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AMERICAN HISTORY



Alan
Brinkley

PROGRAM OVERVIEW
& SAMPLE GUIDE

AMERICAN HISTORY:
CONNECTING WITH THE PAST
AP* EDITION (15E), © 2015

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It's an exciting time in the history of Advanced Placement* (AP). First, the availability of AP course opportunities has resulted in nearly double the number of students with access to AP classes. Also, the redesigned AP U.S. History curriculum released in October 2012 is now implemented. Finally, the new AP U.S. History Exam will be administered May 2015.

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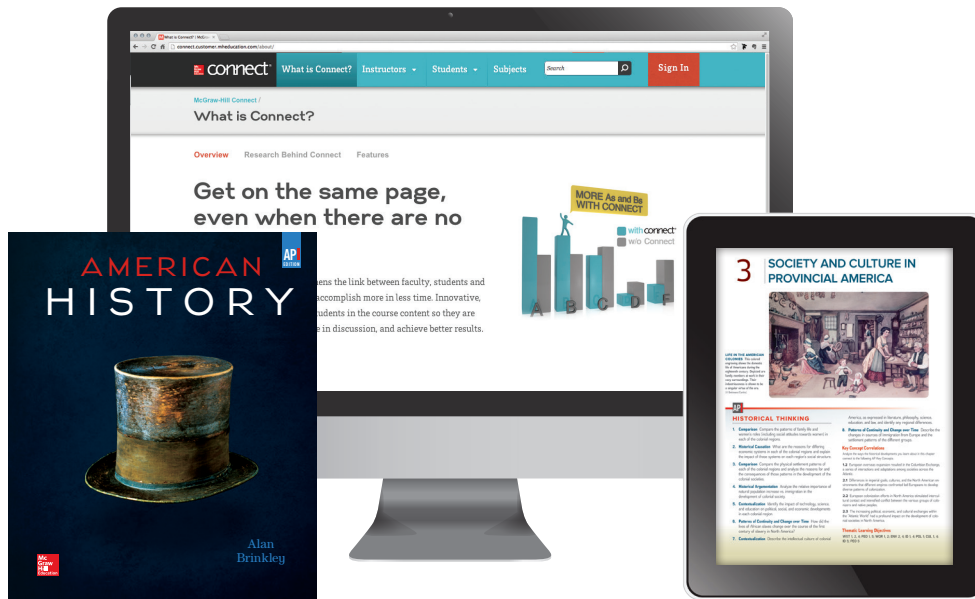
- Periodization and contextualization
- Crafting historical arguments from historical evidence
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SmartBook is the first and only adaptive reading experience designed to change the

way students read and learn, creating a personalized reading experience.

By leveraging **LearnSmart** adaptive technology, **Smartbook** transforms the way students interact with course material.

American History strikes an even balance between social and political history while simultaneously offering students guidance and support to master key concepts, themes, and historical thinking skills needed to excel on the new AP U.S. history exam.

A GUIDED TOUR OF
AMERICAN HISTORY AP EDITION

3 SOCIETY AND CULTURE IN
PROVINCIAL AMERICA



LIFE IN THE AMERICAN COLONIES This colored engraving shows the domestic life of Americans during the eighteenth century. Depicted are family members at work in their cozy surroundings. Their industriousness is shown to be a singular virtue of the era. (© Bettmann/Corbis)

AP

HISTORICAL THINKING

- 1. Comparison** Compare the patterns of family life and women's roles (including social attitudes towards women) in each of the colonial regions.
- 2. Historical Causation** What are the reasons for differing economic systems in each of the colonial regions and explain the impact of those systems on each region's social structure.
- 3. Comparison** Compare the physical settlement patterns of each of the colonial regions and analyze the reasons for and the consequences of those patterns in the development of the colonial societies.
- 4. Historical Argumentation** Analyze the relative importance of natural population increase vs. immigration in the development of colonial society.
- 5. Contextualization** Identify the impact of technology, science, and education on political, social, and economic developments in each colonial region.
- 6. Patterns of Continuity and Change over Time** How did the lives of African slaves change over the course of the first century of slavery in North America?
- 7. Contextualization** Describe the intellectual culture of colonial

America, as expressed in literature, philosophy, science, education, and law, and identify any regional differences.

