

**Mc
Graw
Hill**

Advanced Placement® U.S. History
Print and Digital Overview

AP
EDITION

9th Edition

EXPERIENCE HISTORY

INTERPRETING AMERICA'S PAST



Davidson | DeLay | Heyrman | Lytle | Stoff

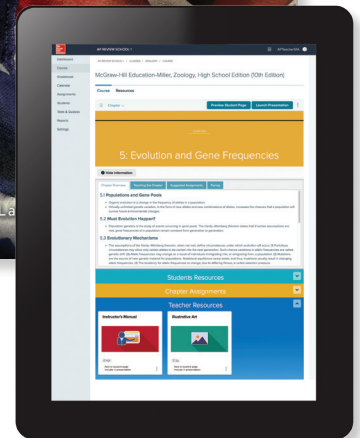
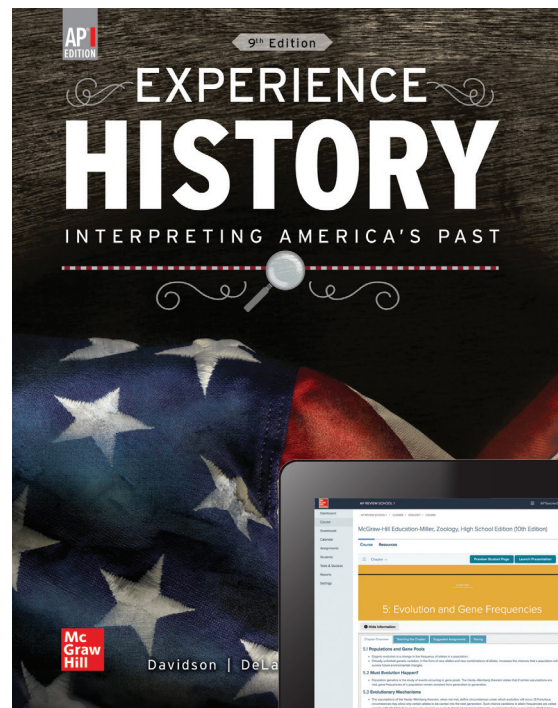
INSPIRING STUDENTS TO *EXPERIENCE HISTORY* THE WAY HISTORIANS DO

Experience History: Interpreting America's Past fully aligns to the College Board's AP® Curriculum Framework. This new AP edition takes a unique approach by not only recounting people, events, trends, and the evolution of history, but it also aims to explain and demonstrate the role of a historian and how they assemble history.

This narrative of U.S. History focuses on social history with multiple perspectives and interpretations instead of traditional political history with a focus on policy. It not only presents perspectives of political leaders of the time, but also provides historical events from the viewpoint of the diverse constituency of the country, including women, Native Americans, and African Americans.

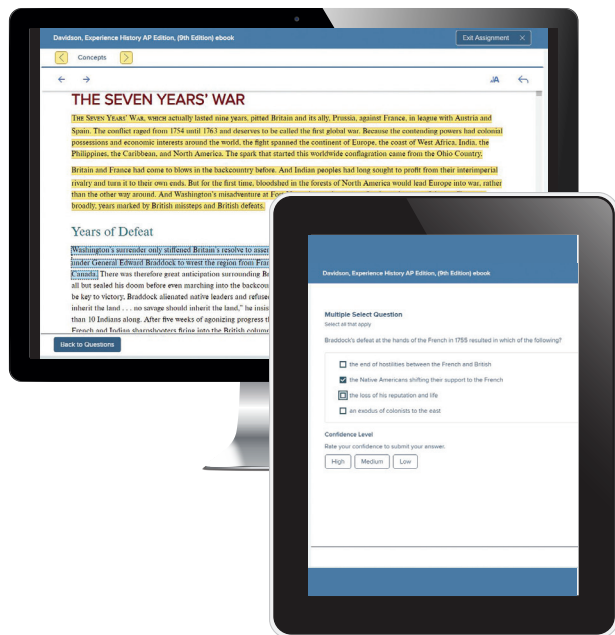
AP focus in every chapter:

- AP Disciplinary Practices and Reasoning Skills chapter openers and key concept correlations help students focus on the AP Framework.
- Many Histories allows students to compare source documents that offer contrasting perspectives on key events for analysis and discussion.
- The Historian's Toolbox showcases historical images and artifacts and provides practice of analyzing primary and secondary sources of historical evidence.
- Critical Thinking features focus on primary and secondary sources from different eras specifically developed with AP exam rubrics in mind.
- After the Fact visually flags key text and images to support the effective use of evidence in constructing a historical argument.
- AP Test Practice within each chapter and expanded online test banks help students prepare for the rigor of the exam.
- *Teacher Manual*, available in print and online, includes AP pacing guides, teaching suggestions, key terms and events, and primary and secondary documents with activities.



SmartBook®

SmartBook® delivers personalized, adaptive learning tailored to each student's individual needs by pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign a specific chapter, topic, or concept and access advanced reporting features that track individual and class progress with actionable insights to inform in-class instruction.



For Students

More Personalized. More Productive. More Accessible.

As students move through the material, multiple data points are captured to sequence and pace learning for each student's unique needs.

- **Focused Instruction:** Yellow highlights help students easily identify their assigned learning concepts.
- **Targeted Remediation:** Blue highlights bring focus to the contents and concepts that require additional study.
- **Meaningful Practice:** Practice sets with instant feedback allow students to ask for guidance and rate their confidence level.
- **Recharged Learning:** Students can recharge their learning by accessing previously completed assignments with personalized recommendations.
- **Mobile Ready:** Assignments are accessible both online and offline with the *ReadAnywhere* app.

For Teachers

More Control. More Prepared. More Actionable.

