

The American Pageant, 16th Edition, ©2016

By David M. Kennedy and Lizabeth Cohen

For the redesigned AP[®] U.S. History Course and Examination

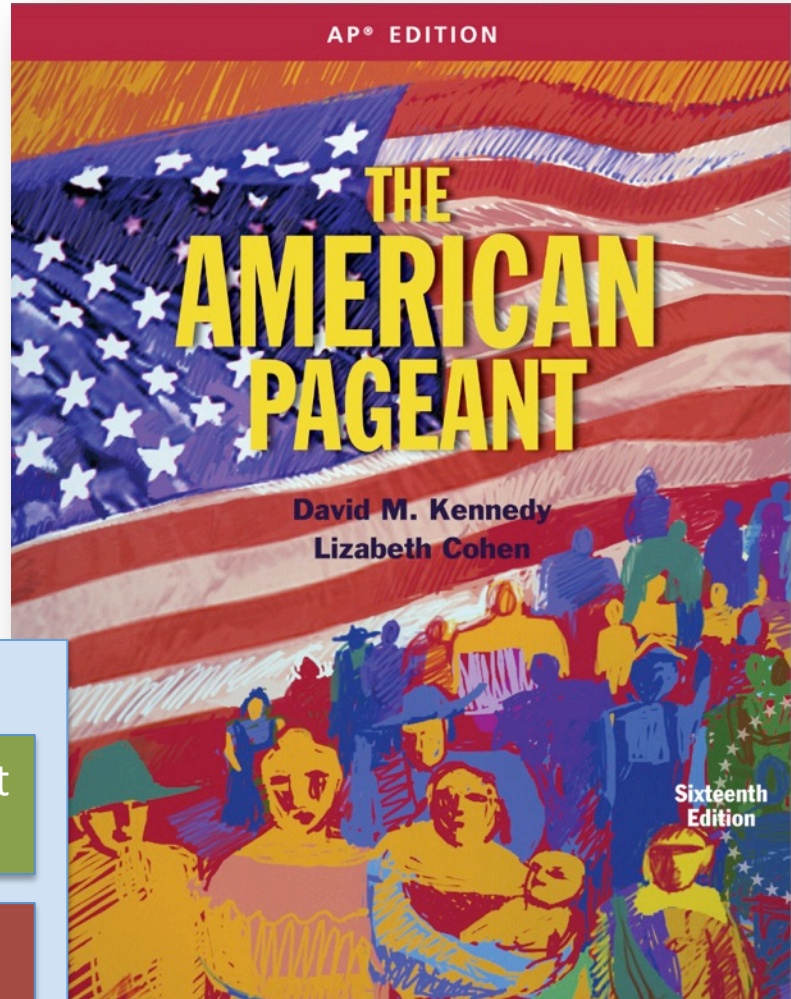


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AP[®] Teacher Resources

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Textbook Replacement Program

This special *American Pageant* textbook replacement offer is your solution to the AP[®] U.S. History Course Revision!

National Geographic Learning, a division of Cengage Learning, is proud to announce that *The American Pageant*, 16th edition ©2015, by David Kennedy and Liz Cohen **will fully address the AP[®] course redesign**.

To best prepare students for the revised AP[®] U.S. History course starting the fall of 2014, National Geographic Learning is offering a **special replacement program offer** for this market-leading program. Schools and districts who purchase the 15th edition of *The American Pageant*, AP[®] Edition during the 2014 calendar year can have each student textbook replaced at no charge with the 16th edition ©2015 program in the winter of 2014 when it becomes available. With this special offer, schools can begin the year with robust support for the new AP[®] course using the 15th edition of *The American Pageant*, and look forward to the 16th edition textbooks and support materials coming in December of 2014!