- 8. Patterns of Continuity and Change over Time** Describe the changes in sources of immigration from Europe and the settlement patterns of the different groups.

Key Concept Correlations

Analyze the ways the historical developments you learn about in this chapter connect to the following AP Key Concepts.

- 1.2** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- 2.1** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.
- 2.2** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
- 2.3** The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.

Thematic Learning Objectives

WXT 1, 2, 4; PED 1, 5; WOR 1, 2; ENV 2, 4; ID 1, 4; POL 1; CUL 1, 4; ID 5; PED 5

Historical Thinking guided study helps students begin to view the key concepts through the lens of historical thinking skills.

Extensive coverage of the new AP US History **Thematic Learning Objectives** guides students as they put historical events into the context of overarching themes.

Chapter-level **Key Concept** correlations ensure proper focus by students and teachers.

A GUIDED TOUR OF AMERICAN HISTORY AP EDITION

AP CONNECTING CONCEPTS

CHAPTER 3 deals with the development of colonial society in the 17th and 18th centuries. You should focus on the failures of the indentured servant system to provide an adequate supply of labor and its impact on the institutionalization of slavery. Also consider how and why changes occurred in the slave system over time. Particular emphasis is placed on the role of women in colonial society, so you should be able to compare and contrast the role of women in different regions. You should also focus on the regional similarities and differences in the colonial economy and how these led to the development of different class systems in the different regions. Be aware of the differences in education, religion, social mobility, and science in the different regions and how significant those factors were in the development of each region. As you read, evaluate the following ideas:

- Economic and geographic conditions, as well as perceptions of racial superiority, led to the institutionalization of slavery in the British North American colonies.
- Distant regional identities developed throughout the British North American colonies as a result of differing motives for settlement, geographic and environmental factors, and ethnic and religious differences.
- The roles of women varied significantly throughout different colonial regions.
- Regional differences between the colonies diminished over time and a more unified colonial culture began to emerge.
- Science, technology, and education systems led to expanding social networks and greater economic development.

Through **Connecting Concepts**, students' attention is focused on the most important AP Key Concepts presented in the chapter. Students are also encouraged to connect concepts among many chapters to discover the historical "Big Picture."

AP DEBATING THE PAST



THE ORIGINS OF SLAVERY

THE debate among historians over how and why white Americans created a system of slave labor in the seventeenth century—and how and why they determined that people of African descent and no others should populate that system—has been a long and usually heated one. At its center is the question of whether slavery was a result of white racism or whether slavery created racism.

In 1950, Oscar and Mary Handlin published an influential article, "Origins of the Southern Labor System," comparing slavery to other systems of "unfreedom" in the colonies. What differentiated slavery from other conditions of servitude, they argued, was that it was restricted to people of African descent, it was permanent, and it passed from one generation to the next. The unique characteristics of slavery, the Handlins maintained, were part of an effort by colonial legislators to increase the available labor force. White laborers needed an incentive to come to America; black laborers, forcibly imported from Africa, did not. The distinction between the conditions of white workers and the conditions of black workers was, therefore, based on legal and economic motives, not on racism. Racism emerged to justify slavery; it did not cause slavery.

Walter D. Jordan was one of a number of historians who later challenged the Handlins' thesis and argued that white racism, more than economic interests, produced African slavery. In *White Over Black* (1968) and other works, Jordan argued that Europeans had long viewed people of color—red black Africans in particular—as inferior beings appropriate for serving whites. Those attitudes migrated with white Europeans to the New World, and white racism shaped the treatment of Africans in America—and the nature of the slave labor system—from the beginning.

George Fredrickson echoed Jordan's emphasis on the importance of racism as an independent factor reinforcing slavery; he wrote, "Racism did not create slavery. The treatment of blacks, he wrote, 'imposed a cultural and psycho-social racism that after a certain point took on a life of its own. . . . Racism, although the child of slavery, not only survived its parent but grew stronger and more independent after slavery's demise.'"