Teachers can organize assignments to suit their students' needs and align to their course outcomes while easily tracking student progress at the individual and/or class level.

- **Flexible Assignments:** Assign homework down to the sub-topic level and time-on-task.
- **Manageable Content:** Assign content across multiple chapters to establish the context for the learning ahead and make connections between chapters, topics, and concepts.
- **Results-based Support:** Provide personalized review assignments that target each student's areas of weakness, better preparing them for upcoming assessments.
- **Actionable Reports:** Advanced reporting features track individual and class progress with data-driven insights.

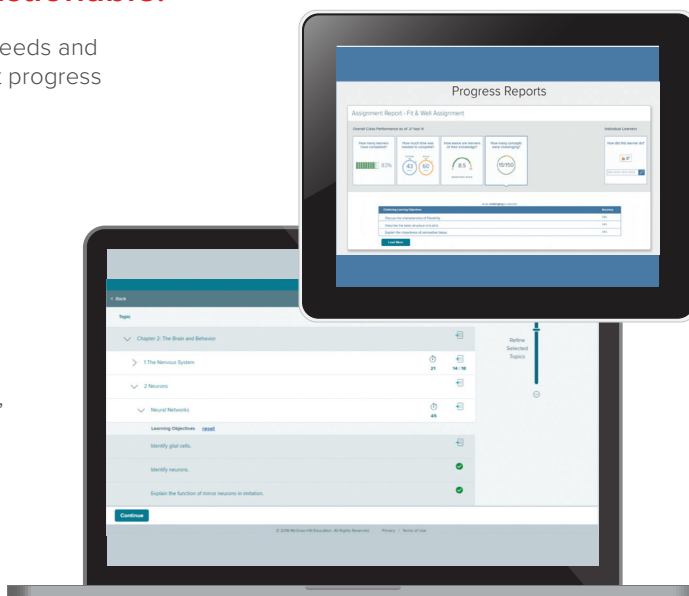
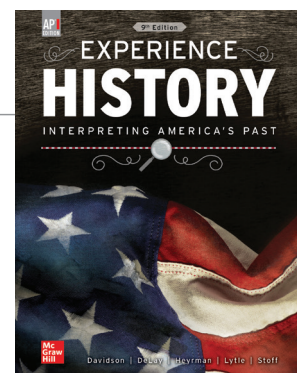


Table of Content

Chapters are organized around thematic timelines that bring focus to the key events and themes connecting them.



CHAPTER 1 – The First Civilizations of North America
CHAPTER 2 – Old Worlds, New Worlds 1400–1600
CHAPTER 3 – Colonization and Conflict in the South 1600–1750
CHAPTER 4 – Colonization and Conflict in the North 1600–1700
CHAPTER 5 – The Mosaic of Eighteenth-Century America 1689–1768
CHAPTER 6 – Imperial Triumph, Imperial Crisis 1754–1776
CHAPTER 7 – The American People and the American Revolution 1775–1783
CHAPTER 8 – Crisis and Constitution 1776–1789
CHAPTER 9 – The Early Republic 1789–1824
CHAPTER 10 – The Opening of America 1815–1850
CHAPTER 11 – The Rise of Democracy 1824–1840
CHAPTER 12 – Afire with Faith 1820–1850
CHAPTER 13 – The Old South 1820–1860
CHAPTER 14 – Western Expansion and the Rise of the Slavery Issue 1820–1850
CHAPTER 15 – The Union Broken 1850–1861
CHAPTER 16 – The Civil War and the Republic 1861–1865
CHAPTER 17 – Reconstructing the Union 1865–1877
CHAPTER 18 – The New South and the Trans-Mississippi West 1870–1914
CHAPTER 19 – The New Industrial Order 1870–1914
CHAPTER 20 – The Rise of an Urban Order 1870–1914
CHAPTER 21 – Realignment at Home and Empire Abroad 1877–1900
CHAPTER 22 – The Progressive Era 1890–1920
CHAPTER 23 – The United States and the Collapse of the Old World Order 1901–1920
CHAPTER 24 – The New Era 1920–1929
CHAPTER 25 – The Great Depression and the New Deal 1929–1939
CHAPTER 26 – America’s Rise to Globalism 1927–1945
CHAPTER 27 – Cold War America 1945–1954
CHAPTER 28 – The Suburban Era 1945–1963
CHAPTER 29 – Civil Rights and Uncivil Liberties 1947–1969
CHAPTER 30 – The Vietnam Era 1963–1975
CHAPTER 31 – The Conservative Challenge 1976–1992
CHAPTER 32 – The United States in a Global Community 1980–Present

AP Chapter Openers

Students experience history by doing history, but doing history means more than reading a narrative or memorizing a set of facts. *Experience History* allows students to start thinking like historians as they analyze dialogues, disagreements, and the diverse factors that have all been a part of American history in the context of the AP course and Exam as they are introduced to each chapter.

AP Chapter Openers

These provide students with a foundation for understanding the chapter in the context of the AP course framework. AP Chapter openers highlight the Essential Knowledge students will encounter within the chapter.

21

Realignment at Home and Empire Abroad

AP

1877–1900

Essential Knowledge

- Economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.
- The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
- Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was "closed" to argue that Americans were destined to expand their culture and institutions to peoples around the globe.
- The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.



The Statue of the Republic, by sculptor Daniel Chester French, stood 65 feet tall and dominated the Court of Honor at the World's Columbian Exposition in 1893. The fair's exotic buildings, with their domes, minarets, and flags from all nations, showed how conscious Americans were becoming of the wider world.

