), steam engines, interchangeable parts (Eli Whitney), telegraph, and agricultural inventions (cotton gin – Whitney again) How did the Market Revolution change the production of goods? – Goods were increasingly made outside the home. Women and men began working in factories. Where did immigrants settle? – Irish settled in northern cities, Germans settled on the frontier – worked as farmers (CINCINNATI!) American System – Henry Clay!'s plan to unify the American economy. Focused on a 2nd BUS, Internal Improvements, and Tariffs. The north and midwest benefitted more than the south. Monroe Doctrine – President Monroe's message to Europe to NOT colonize any new land in Latin America. The US would stay out of European affairs. Missouri Compromise (Compromise of 1820) – 3 parts: Maine was a free state, Missouri was a slave state, everything above 3630 latitude line would be free, everything below would be slave. This applied to ONLY the Louisiana Purchase. Later overturned by the Kansas-Nebraska Act (possible synthesis point). Period 5 (1844 – 1877) Welcome to Period 5! This period accounts for roughly 13% of the exam. In past exams, this period has been a popular choice for essays and Short Answer Questions, so make sure you are able to explain main ideas! Key vocabulary terms to know for this time period: Reasons for westward migration (Manifest Destiny) – Access to natural and mineral resources, economic opportunities for settlers, religious refuge (Mormons). Arguments to annex western lands included – Manifest Destiny and American institutions (democracy) Impact US acquiring the Mexican Cession– Debates over the status of slavery (Wilmot Proviso), Native Americans, and Mexicans in the newly acquired land. How did the government encourage westward migration?– Passing new legislation (think Homestead Act) encouraging settlers to move west, government gave land and subsidies to RR companies. Goal of the Nativist Movement? – It was especially Anti-Catholic. The nativists hoped to limit the power and cultural influence of the immigrants (Irish and Germans). What was the free soil movement? – Sought to keep slavery from expanding into newly acquired territories. What were ways abolitionists campaigned against slavery? – Moral arguments (think William Lloyd Garrison), assisting slaves' escapes (think Underground RR), using violence (think Bleeding-Kansas and Harpers Ferry). How did the South justify and defend slavery? – They claimed slavery was a positive good (John C. Calhoun). What was the Compromise of 1850? – Dealt with the Mexican Cession – popular sovereignty would be used in the territory, slave trade was banned in Washington D.C., California was added as a free state, a more strict fugitive slave law was created. What was the Kansas-Nebraska Act? – Overturned the MO Compromise – introduced popular sovereignty in Kansas and Nebraska. Helped lead to the creation of the Republican Party. What did the Supreme Court rule in Dred Scott v. Sanford? – Slaves were property, not citizens; Congress could NOT legislate slavery in the territories. What did Lincoln campaign on in the Election of 1860? – A free soil platform – non extension of slavery. How did Lincoln's views towards the war change over time? – Lincoln viewed the war initially as preserving the union, but eventually sought to end slavery -> Emancipation Proclamation and Gettysburg Address How did the Union ultimately prevail in the Civil War? – Improvements in leadership and strategy (Grant and the "Anaconda Plan"), Key Victories – Gettysburg and Antietam; Greater resources – more factories and RRs, the South's infrastructure was destroyed. What did the 13 – 15 amendments do? – 13 – abolished slavery; 14 – granted citizenship and equal protection; 15 – universal adult male suffrage. Why did the 15th amendment split the women's rights movement? – Some women advocated suffrage be extended to women as well as African American males. Why did Reconstruction end? – Compromise of 1877 withdrew troops from the South; The North's WANING resolve led to many in the North to no longer support Reconstruction. What is sharecropping? – Renting of land to former slaves – limited economic opportunities to former slaves and poor whites in the south. What were ways the South resisted the 14th and 15th amendments? (Great Short Answer Question) – Segregation – Jim Crow laws; Violence – KKK and White League; Supreme Court Decisions – Plessy v. Ferguson ("Separate but equal"); Local political tactics – poll taxes, literacy tests, and grandfather clauses Period 6 (1865 – 1877) Welcome to Period 6! This period accounts for roughly 13% of the exam. Key vocabulary terms to know for this time period: Gilded Age: Coined term by Mark Twain; period from 1870s – 1890s, businesses grew at a rapid rate and many problems lied below perceived prosperity Social Darwinism: Charles Darwin's ideas applied to humans, "survival of the fittest." Used by wealthy to justify their position in life Labor Unions: Knights of Labor – skilled and unskilled; AFL – skilled labor only; sought to improve working conditions and increase pay "New South": Idea that the south should industrialize after the Civil War. Despite calls for industrialization, sharecropping and tenant farming persisted in the South Sharecropping: Persisted in the South (especially for African Americans.) They had to