In *Black Majority* (1974), a study of seventeenth-century South Carolina, Peter Wood moved the debate away from racism and back toward social and economic conditions. Wood demonstrated that blacks and whites often worked together on relatively equal terms in the early years of settlement. But as rice cultivation expanded, finding white laborers willing to do the arduous work became more

difficult. The forcible importation of African workers and the creation of a system of permanent bondage was a response to a growing demand for labor and to fears among whites that without slavery a black labor force would be difficult to control.

Edward Morgan argued similarly in *American Slavery, American Freedom* (1975) that the southern labor system was of first relatively flexible and later more rigid. In colonial Virginia, he claimed, white settlers did not at first intend to create a system of permanent bondage. But as the tobacco economy grew and created a high demand for cheap labor, white landowners began to feel uneasy about their dependence on a large group of dependent white workers, since such workers were difficult to recruit and control. This slavery was less a result of racism than of the desire of white landowners to find a reliable and stable labor force.

In *The Making of New World Slavery* (1969), Robin Blackburn argued that while race was a factor in allowing whites to justify to themselves the enslavement of Africans, the real reasons for slavery were hardheaded economic decisions by ambitious entrepreneurs, who realized early on that a slave-labor system in the labor-intensive agricultural world of the American South and the Caribbean was more profitable than a free-labor system. Slavery served the interests of a powerful combination of groups: planters, merchants, governments, indentureds, and consumers. Race may have been a rationale for slavery, allowing planters and traders to justify to themselves the terrible

AP HISTORICAL ARGUMENTATION AND INTERPRETATION

Questions assume cumulative content knowledge from this chapter and previous chapters.

- Identify three differing historical arguments regarding how and why white American colonists created a slave labor system. For each, describe one piece of historical evidence that supports the argument.
- If you were writing a history of the origins of slavery in colonial America, identify three events or developments you would research, which you believe are of such significance that they are essential to telling the story.
- With which historian's interpretation do you most agree? Explain why supporting your argument with historical evidence.

South Carolina, for example, where the number of blacks swelled more quickly than anywhere else. Blacks lived and worked together for a time on terms of relative equality. Some blacks were treated much like white-hired servants, and some were freed after a fixed term. A few Africans themselves became land-owning, apparently owned slaves of their own, and some were freed after a fixed term of servitude. There is no necessity to free black workers, and the assumption that blacks would remain in servitude perpetually is unfounded. Blacks were contractually obliged to serve servants after a fixed term of servitude. There is no necessity to free black workers, and the assumption that blacks would remain in servitude perpetually is unfounded. Blacks were contractually obliged to serve servants after a fixed term of servitude. There is no necessity to free black workers, and the assumption that blacks would remain in servitude perpetually is unfounded. Blacks were contractually obliged to serve servants after a fixed term of servitude.

Through a series of 24 **Debating the Past** features, students have the opportunity to analyze historiography, and to interpret historical arguments and evidence.

Guided questions embolden students to **interpret the arguments** of some well-known historians, with an emphasis on **historical evidence, periodization, and contextualization.**

A GUIDED TOUR OF AMERICAN HISTORY AP EDITION

Students and teachers connect events in the Atlantic World and beyond to fully interpret the new AP US History Theme of **America in the World** through this series of 16 parallel features.

Higher-order thinking questions encourage students to use **Historical Thinking Skills** to interpret historical information.

AP AMERICA IN THE WORLD

THE FIRST GLOBAL WAR

WORLD WAR I

THE trench and Indian War in North America was only one aspect of a much larger conflict. From Europe to the South Sea Islands, the world was in a state of war. The world's attention was focused on the European continent, but the United States was also a major player. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French.

In North America, the war was a result of tensions along the border of the British Empire, but a larger war raged in Europe among the great powers. In 1914, the assassination of Archduke Franz Ferdinand in Sarajevo set off a chain of events that led to the outbreak of the war. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French.