© Bettmann/Getty Images

>> An American Story

"THE WORLD UNITED AT CHICAGO"

On May 1, 1893, nearly half a million people jostled into a courtyard in Chicago, Illinois, for the opening of the World's Columbian Exposition. The courtyard, known as the Court of Honor, was a masterpiece of ornamental city that was at once awesome and entirely imaginary. At the far end stood the Administration Building, whose magnificent white facade exceeded even the height of the Capitol in Washington, D.C. Unlike the marble-built Capitol, however, this building was all surface: a stucco shell plastered onto a steel frame and then sprayed with white oil paint to make it glisten. Beyond the Court of Honor stretched thoroughfares encompassing over 200 colonnaded buildings, piers, islands, and watercourses.

An American Story

At the beginning of each chapter, a compelling, and sometimes quirky, story of an individual, an event, a movement, or a place grabs the attention of the reader and foreshadows the historical content that follows.

507

Many Histories

Primary source documents offer contrasting perspectives on key events for analysis and discussion. Introductions and Thinking Critically questions frame the documents and help students apply AP Historical Thinking Skills. Thinking Critically questions provide students with practice on answering document-based questions (DBQs).

Discover the many voices of history

■ AP Historical Thinking Skills:

Sourcing and Situation by analyzing primary and secondary sources of historical evidence; *Source Claims and Evidence* by comparing the arguments or main ideas of two sources; and *Argumentation* by encouraging students to think about how to use these sometimes contrasting perspectives in a single essay.

■ AP Reasoning Process: *Comparison*.

AP Many HISTORIES

WHAT CAUSED THE PUEBLO REVOLT?

In the chaotic days following the outbreak of the Pueblo Revolt, shocked Spanish authorities detained several Indians and interrogated them about the rebels' motives. The first informant, Pedro García, was a Spanish-speaking Indian who had been raised in a Spaniard's household. Don Pedro Nanboa, the second informant, was captured by the Spanish and gave his testimony through an interpreter. The final declaration comes from Juan, detained and interrogated more than a year after the rebellion.

DOCUMENT 1 Pedro García

The deponent said that he was in the service of Captain Joseph Nieto, because he was born and has been brought up in his house. . . . While weeding part of a corn field on his master's estancia, which is something like a league from the pueblo of Galisteo, [he] saw coming to the place where he was an Indian named Bartolomé, the cantor mayor of the Pueblo of Galisteo. He came up weeping and said to him, "What are you doing here? The Indians want to kill the custodian, the fathers, and the Spaniards, and have said

that the Indian who shall kill a Spaniard will get an Indian woman for a wife, and he who kills four will get four women, and he who kills ten or more will have a like number of women; and they have said that they are going to kill all the servants of the Spaniards and those who know how to speak Castilian, and they have also ordered that rosaries be taken away from everyone and burned. Hurry! Go! Perhaps you will be lucky enough to reach the place where the Spaniards are and will escape with your wife and an orphan girl

that you have." Asked why they were plotting such treason and rebellion, he said that the said cantor told him that they were tired of the work they had to do for the Spaniards and the religious, because they did not allow them to plant or do other things for their own needs; and that, being weary, they had rebelled.

Source: "Declaration of Pedro García, an Indian of the Tiguño Nation, a native of Las Salinas, August 29, 1680," in Hackett, Charles Wilson, ed., *Revolt of the Pueblo Indians of New Mexico and Oñate's Attempted Reconquest, 1680-1682* Albuquerque, NM: University of New Mexico Press, 1942, 23-26.

DOCUMENT 2 Don Pedro Nanboa

Having been asked his name and of what place he is a native, his condition, and age, he said that his name is Don Pedro Nanboa, that he is a native of the pueblo of Alameda, a widower, and somewhat more than 80 years of age. Asked for what reason the Indians of this Kingdom have rebelled, forsaking their obedience to his Majesty and failing in their obligation as Christians, he said that for a long time, because the Spaniards punished sorcerers and idolaters, the nations of the

Teguas, Taos, Pecuries, Pecos, and Jemez had been plotting to rebel and kill the Spaniards and religious, and that they have been planning constantly to carry it out, down to the present occasion. . . . He declared that the resentment which all the Indians have in their hearts has been so strong, from the time this kingdom was discovered, because the religious and the Spaniards took away their idols and forbade their sorceries and idolatries; that they have inherited successively from

their old men the things pertaining to their ancient customs; and that he has heard this resentment spoken of since he was of an age to understand. What he has said is the truth and what he knows, under the oath taken, and he ratifies it.

Source: "Declaration of One of the Rebellious Christian Indians Who Was Captured on the Road, September 6, 1680," in Hackett, Charles Wilson, ed., *Revolt of the Pueblo Indians of New Mexico and Oñate's Attempted Reconquest, 1680-1682* Albuquerque, NM: University of New Mexico Press, 1942, 60-62.

DOCUMENT 3 Juan, of the Teguá Nation

Asked for what reasons and causes all the Indians of the Kingdom in general rebelled . . . he said that what he knows

talks with the devil, and for this reason all held him in terror, obeying his commands although they were contrary to the

prelate and the Spaniards, he giving at the word which he said that all the Indians of the Kingdom, that the Indian Popé, killed in his own house a son-in-law of his named Nicolás Bus, the governor of the pueblo of San Juan. On being asked why he killed him, he said that it was so that he might not warn the Spaniards of the rebellion, as he intended to do.

Asked for what reasons and causes all the Indians of the Kingdom in general rebelled . . . he said that what he knows concerning this question is that not all of them joined the said rebellion willingly; that the chief mover of it is an Indian who is a native of the Pueblo of San Juan, named El Popé, and that from fear of this Indian all of them joined in the plot that he made. Thus he replied. Asked why they held the said Popé in such fear and obeyed him, and whether he was the chief man of the pueblo, or a good Christian, or a sorcerer, he said that the common report that circulated and still is current among all the natives is that the said Indian Popé talks with the devil, and for this reason all held him in terror, obeying his commands although they were contrary to the señores governors, the prelate and the religious, and the Spaniards, he giving them to understand that the word which he spoke was better than that of all the rest; and he states that it was a matter of common knowledge that the Indian Popé, talking with the devil, killed in his own house a son-in-law of his named Nicolás Bus, the governor of the pueblo of San Juan. On being asked why he killed him, he said that it was so that he might not warn the Spaniards of the rebellion, as he intended to do.