Here is how *The American Pageant* supports the new AP[®] U.S. History course redesign:

- *The American Pageant* authors have anticipated changes to the course and are **enhancing the narrative and features** to support historical thinking skills, global coverage, and other areas important to AP[®] student success in each edition. The 16th edition will further develop this focus and will also have **Table of Contents** alterations so periodization is correlative with the new course.
- **AP[®] specific test preparation tips and practice** will be included in the 16th edition of *The American Pageant* textbook and this content will be made available online for 15th edition users in the summer of 2014. This will include:
 - AP[®] study tips
 - Suggestions on teaching historical thinking skills
 - End-of-Part AP[®] Practice Questions
 - DBQs
- A revised print ***Fast Track to a 5 AP[®] Test Preparation*** workbook will be available late spring of 2014, and the ***Online Fast Track to a 5*** in the winter of 2014
- **4 AP[®] practice tests** will be made available on the instructor and CourseMate site! These are different practice exams than what is in the Fast Track to a 5 workbook.
- The 16th edition will have an **Annotated Teacher's Edition** for the first time specifically for Advanced Placement[®]!
- A revised **AP[®] Teacher's Resource Guide** will be available in the summer of 2014.
- An **AP[®] Teacher's Resource DVD** will contain all the materials available for teacher support.
- A **correlation** to the AP[®] Themes is on the instructor companion site currently and a correlation to the Learning Objectives will be added.
- Our National Geographic Learning sales consultants are ready to work with schools and districts on how our Cengage Learning materials address the AP[®] U.S. History course redesign, and we look forward to supporting your efforts in preparing students for course and exam success!

AP[®] Chapter Openers

For the 16th edition, each chapter will have an AP[®] opener to support student understanding of themes, key concepts, historical thinking skills, and periodization. This 2-page feature will help students think about the chapter in relationship to AP[®] course priorities.

Focus on AP[®] Success

Chapter 8 America Secedes from the Empire, 1775-1783

Consider...

How do the Main Ideas for this chapter connect to the Advanced Placement[®] Historical Themes and Key Concepts on the following page?

Main Ideas

- When hostilities began in 1775, the colonists were still fighting for their rights as British citizens within the empire, however George Washington was selected to head the military as the pace of the war increased.
- By 1776, Americans declared their independence, based on a proclamation of universal, self-evident truths. Inspired by revolutionary idealism, they also fought for an end to monarchy and the establishment of a free republic.
- Patriots, a minority of the American population, had to face off not only against the British, but also against Loyalists Americans within the colonies and the Iroquois Confederacy on the frontier. Eventually, a combination of Washington's generalship and British bungling in 1776–1777 prevented a quick British victory and brought French assistance, which enabled the Patriots to achieve victory after several more years of struggle.

Major Themes

- **Identity** - Examining the Evidence: A Revolution for Women? Abigail Adams Chides Her Husband, 1776, p. 138
 - How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- **Politics and Power** - Makers of America: The Loyalists, p. 140 – 141
 - How and why have different political and social groups competed for influence over society and government in what would become the United States?
- **America in the World** - Contending Voices: Two Revolutions: French and America, p. 151
 - How have events in North America and the United States related to contemporary developments in the rest of the world?

The Significance of the Times

Period

The concepts in this chapter are covered in **Period 3, 1754–1800**: 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.

Key Concepts

3.1 Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

3.2 In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

3.3 Migration within North America, cooperative interaction, and competition for resources

Thinking Like a Historian

- **Appropriate Use of Relevant Historical Evidence** - Thomas Paine Preaches *Common Sense*, p. 134 – 136
 - How does Paine tailor his writing to his audience and purpose? Which of his arguments in *Common Sense* seems the most persuasive? Why?
- **Interpretation** - Varying Viewpoints: Whose Revolution?, p. 153 – 154
 - How have the historians' views on the American Revolution changed over time?
- **Contextualization** - Revolution in Democracy? and The Colonial War Become a Wider War, p. 145 – 147
 - Under what circumstance did the Americans receive aid from France during the American Revolution?

End-of-Part AP® Test Questions

For the 16th edition, each of the 6 Parts of the program have AP® Examination questions like the following example from Part One (Chapters 1 through 8). Note that Document Based Questions will be revised and continue to exist at the end of the book.

AP® Review Questions for Part One

Multiple Choice Questions

Questions 1-2 refer to the following quotation:

“Who of those in future centuries will believe this? I myself who am writing this and saw it and know the most about it can hardly believe that such was possible.”