Europe was now too weak to help Britain balance French power. As a result, Britain sought new partners with the emerging powers of Central Europe. Austria entered the war in 1914, reflecting the international achievements and war aims of the British and French. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French.

The war was a result of tensions along the border of the British Empire, but a larger war raged in Europe among the great powers. In 1914, the assassination of Archduke Franz Ferdinand in Sarajevo set off a chain of events that led to the outbreak of the war. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French.

THE SEVEN YEARS' WAR was one of the first great colonial conflicts. The meeting shown is the House of Commons in 1757, illustrating the role of the British government in the war.

UNDERSTAND, ANALYZE, AND EVALUATE

1. How did the Seven Years' War change the balance of power among the nations of Europe? Who gained and who lost in the war?
2. What effect did the war's outcome have on the European colonies in North America?
3. Why is the Seven Years' War described as "one of the most important wars in modern history?"

colonial world—India, West Africa, the Caribbean, and the Philippines—the powerful Britain was united to any France, and eventually Spain, of their valuable colonial holdings.

Like most major conflicts, the Seven Years' War was a struggle for economic power. Colonial possessions, many European nations believed, were critical to their future wealth and world standing. The war's outcome affected not only the balance of power, but also the distribution of power through much of the world. It changed the French empire and the British Empire, and it set the stage for the French and British empires to become the dominant powers in the world.

The war was also significant for the balance of power in Europe, which was now dominated by the great powers and Prussia. The war was a result of tensions along the border of the British Empire, but a larger war raged in Europe among the great powers. In 1914, the assassination of Archduke Franz Ferdinand in Sarajevo set off a chain of events that led to the outbreak of the war. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French.

The conclusion of the Seven Years' War strengthened Britain and Germany and weakened France. For a full century, the balance of power in the world was dominated by the great colonial powers. In North America, a new power emerged. The war was a result of tensions along the border of the British Empire, but a larger war raged in Europe among the great powers. In 1914, the assassination of Archduke Franz Ferdinand in Sarajevo set off a chain of events that led to the outbreak of the war. The United States entered the war in 1917, reflecting the international achievements and war aims of the British and French.

AP CONSIDER THE SOURCE

TEA PARTIES

THE BOSTON TEA PARTY of 1773 was a revolt against "taxation without representation." The Boston Tea Party, organized by the Sons of Liberty, was a protest against the British government's taxation of the colonies without their consent. The tea was dumped into the harbor, and the British government responded with the Intolerable Acts.

The Boston Tea Party was a protest against the British government's taxation of the colonies without their consent. The tea was dumped into the harbor, and the British government responded with the Intolerable Acts.

TEA PARTY MOVEMENT—2010

Although the Tea Party movement has no centralized leadership, one organization that claims to be the "official" home of the American Tea Party movement is TeaParty.org. A description and set of core beliefs provided by this organization appear below.

TEAPARTY.ORG DESCRIPTION AND CORE BELIEFS

What is the Tea Party?
The Tea Party is a grassroots movement that calls attention to any issue that challenges the security, sovereignty, or domestic tranquility of our beloved nation, the United States of America.

From our founding, the Tea Party is the voice of the true owners of the United States, WE THE PEOPLE.

Many claim to be the founders of this movement; however, it was the brave souls of the men and women in 1773, known today as the Boston Tea Party, who dared defy the greatest military might on earth.

We are the beneficiaries of their courage. By joining the Tea Party, you are taking a stand for our nation. You will be upholding the great principles set forth in the U.S. Constitution and Bill of Rights.

Non-negotiable core beliefs

- Illegal Aliens Are Here Illegally
- Pro-Democratic Employment is Incompatible
- Stronger Military Is Essential
- Special Interest: Eliminated
- Gun Ownership Is Sacred
- National Budget Must Be Balanced
- Deficit Spending Will End
- Rail-Out and Stimulus Plans Are Illegal
- Reduce Personal Income Taxes A Must
- Reduce Business Income Taxes In Mandatory
- Public Offices Available To Average Citizens
- Initiative Government Stopped
- English As Core Language Is Required
- Traditional Family Values Are Encouraged
- Common Sense Constitutional
- Conservative Self-Governance

(Reprinted by permission of Tea Party 1773 Tea Party)

TEST PRACTICE

Questions assess cumulative content knowledge from this chapter and previous chapters.