Source: "Declaration of the Indian, Juan, December 18, 1681," in Hackett, Charles Wilson, ed., *Revolt of the Pueblo Indians of New Mexico and Oñate's Attempted Reconquest, 1680-1682* Albuquerque, NM: University of New Mexico Press, 1942, 60-62.

THINKING CRITICALLY: DBQ PRACTICE

Compare the three accounts. What do you know about each author and how does that influence their accounts of what caused the Pueblo Revolt? What misunderstandings existed between Europeans and Native Americans as exemplified by the three accounts?

THINKING CRITICALLY: DBQ PRACTICE

Compare the three accounts. What do you know about each author and how does that influence their accounts of what caused the Pueblo Revolt? What misunderstandings existed between Europeans and Native Americans as exemplified by the three accounts?

Students can answer the *Many Histories* questions online in their interactive eBook.

Historian's Toolbox

In each chapter, these feature boxes showcase historical images and artifacts, asking students to focus on visual evidence and examine material culture. Critical Thinking Questions provide students with practice on the AP Skill *Analysis*.

Explore and cross-examine evidence

- **AP Historical Thinking Skill: Sourcing and Situation** by analyzing **primary** and **secondary sources** of historical evidence and **Contextualization** by providing a deep analysis of an artifact or image within a specific historical context.

AP Historian's TOOLBOX


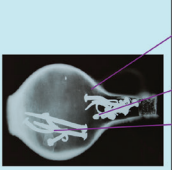
A Witch Bottle

Known as a "Bellarmine jar," Why? (Do a little web research)

Pins and needles. Why might these have been deliberately bent?

Liquid: analysis shows it to be urine.

Fingernail clippings: well manicured, suggesting someone of higher social standing.

Exterior X-ray cross-section


When shaken, this bottle splashed and rattled. An X ray showed the objects inside, whose contents were examined in a laboratory. Among other items, the bottle included hair, navel fluff, and a heart-shaped piece of leather with a nail through it. The liquid also contained traces of sulphur (popularly called brimstone in the seventeenth century). An estimated 40,000–60,000 witches were hanged and burned in early modern Europe, demonstrating that despite the Reformation's disdain for "Popish superstitions," supernaturalism and magic remained potent religious strains.

THINKING CRITICALLY: CONTEXTUALIZATION
What events were taking place in England surrounding religion at the time the Witch Bottle was created and used? Based on your research, why is this time period critical to understand how the Witch Bottle was used?

Source: Geddes, Linda, "London's Magical History Uncovered from 'Witch Bottle,'" *New Scientist*, June 4, 2009.

AP Historian's TOOLBOX

Duck and Cover



Sound track and music: "... and Bert the Turtle was very alert. When danger threatened him, he never got hurt. He knew just what to do..."

What tone is set by using "Bert the Turtle" and a monkey for teaching students the tactic of *Duck and Cover* in an atomic attack?

Go to YouTube and search for *Duck and Cover*. Play the film. How do the sound track, animation, music, and script contribute to the impression the film gives of an atomic bomb?

Narrator: "Now, [laughs] you and I don't have shells to crawl into like Bert the Turtle, so we have to cover up in our own way. First you duck..."

"... and then you cover! And very tightly, you cover the back of your neck..." How do you react to the idea that "ducking and covering" would protect these children in case of a nuclear attack?

Source: Office for Emergency Management, Office of Civilian Defense, 5/20/1941-6/30/1945

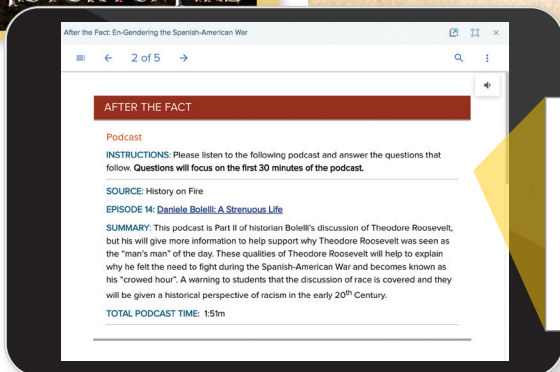
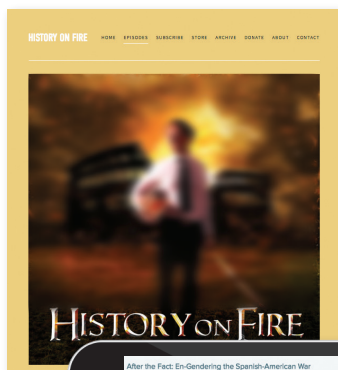
After the Fact

Eight features go in depth about complicated questions in U.S. History, illustrating the methods and sources historians use in their work. These features are annotated to help students understand how historians get from questions to answers by analyzing evidence.

Reveal how historians make sense of the past

- **AP Historical Thinking Skill:**
Sourcing and Situation by analyzing primary and secondary sources of historical evidence and explaining the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.

Small icons help students identify types of historical sources.



The **After the Fact** feature online will offer students annotated sources to help students understand how historians get from questions to answers by analyzing evidence. Sources include Podcasts, Periodicals, Illustrations, Articles, and Videos.

Mapping the Past

Provides students with a map's historical context along with questions designed to develop map-reading skills as well as to launch an interpretive analysis of the map.