—Bartolome de Las Casas, 1542

1. Based on the above quote, what conclusion can be drawn about European treatment of the natives in America?
 - (A) Europeans were especially kind to the natives they found when they landed in America.
 - (B) Europeans ignored the natives, preferring to explore on their own.
 - (C) Europeans demolished native populations through hard work and disease.
 - (D) Europeans attempted to replicated native cultures and traditions.
2. In which of the following ways did early treatment of natives affect the relations between Europeans and Native Americans later?
 - (A) Native Americans learned to resist European colonization and often drove away later groups that arrived in the Americas.
 - (B) The relationship between conqueror and conquered set a precedent for future enslavement and subjugation of the Europeans over the natives.
 - (C) Both groups were able to peacefully co-exist after de Las Casas revealed the way in which Spanish explorers decimated the Arawaks.
 - (D) Native Americans learned to respect and fear Europeans, preventing future violent clashes between the two groups.

Questions 3-4 refer to the following quotations:

“For having protected, favored, and emboldened the Indians against His Majesty’s loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, robberies, and murders committed upon us.”

—Nathaniel Bacon accusing Governor William Berkeley, 1676

“I have lived thirty four years amongst you [Virginians], as uncorrupt and diligent as ever [a] governor was, [while] Bacon is a man of two years amongst you, his person and qualities unknown to most of you, and to all men else, by any virtuous act that ever I heard of... I will take counsel of wiser men than myself, but Mr. Bacon has none about him but the lowest of the people.”

—Governor William Berkeley responds to Nathaniel Bacon, 1676

3. What do these quotes suggest about the relationship between white settlers, Native Americans, and colonial government in seventeenth century Virginia?
 - (A) White settlers believed the government prioritized the interests of Native Americans over their own, to white settlers’ detriment.
 - (B) Colonial governors established a colony where all three groups lived and worked together for the good of the colony.
 - (C) Native Americans were given independence and control in Virginia that they didn’t experience elsewhere.
 - (D) The three groups existed separately on the same land with little interaction.
4. What conclusions can be drawn about the social hierarchy in the southern colonies based on this exchange?
 - (A) Native Americans and Africans achieved greater social position than small farmers and other poor whites.
 - (B) White farmers rose to the highest levels of society.
 - (C) White farmers felt threatened by Native Americans, whom they believed should have lower social standing.
 - (D) Governors in different colonies decided who had social standing in each community.

Questions 5-7 refer to the following quotation:

“The nearer any government approaches to a republic the less business there is for a king. It is somewhat difficult to find a proper name for the government of England. Sir William Meredith calls it a republic; but in its present state it is unworthy of the name, because the corrupt influence of the crown, by having all the places in its disposal, hath so effectively swallowed up the power, and eaten out the virtue of the house of commons (the republican part of the constitution) that the government of England is early as monarchical as that of France or Spain.”

—Thomas Paine, *Common Sense*, 1776

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155B

End-of-Part AP® Test Questions

5. Why would this characterization of England's government serve Thomas Paine's higher purpose?
- (A) Paine advocated for colonists to reach an agreement with England, and a strong government would assist in that process.
 - (B) Paine wanted to overthrow the king and portraying him as all powerful would rally support for that cause.
 - (C) Paine wanted American colonists to fear and hate their mother country, but colonists resisted feelings of hostility.
 - (D) Paine presented a case for independence and portraying King George as all-powerful provided colonists with an identifiable enemy.
6. Which of the following political trends in the American colonies reflect Paine's depiction of the struggle for power in England?
- (A) Salutary neglect
 - (B) Taxation without representation
 - (C) Colonial self government
 - (D) Virtual representation
7. Which of the following documents reflects Americans' fear of the government Paine describes?
- (A) U.S. Constitution
 - (B) Northwest Ordinance
 - (C) Mayflower Compact
 - (D) Articles of Confederation

Questions 8-9 refer to the following quotation:

"Many of the Anasazi may have left the relatively cold and dry central San Juan Basin during the middle-12th century and they abandoned the entire Four Corners region [in the North American Southwest] in the late-13th century. . . . Great-house construction and renovation at Chaco and at Aztec which had accelerated during wet periods terminated near the beginning of the middle-12th century drought. . . . The loss of summer moisture is hypothesized to have resulted in reduced yields of maize, the dietary staple of the Anasazi, forcing them to abandon areas that were marginal for dry-land farming and migrate to better-watered areas."