1. The poem reflects the influence of which philosophical ideal?
 - (A) Religious conservatism
 - (B) Ideas of religious toleration
 - (C) Enlightenment
 - (D) British parliamentary system
2. Which common political question is being alluded to by both the poem and the document?
 - (A) Degree of authority of centralized power
 - (B) Legitimacy of Parliamentary power
 - (C) The extent of private property rights
 - (D) Commercial regulation
3. The poem and document best share which of the following regarding the audience being addressed?
 - (A) Grassroots movement
 - (B) Intellectual elites
 - (C) Women
 - (D) Politicians

Alan Brinkley's document pairings in the 14 **Consider the Source** features are perfectly placed to allow students to make connections to events throughout American history.

Using the documents as stimuli, **NEW AP-style multiple choice questions** match the rigor and complexity required for the new AP US History Exam.

A GUIDED TOUR OF AMERICAN HISTORY AP EDITION

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authorities in England try to impose the common law and the statutes of the realm upon the provinces. By then, it was already too late. Although the American legal system adopted most of the essential elements of the English system, including such ancient rights as trial by jury, significant differences had already become well established. Hearing and court procedures were simpler in America than in England, and punishments were different. Instead of the gallows or prison, colonists more commonly resorted to the whipping post, the branding iron, the stocks, and (for "gossipy" women) the ducking stool. In a labor-scarce society, it was not in the interests of communities to execute or incarcerate potential workers. Crimes were redefined. In England, a printed attack on a public official, whether true or false, was considered libelous. In the 1734-1735 trial of the New York publisher John Peter Zenger, who was powerfully defended by the Philadelphia lawyer Andrew Hamilton, the courts ruled that criticisms of the government were not libelous if factually true—a verdict that removed some restrictions on the freedom of the press. In another case did they consider it an expression of the power of an earthly sovereign.

Even more significant for the future of the relationship between the colonies and England were important differences between the American and British political systems. Because the royal government was so far away, Americans created a group of institutions of their own that gave them—in reality, if not in theory—a

large measure of self-government. In most colonies, local communities grew accustomed to running their own affairs with minimal interference from higher authorities. Communities also expected to maintain strict control over their delegates to the colonial assemblies, and those assemblies came to exercise many of the powers that Parliament exercised in England (even though the ultimate authority remained the ultimate authority in England or the Crown). Provincial governments appointed by the Crown had broad powers on paper, but in fact their influence was sharply limited. They lacked control over appointments and dismissals of provincial officers. Provincial governments were patronage appointments, a governor could be removed any time his patron in England lost favor. And in many cases, governors were not even familiar with the colonies they were meant to govern. Some governors were native-born Americans, but most came to the colonies for the first time. The result of all this was that the locus of politics in the colonies became a local one. The provincial governments became accustomed to acting more independently of Parliament, and a set of assumptions and expectations about the rights of the colonists began to take hold in America that policymakers in England did not share. These differences caused few problems before the 1750s, because the British did little to exert the authority they believed they possessed.

AP CONNECTING THEMES

Chapter 3 has discussed the development of colonial society in each of the colonial regions. You should be able to compare and contrast the colonial regions in terms of the role of women, class structure, and social mobility. Particularly important are the reasons for and consequences of a forced labor system. You should also keep in mind similarities and differences in governmental structures, economic systems, and culture throughout the colonies, including the impact of science, technology, and education on each colonial region. Finally, be able to explain the reasons for and sources of population growth in the colonies.

The following themes have heightened importance in Chapter 3. You should now be able to do the following for each listed theme:

Identity. Identify the factors that led to distinct colonial regional identities. Identify how differing roles for women affected their identity.

Work, exchange science, and social mobility. Identify the growth of the colonies and the development of the economy.

Politics and power. Identify the relationship between colonial government and the colonial economy. Identify differences in ideal beliefs, and culture of regional differences.