Contextualize the how and why of history

■ AP Historical Thinking Skills:

Development and Processes by identifying and explaining a historical concept, development, or process illustrated by historical evidence; *Source Claims and Evidence* by describing a pattern or trend in quantitative data in a non-text-based source; and *Contextualization* by identifying and describing a historical context for a specific historical development or process.

>> MAPPING THE PAST <<

ROUTES OF EUROPEAN EXPLORATION



©Satin Images/The Granger Collection, New York

"I am not taking pains to see much in detail because I could not do it in fifty years and because I want to see and explore as much as I can"
—Christopher Columbus, Diary, October 19, 1492.

CONTEXT

Mostly ignorant of indigenous language, geography, culture, history, religion, economy, or politics, European explorers moved clumsily through the New World. But as they did, they unleashed profound changes, changes that often outpaced the explorers themselves. This map tracks the winding routes of exploration by water and land, along with the dates and nationalities of the voyages. Read together, these three kinds of information can reveal much about the ignorance, ambition, and competition that shaped European discovery in the Americas.



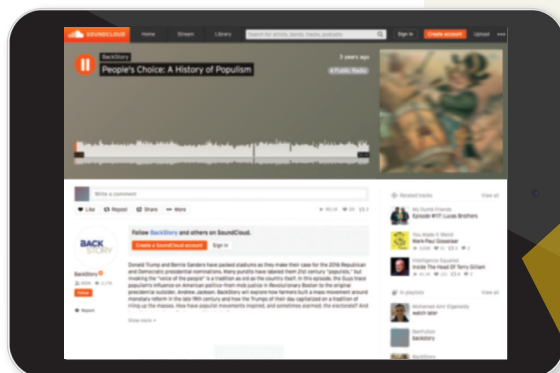
MAP READING

1. How did Columbus's routes differ in 1492, 1493, 1498, and 1502?
2. When did the French and British begin exploring the New World?
3. How long did it take Europeans to begin exploring the continental interior?

MAP INTERPRETATION

1. What regions did early European explorers seem to have avoided? What might explain the apparent disinterest?
2. How did competition among rival European imperial powers shape the pattern and timing of exploration around the Americas?

2 | OLD WORLDS, NEW WORLDS



Additional digital features include Daily Lives, Map Activities, and Podcasts Assignments. These features provide social, economic, and cultural context to historical events by portraying the daily lives of people or groups of people living during the time period and help students think critically about how society shapes history.

AP Test Review

AP Test Review questions provide practice of analysis skills and prepare students for the multiple-choice, short-answer, and long-essay sections of the AP exam.

Acquiring an Empire, 1860–1900



MAJOR ACQUISITIONS	DATE	MEANS	STATUS
Alaska	1867	Purchased from Russia	Territory*
Hawaiian Islands	1898	Annexed	Territory*
Midway Island	1898	Annexed	Territory
Guam	1898	Ceded by Spain	Territory
Philippines	1898	Ceded by Spain	Territory**
Puerto Rico	1898	Ceded by Spain	Territory
American Samoa	1899	Annexed	Territory
Wake Island	1899	Annexed	Territory



*Granted statehood in 1959.

**Granted independence in 1946.

(left) Source: Library of Congress, Prints and Photographs Division [LC-USZC4-2678]; (right) Source: Library of Congress, Prints and Photographs Division [LC-DIG-ppmsca-25453]

because it lacked the military might to prevent the partitioning of China. Still, Japan and most of the European powers agreed in broad outline with Hay's policy out of fear that the Americans might tip the delicate balance by siding with a rival. Hay seized on the tepid response and brashly announced that the open door in China was international policy.

BOXER REBELLION Unrest soon threatened to close the door. Chinese nationalists, known to Westerners as Boxers for their clenched-fist symbol, formed secret societies to drive out the *fon kwei*, or "foreign devils." Encouraged by the Chinese empress, Boxers murdered hundreds of Christian missionaries and their followers and set siege to foreign diplomats and citizens at the British Embassy in Beijing. European nations quickly dispatched troops to quell the uprising and free the diplomats, while President McKinley sent 2,500 Americans to join the march to the capital city. Along the way, the angry foreign army plundered the countryside and killed civilians before reaching the city.

Hay feared that once the Boxers were crushed, the foreigners might never leave. So he spent this time asking foreign powers to respect administrative integrity. To his surprise, they agreed only. In fact, the open-door policy was more than an announcement; it was a reflection of a fundamental purpose to which the United States dedicated itself across the globe: to open closed markets and to keep open those markets that other empires had yet to close. The new American empire would have its share of colonies, but in Asia as elsewhere it would be built primarily on trade.

SENSE OF MISSION To expansionists such as Alfred Thayer Mahan, Theodore Roosevelt, and John Hay, American interests would be secure only when they had been established

worldwide, a course of action they believed to be blessed by divine providence. Americans were "trustees under God of the civilization of the world," declared Senator Albert Beveridge of Indiana. But to one French diplomat, more accustomed to wheeling and dealing in the corridors of international power, it seemed that the Americans were tempting fate. With a whiff of Old World cynicism or perhaps a prophet's eye, he remarked, "The United States is seated at the table where the great game is played, and it cannot leave it."

The United States chose to stay at the table. In the coming century, the "great game" of global power would pay handsomely for those who envisioned the country as a world leader. The game had already settled one account. The divisive shadow of the Civil War finally faded. Despite the concerns of critics, the Spanish-American War and the quest for empire united the North and South and revitalized a generation of Americans who longed to demonstrate their prowess in an age of imperialism.

AP TEST REVIEW

Why did imperialists launch their quest for empire, and why did anti-imperialists oppose them?