give a share of their crops to plantation owners. Way for southerners to get around the 13th amendment. Mechanized Agriculture: Using machines in farming to increase farm production; displaced many farmers; farmers created organizations to resist corporate power (Grange) People's (Populist) Party: Created in response to the growth of corporate power; called for political reform (election of senators, secret ballot) and increased government involvement in economy Political Machines: Appealed to immigrants and urban poor; provided services in exchange for support. Think Boss Tweed and Tammany Hall Settlement Houses: Helped immigrants adjust to American life. Focused on providing education and other skills for women, immigrants, and children Decimation of the buffalo: Buffalo almost became extinct due to westward expansion and over hunting of buffalo (buffalo hide); impacted Native Americans Plessy v. Ferguson: Established the doctrine of "separate but equal." Upheld Jim Crow laws in the South, led to increased discrimination against African Americans; later overturned by Brown v. Board. Social Gospel: Protestant Church Movement that sought to improve the conditions of cities Assimilation of Native Americans: Process of making Natives "American"; Dawes Act – assimilated through cutting hair, changing tribal identities, providing individual land plots Period 7 (1890 – 1945) Welcome to Period 7! This period accounts for roughly 17% of the exam, the biggest section of the exam. Key vocabulary terms to know for this time period: "Closing" of the Frontier: Frederick Jackson Turner's Frontier Thesis argued the frontier was "closed." Led many Americans to call for overseas expansion Progressive Era: 1890 – 1920, Progressives tended to be women, middle class, and live in urban areas. Progressives sought to use government influence to solve societal problems. Transition from Rural to Urban Society: US society adjusted as more people moved to cities – 1920 census – more people live in cities than rural areas Harlem Renaissance: Celebration of African American culture through music, poetry, and writing. Key people – Langston Hughes, Claude Monet, Zora Neale Hurston World War I: US entrance in 1917. US played a relatively minor role in the war, but large role in postwar negotiations. Treaty of Versailles and League of Nations: Treaty that ended WWI; League led to debates over the role of the US in the world; ultimately, the US did NOT join the League Great Migration: Mass movement of African Americans from the South to the North during WWI for economic opportunities Red Scare: Fear of Communism after WWI, caused by: Russian Revolution, labor strikes post WWI, nativism; led to a crackdown on immigrants and radicals (suppression of rights) Restrictive Immigration Quotas: 1921 and 1924 acts that severely limited immigration from Southern and Eastern Europe ("New immigrants") Great Depression: Worst financial crisis in US history, led to calls for the creation of a stronger financial regulatory system New Deal: Drew on ideas from the Progressive Era, sought to address causes of the Depression; faced opposition by the left and right; left a legacy of reforms that are still around today World War II: US remained neutral until Pearl Harbor; US and Allies won due to: political and military cooperation, industrial production, and scientific advancements; US emerged as a world power Japanese Internment: Japanese and Japanese Americans were placed in camps beginning in 1942; upheld by Korematsu v. US Decision to drop the atomic bombs on Japan: Many reasons – save American lives, end the war quickly, etc.; raised questions about American values APUSH — Advanced Placement United States History — is a college-level course that covers the history of the United States from pre-Columbian times to the present day. The course is designed to provide students with an understanding of the significant themes and events in American History and to prepare them for the APUSH exam.One of the key features of the APUSH course is the division of American History into separate units. The course is divided into nine units, based on time periods, each of which covers a specific period in American history. The periods are organized chronologically and thematically. Each unit has its own set of APUSH Topics and APUSH Key Concepts.Understanding the APUSH Time Periods is essential for success in the course and on the APUSH Exam. This overview of the APUSH Time Periods provides an overview of each unit and links to Topics and Key Concepts for teachers and students.Throughout our APUSH Notes, we have provided lengthy lists of APUSH Terms and Definitions, which are cross-referenced with our full-length entries. This allows students and teachers to gain a more complete understanding of a particular term.The first period of APUSH covers the years from 1491 to 1607. During this time, the Americas were controlled by Native American Indian tribes. The period begins with the arrival of Christopher Columbus and ends with the establishment of the Jamestown Colony. Students will learn about the interactions between Native American societies and European explorers, as well as the purpose of European exploration and colonization.This illustration depicts the colonists landing in Virginia in 1607. Image Source: New York Public Library Digital Collections.Key Concept 1.1 — As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.Period 2 covers the years from 1607 to 1754. During this time, the Spanish, French, Dutch, and British established colonies in the New World. Students will learn about the differences between the colonies, including their economies, social structures, and political systems. They will also study the interactions between the colonies and Native American societies.Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.Period 3 covers the years from 1754 to 1800. This period is marked by the French and Indian War, the American Revolution, and the American Revolutionary War. Students will learn about the causes and consequences of these events, as well as the development of the United States as a new nation. They will also study the impact of the Enlightenment on American political thought.Samuel Adams played a significant role in pushing the agenda of the American Revolution. Image Source: Wikipedia.Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.Key Concept 3.2 — The American Revolution's democratic and republican ideas inspired new experiments with different forms of government.Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.Period 4 covers the years from 1800 to 1848. During this time, the United States experienced rapid territorial expansion, including the Louisiana Purchase and the Mexican-American War. Students will learn about the causes and consequences of American migration, as well as the social and economic changes that occurred during this period.President Andrew Jackson. Image Source: Wikipedia.4.1 — Contextualizing Period 4 4.2 — The Rise of Political Parties and the Era of Jefferson 4.3 — Politics and Regional Interests 4.4 — America on the World Stage 4.5 — Market Revolution: Industrialization 4.6 — Market Revolution: Society and Culture 4.7 — Expanding Democracy 4.8 — Jackson and Federal Power 4.9 — The Development of an American Culture 4.10 — The Second Great Awakening 4.11 — An Age of Reform 4.12 — African Americans in the Early Republic 4.13 — The Society of the South in the Early Republic 4.14 — Causation in Period 4Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.Key Concept 4.3 — The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.Period 5 covers the years from 1844 to 1877. This period is marked by the Civil War and Reconstruction. Students will learn about the causes and consequences of the Civil War, as well as the challenges faced by the country during Reconstruction. President Abraham Lincoln. Image Source: Wikipedia.5.1 — Contextualizing Period 55.2 — Manifest Destiny5.3 — The Mexican–American War5.4 — The Compromise of 18505.5 — Sectional Conflict: Regional Differences5.6 — Failure of Compromise5.7 — Election of 1860 and Secession5.8 — Military Conflict in the Civil War5.9 — Government Policies During the Civil War5.10 — Reconstruction5.11 — Failure of Reconstruction5.12 — Comparison in Period 5Key Concept 5.1 — The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. Key Concept 5.3 — The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and Secession but left many questions unresolved about the power of the Federal Government and the rights of citizens.Period 6 covers the years from 1865 to 1898. During this time, the United States experienced rapid industrialization and urbanization. Students will learn about the social and economic changes that occurred during this period, as well as the impact of these changes on American society and politics. They will also study the country's expansion overseas, including the Spanish-American War.6.1 — Contextualizing Period 66.2 — Westward Expansion: Economic Development6.3 — Westward Expansion: Social and Cultural Development6.4 — The "New South"6.5 — Technological Innovation6.6 — The Rise of Industrial Capitalism6.7 — Labor in the Gilded Age6.8 — Immigration and Migration in the Gilded Age6.9 — Responses to Immigration in the Gilded Age6.10 — Development of the Middle Class6.11 — Reform in the Gilded Age6.12 — Controversies over the Role of Government in the Gilded Age6.13 — Politics in the Gilded Age6.14 — Continuity and Change in Period 6Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.Key Concept 6.2 — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.Key Concept 6.3 — The Gilded Age witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.Period 7 covers the years from 1890 to 1945. This period is marked by the Progressive Era, World War I, and World War II. Students will learn about the social and political reforms of the Progressive Era and the causes and consequences of the wars.President Franklin Delano Roosevelt. Image Source: FDR Presidential Library & Museum.7.1 — Contextualizing Period 77.2 — Imperialism: Debates7.3 — The Spanish–American War7.4 — The Progressives7.5 — World War I: Military and Diplomacy7.6 — World War I: Home Front7.7 — 1920s: Innovations in Communication and Technology7.8 — 1920s: Cultural and Political Controversies7.9 — The Great Depression7.10 — The New Deal7.11 — Interwar Foreign Policy7.12 — World War II: Mobilization7.13 — World War II: Military7.14 — Postwar Diplomacy7.15 — Comparison in Period 7Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.Key Concept 7.2 — Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3 — Participation in a series of global conflicts prop