Each chapter closes with **Connecting Themes** which summarizes the major AP themes discussed. Targeted thematic instruction ensures close connection with the AP Themes' overarching questions.

People, places, and events in the **AP Suggested Study** section can be used as evidence to support student answers to the new Short Answer and Long Essay questions.

AP SUGGESTED STUDY

PEOPLE/PLACES/EVENTS As you study these items, think about how they demonstrate or relate to key concepts and historical themes from this chapter and previous chapters.

- COTTON MATHER 94
- COVENANT 85
- ENLIGHTENMENT IDEALS 89
- GEORGE WHITEFIELD 94
- GREAT AWAKENING 90
- GULLAH 84
- HUGONOTS 75
- IDENTURED SERVITUDE 66
- INDIGO 78
- JEREMAD 90
- JOHN AND CHARLES WISLEY 90
- JOHN LOCKE 92
- JOHN PETER ZENGER 96
- JONATHAN EDWARDS 91

- MIDDLE PASSAGE 71
- PENNSYLVANIA 86
- SALUGUS IRONWORKS 79
- SCOTTS-BRIN 76
- SLAVE CODES 74
- STONO REBELLION 85
- TRIANGULAR TRADE 80

AP TEST PRACTICE

Questions assume cumulative content knowledge from this chapter and previous chapters.

MULTIPLE CHOICE Use the images "A Dame School Primer" and "Benjamin Franklin on Electricity" from pages 94-95 and your knowledge of U.S. history to answer questions 1 and 2.

1. Which is best supported by the two artifacts, regarding cultural values in the North American English colonies by the early to mid-18th century?
 - (A) Education was valued solely as a means to advance theology.
 - (B) Almost all intellectuals in the colonies began to inject traditional religious values.
 - (C) Enlightenment influences were in strict conflict with traditional religious values.
 - (D) Traditional religiosity intermingled with Enlightenment influences.
2. Which best explains how values reflected by the artifacts might have influenced future American colonial conflict with Great Britain?
 - (A) The greater literacy rates in the colonies undermined reverence for British authority and culture.
 - (B) Value placed on education, combined with Enlightenment ideas of the role of human reason in improving society, led to greater public engagement in politics.
 - (C) The spread of Enlightenment ideas threatening traditional religious values led to social anxiety, spreading a culture of discontent.
 - (D) Greater literacy rates and the spread of secular knowledge promoted greater class distinctions.

SHORT ANSWER Identify and analyze historical evidence in questions 3-5.

3. Answer a, b, and c.
 - (A) Briefly explain ONE example of how the growth of colonial economies affected relationships among nations within the "Atlantic World."

(B) Briefly explain a SECOND example of how the growth of colonial economies affected relationships among nations within the "Atlantic World."

(C) Briefly explain ONE example of how interactions within the "Atlantic World" promoted Anglicization in the British colonies in North America.

4. Answer a, b, and c.

(A) Briefly explain ONE example of regional differences in the patterns of family life and attitudes toward women in the English colonies in 17th and early 18th centuries.

(B) Briefly explain ONE example of how changes in science and technology in the 17th and early 18th centuries affected regional development within the British colonies.

(C) Briefly explain ONE example of how free and forced migration affected regional development within the British colonies in the 17th and early 18th centuries.

5. Using the painting on page 82, answer a, b, and c.

(A) What does the painting suggest about the nature of the North American colonies' cultural relationship with England during the early to mid-18th century?

(B) Provide ONE example that could be used to support that view.