GLOBAL CONTEXT

IN THE END, THE CHICAGO World's Fair of 1893 proved an apt reflection of the world at home and abroad. Though the fair showed off its exhibits within gleaming white buildings the political system was cracking under the strain of a depression. As the fair gathered exhibits from all over the globe, the scramble for resources and markets culminated in an age of imperialism. It seemed that national greatness went hand in hand with empire. Employing the gendered language of the

Students will find review questions at the end of each section within all chapters that will enhance their analysis of subject matter using AP Reasoning Processes. This helps students not only master the chapter content, but also practice the analysis skills that will enable them to succeed on the AP exam.

AP Test Practice

Each chapter concludes with a set of stimulus-based, multiple choice and short-answer questions designed to prepare students for these types of questions on the AP exam. These complement the document-based question practice skills emphasized in the *Many Histories*, *Historian's Toolbox*, and *After the Fact* features.

day, the German historian Heinrich von Treitschke proclaimed, "Every virile people has established colonial power."

As in the United States, European imperialists sometimes justified their rule over nonwhite peoples in Darwinian fashion. "The path of progress is strewn with the wreck . . . of inferior races," proclaimed one English professor in 1900. British poet Rudyard Kipling even suggested that Europeans were making a noble sacrifice on behalf of their colonial subjects. "Take up the White Man's Burden," he exhorted his fellow Britons in 1899. "Send forth the best ye breed—/ Go bind your sons to exile/To serve your captives' need."

European critics, like those in the United States, rejected imperialism on the grounds that it delivered few economic benefits, compromised the moral standing of the colonizers, and distracted the public from undertaking much-needed reforms at home. Just as Populists in the United States called on "toilers" to band together and on government to play a more active role in managing the excesses of the new industrial order, radicals in Europe such as the German-born Karl Marx exhorted "workers of the world" to unite and "throw off your chains" by abandoning capitalism and embracing socialism.

AP Test Practice

Multiple Choice Questions

Using the graph on page 510, answer questions 1–3.

- What accounts for the historically high voter turnout from 1860–1900?
 - Women could not vote in most states.
 - African-Americans were prevented from voting in many parts of the country.
 - Most voters were rigidly loyal to their political party.
 - Recent immigrants voted in high numbers.
- What was the most important issue separating the Democratic and Republican parties in the late 19th century?

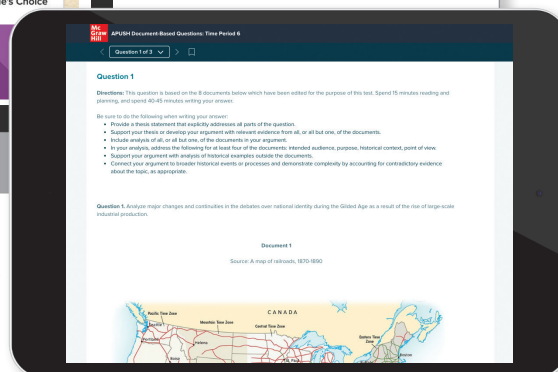
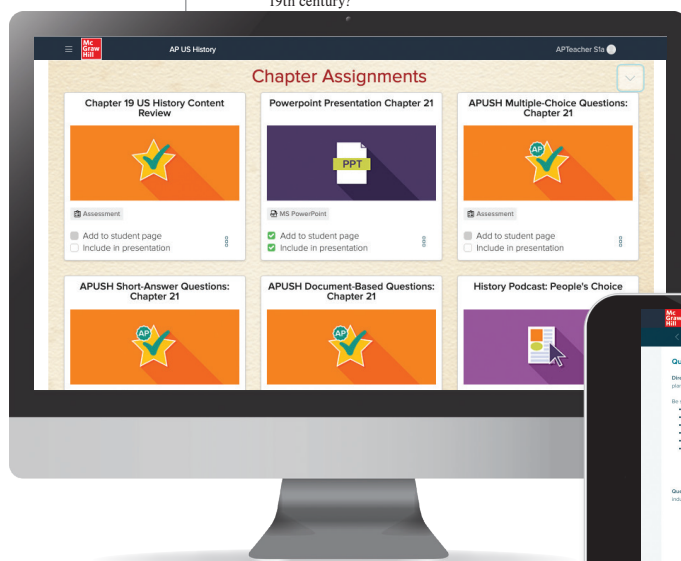
- What was the strongest similarity between the Democratic and Republican parties in the late 19th century?
 - Both parties had their strongest base of support in the Northeast.
 - Both parties supported business and condemned radicalism.
 - Both parties worked to move past the Civil War and its legacies.
 - Both parties pushed to expand suffrage to women.

Short Answer Questions

- Using the excerpts on page 517, answer a, b, and c.
 - Briefly explain ONE significant difference between the interpretations of President Cleveland and W.M. Taylor.
 - Briefly explain ONE significant event from the late 19th century consistent with Cleveland's interpretation.
 - Briefly explain ONE significant event from the late 19th century consistent with Taylor's interpretation.
- Answer a, b, and c.
 - Briefly explain ONE important continuity in the rights of African-Americans from 1865–1900.
 - Briefly explain ONE important change in the rights of African-Americans from 1865–1900.
 - Briefly explain ONE important reason for the continuity or change cited in (a) or (b).

Assessment

Chapter test banks, AP-style multiple-choice questions, short-answer questions, document-based questions, and SCOREboard adaptive test prep, featuring four complete AP practice exams available online.



Personalized, Adaptive, and Dynamic Digital Resources

Experience History is enriched with resources including primary and secondary source activities and adaptive learning tools that provide students with an opportunity to contextualize and apply their understanding.