—Larry Benson, Kenneth Petersen and John Stein, "Anasazi (Pre-Columbian Native American) Migrations," 2006

Source: <http://faculty.bennington.edu/>

8. Which of the following conclusions may best be drawn from the information provided by Benson, Petersen, and Stein?
- (A) The environment throughout North America was hostile to the development of permanent civilizations.
 - (B) Native Americans adapted their lifestyle and settlement patterns around the dictates of local climate and available resources.
 - (C) The arrival of European settlers created population pressure on the resources of the regions inhabited by Native Americans, causing conflict over territory.
 - (D) Although Native Americans established settlements, their lack of technology and dependence on staple crops prevented them from extensive urbanization.
9. Which of the following most accurately explains the differences between settlements in the American Southwest and Native American cultures in the American Northeast?
- (A) Tribes in the Northeast did not rely on the cultivation of crops for their livelihood, focusing on hunting and gathering instead.
 - (B) Unlike the Anasazi, the Native Americans in the Northeast lived largely as nomads, following game animals' migratory patterns.
 - (C) The diverse natural resources of the Northeast provided Native Americans in that region with more options for cultivation, along with hunting and gathering.
 - (D) Native Americans in the Northeast created larger, urban centers that made them much more vulnerable to climate variations.

Questions 10-11 refer to the following quotation:

"The question before the court and you, gentlemen of the jury, is not of small nor private concern. It is not the cause of a poor printer, nor of New York alone, which you are now trying. No! It may, in its consequence, affect every freeman that lives under a British government on the main [land] of America. It is the best cause. It is the cause of liberty."

—Andrew Hamilton, *Closing Statement in the Zenger Trial, 1735*

10. Which of the following most accurately connects Hamilton's statement with a prevailing reason that many colonists came to America?
- (A) Colonists were looking for greater freedom than they had in Britain.
 - (B) Great Britain did not offer accused criminals a trial by jury.
 - (C) Englishmen believed that all of the British colonies should enjoy the same rights.
 - (D) Hamilton, like many colonists, differentiated between rights of freemen and slaves.

End-of-Part AP[®] Test Questions

155B • AP[®] Review Questions for Part One

11. How did the issues expressed in this state contribute toward the sentiments that led to the Revolutionary War?
- (A) Britain began exerting less control over the colonies in a time of crisis.
 - (B) The British stripped American colonists of their liberties during the French and Indian War.
 - (C) Colonists grew tired of demanding their rights throughout the 18th century and rebelled.
 - (D) Accustomed to salutary neglect, the colonists fought British encroachments on their liberties.

Questions 12-13 refer to the following quotation:

"There is a saying, that we should do all men like as we will be done ourselves.... But to bring men hither, or to rob and sell them against their will, we stand against.... Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries, separating husbands from their wives and children?"

—Mennonites of Germantown, PA, 1688

12. How does the above quote indicate the sectional difficulties that will increasingly plague the colonies and the country for two centuries?
- (A) Disagreement on the slavery issue was already percolating in the seventeenth century.
 - (B) There was dissension among religious groups seeking freedom in America.
 - (C) Northerners began to question the morality of indentured servitude.
 - (D) Colonists questioned the tactics used against Native Americans in the South.
13. Which of the following arguments was frequently used to contradict the claims made in the quote?
- (A) There were no other groups able to do the work that slaves did.
 - (B) Slaves were given the same rights as white men in places where slavery existed.
 - (C) Slavery was an economic necessity for the entire nation.
 - (D) Slavery would eventually die out so it needed to be exploited while it existed.