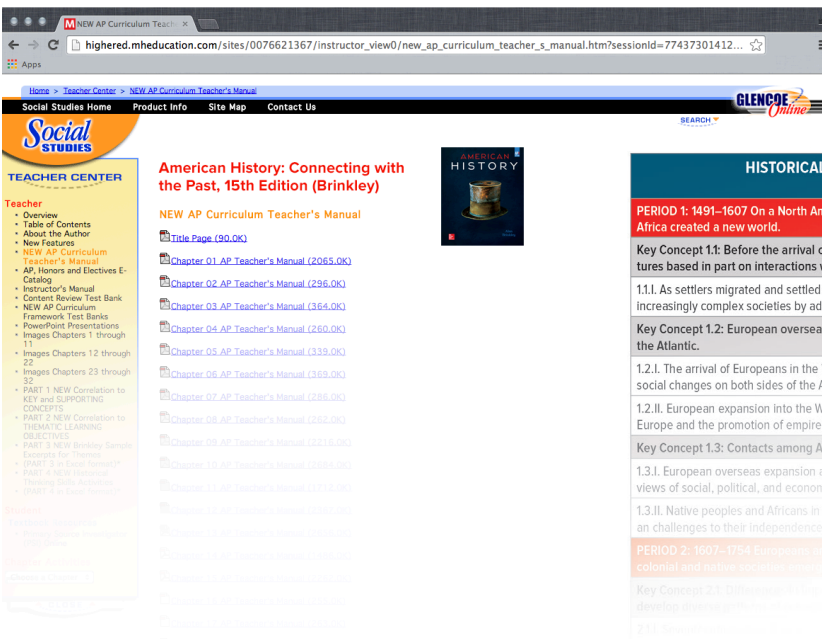
(C) Provide ONE example that could be used to refute that view.

LONG ESSAY Develop a thoughtful and thorough historical argument that answers the question below. Begin your essay with a thesis statement and support it with relevant historical evidence.

6. Some historians have argued that the intellectual and social culture of British colonial America did not diverge as greatly as argued by some from the intellectual and social life of England. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

Advance Your Teaching with these Tools

ConnectPlus American History includes a robust collection of advanced teaching resources to customize your AP history course your way.



HISTORICAL PERIODS, KEY CONCEPTS, SUPPORTING CONCEPTS, AND HISTORICAL DEVELOPMENT	KEY PAGES IN BRINKLEY
PERIOD 1: 1491–1607 On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.	
Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.	
1.1.I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. (PEO-1) (ENV-1) (ENV-2)	1-27, 29-32
Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.	
1.2.I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. (PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)	12-21, 29-32
1.2.II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. (ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)	7-27, 30
Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.	
1.3.I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. (CUL-1)	9-21, 29-32, 38-39, 41-42, 46-49
1.3.II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. (ID-4) (POL-3) (CUL-1) (ENV-2)	12-21, 54-56
PERIOD 2: 1607–1754 European and American Indians developed distinct social, political, and economic structures in North America, and distinctive colonial and native societies emerged.	
Key Concept 2.1: British and French colonialism and competition for territory and resources constrained how Europeans to develop their colonies.	
2.1.I. Settlement of North America by British and French colonists was shaped by the needs of the colonies and the interests of the colonizers.	21-27, 29-32, 35-45, 48-50, 52-53, 55-56, 58-59

Teach students how to “think like historians” using your AP Teacher Manual, accessible through the *ConnectPlus* Library. With point-and-click access, you have these powerful resources at your fingertips:

- Discussion, short answer, and long essay questions
- Essential people, places, and events
- Guidance for integrating AP themes and concepts
- Historical thinking skill building activities
- Pacing Guide

Count on *ConnectPlus* reporting to:

- Monitor progress of your entire class
- Review individual student data over time.
- Identify additional content support needs of any student, in real-time.

Customize with AP Suggested Assignments

The newly revised AP Test Bank is an invaluable tool to customize your AP course ensuring you challenge your motivated students every day.

Acquaint students with the style and rigor of AP U.S. History Exam questions with multiple choice, short answer, long essay, and document-based question banks, organized by historical time period for ease of use.