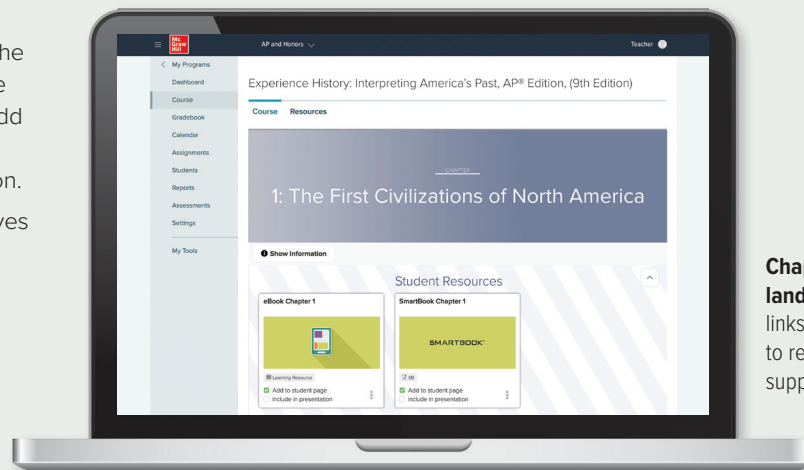
Authored by the world's leading subject matter experts and organized by chapter level, the resources provide students with multiple opportunities to maximize learning. Teachers can save time, customize lessons, monitor student progress, and make data-driven decisions in the classroom with the flexible, easy-to-navigate instructional tools.

Intuitive Design

Resources are organized at the chapter level. To enhance the core content, teachers can add assignments, activities, and instructional aids to any lesson.

The chapter landing page gives students access to:

- Assigned activities.
- Resources and assessments.
- Interactive eBook.
- Adaptive *SmartBook*®.



Chapter landing page links students to resources that support success.



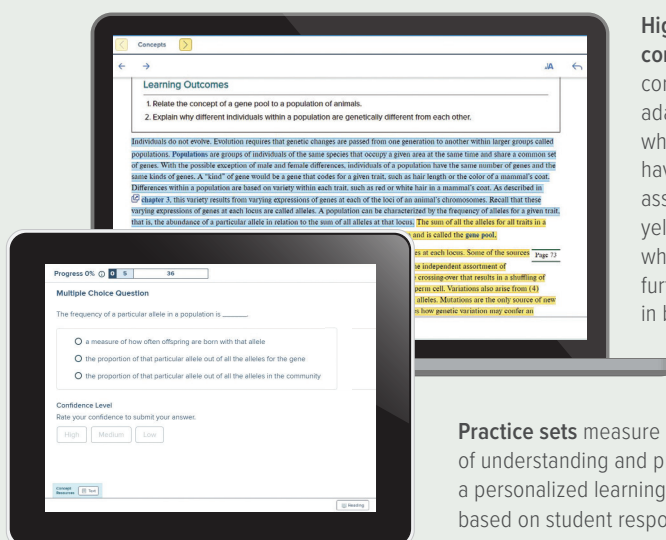
Mobile Ready

Access to course content on-the-go is easier and more effective than ever before with the ReadAnywhere mobile app.

Adaptive Study Tools

SMARTBOOK® is the online adaptive study tool. Its interactive features engage students and personalize the learning experience with self-guided tools that:

- Assess a student's proficiency and knowledge.
- Track which topics have been mastered.
- Identify areas that need more study.
- Improve reading comprehension by highlighting key content that needs additional study.
- Present focused content specific to the student's individual needs.



Highlighted content continuously adapts to show what students have been assigned in yellow, and what requires further study in blue.

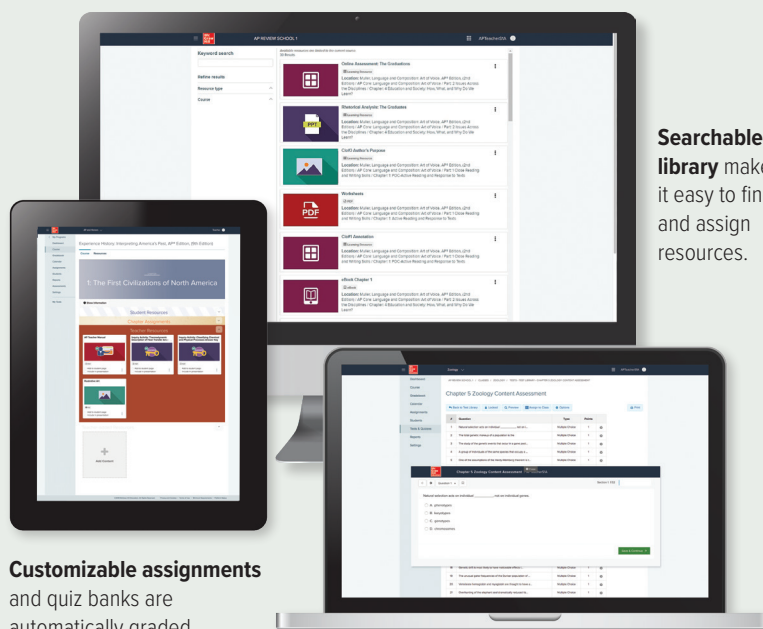
Practice sets measure depth of understanding and present a personalized learning path based on student responses.

Teacher Resources

Teachers have access to the interactive eBook, adaptive *SmartBook®*, plus a wealth of customizable chapter resources and powerful gradebook tools.

Resources include:

- Print or digital *Teacher Manual* with chapter outlines, teaching suggestions, reading strategies, and pacing guides.
- Student performance reports to help teachers identify gaps, make data-driven decisions, and adjust instruction.
- Customizable PowerPoint presentations.
- Labeled visual aids and additional ideas for lecture enrichment.



Searchable library makes it easy to find and assign resources.