Questions 14-15 refer to the following diagram:



14. Which of the following statements best explains one of the changes that occurred as a result of the phenomenon depicted in the diagram?
- (A) Violent conflict emerged between European explorers and the Native Americans, who they perceived as racially and culturally inferior.
 - (B) The rise of the slave trade in the Caribbean supplied forced labor to conquering Europeans in the wake of the near annihilation of Native populations as a result of disease.
 - (C) Improved economic and political stability in Europe paved the way for more rapid exploration and settlement of the New World.
 - (D) In search of power and profit for themselves and their nation, conquering European explorers laid waste to large parts of Central and South America, disrupting long-standing civilizations.
15. Which of the following events was most directly caused by the phenomenon depicted in the diagram?
- (A) The development of the *encomienda* system.
 - (B) The spread of Christianity across the Americas.
 - (C) The intermarriage of Spanish conquerors with Native women.
 - (D) The rise of capitalism among European nations.

Questions 16-18 refer to the following quotations:

"...for having protected, favored, and emboldened the Indians against His Majesty's loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, robberies, and murders committed upon us."

—Declaration of Nathaniel Bacon, leader of a rebellion of freemen (former indentured servants) against Royal Governor William Berkeley (1676)

End-of-Part AP® Test Questions

"I have lived thirty-four years amongst you [Virginians], as uncorrupt and diligent as ever [a] Governor was, [while] Bacon is a man of two years amongst you, his person and qualities unknown to most of you, and to all men else, by any virtuous act that ever I heard of...I will take counsel of wiser men than myself, but Mr. Bacon has none about him but the lowest of the people."

—Response of Governor William Berkeley to news of the grievances of Nathaniel Bacon (1676)

16. Which of the following best explains the role of Native Americans in the conflict at the heart of Bacon's Rebellion and other flare-ups among colonial settlers?
 - (A) Faced with dwindling resources and violent, discriminatory actions by colonists, Native Americans often raided border settlements.
 - (B) Native Americans fought on the side of the colonists against royal authorities.
 - (C) Native Americans often allied and intermarried with British colonial settlers, forcing the British government to ban the practice out of fear and racial prejudice.
 - (D) The threat of a Native American-Slave alliance in the southern colonies increased tensions among white settlers.
17. Which of these major developments was caused in part by conflicts between former indentured servants and the landed gentry?
 - (A) The rise in the regulation of trade among the colonies.
 - (B) Uprisings by confederations of Native Americans against the colonists.
 - (C) An increase in the importation of enslaved African laborers.
 - (D) A general movement towards support of Republicanism.
18. In which of the colonial regions was indentured servitude a major source of labor in the 17th century?
 - (A) The New England colonies (like Massachusetts Bay).
 - (B) The Chesapeake Bay and Middle colonies (like Virginia).
 - (C) The Southern colonies (like South Carolina).
 - (D) The British West Indies (like Barbados).

Short Answer Questions

1. The arrival of Europeans in the New World greatly impacted the American Indian populations.
 - A) Of the choices below, choose ONE and explain the results of that particular development for the Native Americans.
 - The exchange of crops and animals
 - The spread of diseases
 - The political and social interaction between Native Americans and Europeans
 - B) Explain the impact of the change you chose in Part A on the Europeans.



2. Use the map and your knowledge of United States history to answer parts A and B.
 - A) Explain a major difference between the colonial settlements of the French, the Dutch, and the English regarding ONE of the following:
 - Relations with the Native Americans
 - Settlement Patterns
 - Economic Initiative
 - B) Explain how the difference you identified in part A is related to the geography of the settlement.

Narrative Changes

The narrative and features of *The American Pageant* over the last few editions have focused on more thematic coverage and historical thinking skills in alignment with the direction of the College Board®. Below is from the editor on the changes to the 16th edition narrative to align better with the redesigned AP® Course.

From the editor:

“Our main focus in this new edition is a major revision of Part Six, which comprises the seven chapters covering 1945 to the present. We have been especially concerned to give this part of the text greater thematic coherence. Reflecting an emerging scholarly consensus, our framework for the post-1945 period of U.S. history roughly divides the period into two eras, and can be summarized as follows: A midcentury era defined by sustained economic growth and broadly shared prosperity followed, starting in the 1970s, by a new era of more fitful growth that has witnessed both increasing economic inequality as well as increasing social inclusiveness. As in the text’s five other major Parts, anchoring the narrative of events in a coherent interpretive framework facilitates the acquisition of important historical thinking skills, including periodization, synthetic reasoning, and contextual analysis.