The screenshot shows the 'connect' platform interface. At the top, there are navigation links for 'My account', 'Help', and 'Sign out'. The main header includes 'OnBoardUSHist Test Prep' and navigation options like 'Library', 'Performance', 'My courses', and 'Switch sections'. The 'library' section is active, showing a sidebar with 'assignments' selected. The main content area displays 'Advanced Placement Suggested Assignments' with a description: 'These activities, review questions, and test banks have been selected to best support your Advanced Placement Course.' Below this is a table of 'AP Redesign Multiple Choice' assignments:

assignment name	type	# of c
Multiple Choice: Time Period 1	homework	
Multiple Choice: Time Period 2	homework	
Multiple Choice: Time Period 3	homework	
Multiple Choice: Time Period 4	homework	
Multiple Choice: Time Period 5	homework	
Multiple Choice: Time Period 6	homework	
Multiple Choice: Time Period 7	homework	
Multiple Choice: Time Period 8	homework	
Multiple Choice: Time Period 9	homework	

Below the table are links for 'AP Redesign Short Answer', 'AP Redesign Long Essay', and 'AP Redesign Document-Based Questions'.

US History Period 5 Multiple Choice Questions Presidential Election of 1860

The pattern of political party support shown on this map mostly reflects ongoing sectional divisions of the early- and mid-1800s over which issue?

- (A) The passage and application of fugitive slave laws
- (B) The constitutionality of the doctrine of nullification
- (C) Expansion of slavery into the new western territories
- (D) The complete abolition of slavery in the United States

Answer: C

Feedback: Although there were numerous sectional issues dividing the nation by the mid-1800s, the leading point of contention was slavery. Support for the four candidates represented on this election map reflects varied political opinion for the expansion of slavery and the validity of federal authority among U.S. regions.

Learning Objective: POL-2

Historical Thinking Skill: Contextualization

Historical Thinking Skill: Interpretation

Historical Thinking Skill: Synthesis

Key Concept 5.3.1

SCOREboard Equals AP Exam Success

SCOREboard uses a series of adaptive study sessions that review student content knowledge and identifies gaps in student learning. As learning research shows, students overcome these gaps best when immediate instructional support is given. Therefore, SCOREboard provides learning resources as instructional support reteaching and clarifying these difficult concepts at point of need. The adaptive engine makes note of the topics and concepts that challenge students and gives further practice to ensure mastery. After their content review, students work through 4 complete AP Practice Exams which are auto graded to provide immediate results and feedback.



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2014 SIIA CODIE FINALIST

Best Virtual
Learning Solution!

Which U.S. region experienced the most significant and lasting growth as a result of migration stemming from World War II?

Click the correct answer.

Sunbelt

Pacific Northwest

Deep South

Upper Midwest

Do you know the answer?


I KNOW IT

THINK SO

UNSURE

NO IDEA

MIGRATION AND WORLD WAR II



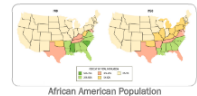
Although World War II was fought thousands of miles away, it affected the U.S. domestic population distribution greatly—as the two maps very clearly demonstrate.

During the war, labor demands drew African Americans from the rural South to the urban North where they worked in busy wartime factories. Better northern economic and social conditions led these migrants to stay, and their families and friends streamed northward after them.

At the same time, white Americans were also following wartime jobs in aeronautics, manufacturing, and military support. Many of these jobs were located across the Southwest from Texas to California.

People liked the open space and pleasant climate. After the war, this "Sunbelt" experienced a separate population boom.

WWII Migration to Cities and the Sunbelt



African American Population
Use mouse to zoom

<p style="text-align: center; color: green; font-weight: bold;">Great Migration</p> <ul style="list-style-type: none"> • African American movement to Northeastern cities • Pull factors <ul style="list-style-type: none"> • Jobs • Social and political rights 	<p style="text-align: center; color: green; font-weight: bold;">Sunbelt Migration</p> <ul style="list-style-type: none"> • General movement to Florida and Southwest • Pull factors <ul style="list-style-type: none"> • Jobs • Favorable climate
--	---

OK

GIVE FEEDBACK

Close preview

SCOREboard has many unique features to prepare students in the weeks and months leading up to the AP Exam.

- Students can track their progress and set short-term goals as they go.
- SCOREboard provides both students and teachers with multiple reports including student progress, performance summary, at-risk students, and more.
- SCOREboard empowers users to work at their own pace and adjust their study schedules at any time.
- Complete AP Practice Exams match the timing and scoring of the actual AP Exams.