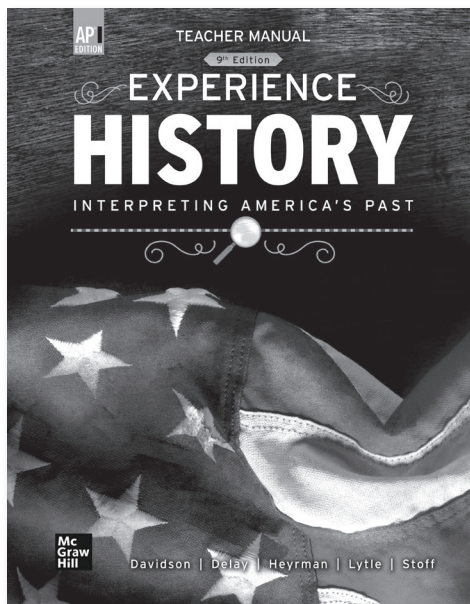
Customizable assignments and quiz banks are automatically graded and populate easy-to-read reports.



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AP Instructional Support

The *AP Teacher Manual* gives teachers the tools to help students navigate the AP U.S. History course and succeed on the AP exam. The content supports and deepens understanding of the content covered in the Student Edition, ensuring that the innovative narrative presentation in the student book will thoroughly engage and broaden the perspectives of students. The *Teacher Manual* is available in print and digital format.

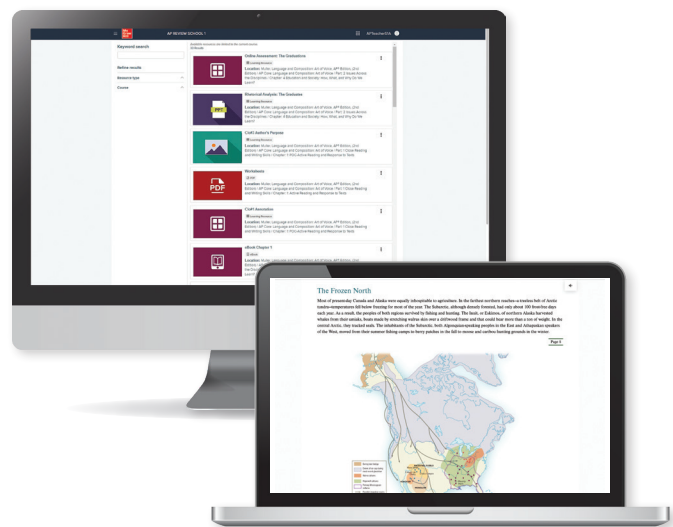


Exceptional Print Resources:

- Innovative strategies to introduce, teach, and assess each chapter.
- Enrichment activities targeted to address AP U.S. History concepts and themes, geography skills, and primary source analysis.
- Related thematic learning objectives from the AP U.S. History framework.
- Chapter-level pacing guides help teachers prioritize AP coverage.
- Key terms and events are aligned to the time period for each chapter.
- Differentiated instruction support to address a variety of learning styles, needs, and classroom environments.
- Answer keys to Student Edition in-chapter features and end-of-chapter AP Test Practice.
- AP U.S. History course and exam strategies help teachers prepare their students for the exam.
- AP Test Practice with scoring notes to make grading easier and more informative.

Engaging Online Resources

- Key primary and secondary documents with activities expand resource library.
- Maps, graphs, images, and illustrations enhance lessons.
- PowerPoint slides organize and guide lectures and presentations.
- Customizable assignments and quiz banks.
- Time-saving, auto-graded test banks.
- A powerful gradebook provides real-time access to the data teachers need to inform classroom instruction.



AP Content and Coverage

Review the Student Edition in print or online and use the guide below to quickly locate examples of the integrated AP content and coverage.

Chapter Features

Compelling features in every chapter engage students with the content.

- **An American Story** – A story of an individual, an event, a movement, or a place grabs students' attention and foreshadows the historical focus of the chapter. *Examples on pages 90–92, 396–397, 507–508, 706–707*
- **Thematic Timelines** – Timelines preview key events in the context of the themes that connect them. *Examples on pages 118, 456, 622, 758*
- **Putting History in Global Context** – This feature contextualizes U.S. historical information within a broader world view. *Examples on pages 244, 448, 678–679, 730*

AP Chapter Openers and Test Practice

AP features in each chapter demonstrate how the chapter content aligns with the AP U.S. History framework and prepare students for the AP exam.

- **Chapter Openers** – Essential Knowledge statements provide students with a foundation for understanding the chapter and a preview of what they will encounter. *Examples on pages 222, 418, 591, 684*
- **AP Test Review** – Questions provide practice of analysis skills and prepare students for the multiple-choice, short-answer, and long-essay sections of the AP exam. *Examples on pages 144, 312, 526, 772*
- **AP Test Practice** – A set of stimulus-based, multiple-choice and short-answer questions emulate the questions in Part I of the AP exam to give students the opportunity for regular practice so they can be more confident going into the exam. *Examples on pages 183, 362, 533, 754–755*

AP-Focused Features

Experience History offers four features to help students think critically about history and expose them to multiple perspectives of key events using primary sources. These features also prepare students to write a cohesive essay in response to the document-based question (DBQ) on the AP exam.

- **Many Histories** – Two or three primary source documents offer contrasting perspectives on key events for analysis and discussion. Thinking Critically questions provide students with practice on answering DBQs. *Examples on pages 145, 303, 497, 668–669*
- **Historian's Toolbox** – This feature showcases historical images and artifacts, asking students to focus on visual evidence and examine material culture. Thinking Critically questions provide analysis practice. *Examples on pages 174, 311, 434, 624*
- **After the Fact** – The authors go step-by-step through how evidence is gathered and used to support a thesis. Icons show how historians pull from diverse sources to make arguments. *Examples on pages 184–187, 218–221, 392–395, 534–537*
- **Mapping the Past** – This feature provides students with a map's historical context along with map reading and map interpretation practice to help them develop document analysis and contextualizing evidence skills. *Examples on pages 147, 255, 487, 743*

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