Within each chapter in Part Six, moreover, we have made other additions and revisions to enhance further the development of key historical thinking skills. A new Chapter 37 “Thinking Globally” item on The Global Sixties places the youth politics of that era in an international and comparative context, while a new Chapter 40 “Examining the Evidence” item on a George W. Bush-era national security document grapples explicitly with the task of crafting arguments from historical evidence. Another “Thinking Globally” item on globalization, now in Chapter 38, has been heavily revised to emphasize the changing international economic context for domestic U.S. developments beginning in the 1970s. “Varying Viewpoints” essays on the 1960s (Chapter 37) and conservatism (Chapter 39) have also been updated extensively to incorporate new historiography and to emphasize the challenges of weighing differing historical interpretations.

The relative space dedicated to Part Six within the textbook overall has also been expanded slightly, bringing the distribution of the Pageant’s coverage of historical periods into better alignment with the revised AP® recommendations for instructional time dedicated to Periods 8 (1945-1980) and 9 (1980-present).”

New In-Text Feature!

Designed to build students' historical thinking skills by exposing them to the contested nature of history as well as historical interpretation, "**Contending Voices**" offers paired quotes from original historical sources, accompanied by questions that prompt students to think about conflicting perspectives on controversial subjects.

1. "Europeans and Indians" (Juan Ginés de Sepulveda, Bartolomé de las Casas)
2. "Old World Dreams and New World Realities" (Richard Hakluyt, George Percy)
3. "Anne Hutchinson Accused and Defended" (John Winthrop, Anne Hutchinson)
4. "Berkeley versus Bacon" (Nathaniel Bacon, William Berkeley)
5. "Race and Slavery" (Samuel Sewall, Virginia Slave Code of 1705)
6. "The Proclamation of 1763" (Royal Proclamation of 1763, George Washington)
7. "Reconciliation or Independence?" (John Dickinson, Thomas Paine)
8. "Two Revolutions: French and American" (Friedrich von Gentz, John Quincy Adams)
9. "Debating the New Constitution" (Jonathan Smith, Patrick Henry)
10. "Human Nature and the Nature of Government" (Alexander Hamilton, Thomas Jefferson)
11. "The Divisive Embargo" (Federalist pamphlet, W.B. Giles)
12. "Sizing Up the Monroe Doctrine" (Klemens von Metternich, Colombian newspaper)
13. "Taking the Measure of Andrew Jackson" (Maryland supporter, Thomas Jefferson)
14. "Immigration, Pro and Con" (Know-Nothing Party platform, Orestes Brownson)
15. "The Role of Women" (differing newspaper commentaries on Seneca Falls)
16. "Perspectives on Race and Slavery" (William A. Smith, American Anti-Slavery Society)
17. "Warring over the Mexican War" (*New York Evening Post*, Henry Clay)
18. "The Compromise of 1850" (John C. Calhoun, Daniel Webster)
19. "Judging John Brown" (Harriet Tubman, Abraham Lincoln)
20. "War Aims: Emancipation or Union?" (Horace Greely, Abraham Lincoln)
21. "The Controversy over Emancipation" (*Cincinnati Enquirer*, Abraham Lincoln)
22. "Radical Republicans and Southern Democrats" (Thaddeus Stephens, James Lawrence Orr)
23. "The Spoils System" (George Washington Plunkitt, Theodore Roosevelt)
24. "Class and the Gilded Age" (People's Party platform, William Graham Sumner)
25. "The New Immigration" (Henry Cabot Lodge, Grover Cleveland)
26. "The Ghost Dance and the Wounded Knee Massacre" (James McLaughlin, Black Elk)
27. "Debating Imperialism" (Albert Beveridge, George Hoar)
28. "Debating the Muckrakers" (Theodore Roosevelt, Ida Tarbell)
29. "Battle of the Ballot" (Carrie Chapman Catt, Mrs. Barclay Hazard)
30. "All that Jazz" (Henry van Dyke, Duke Ellington)
31. "Depression and Protection" (William Hawley, economists' petition)
32. "The New Deal at High Tide" (Franklin Roosevelt, Herbert Hoover)
33. "To Intervene or Not to Intervene" (Sterling Morton, Franklin Roosevelt)
34. "War and the Color Line" (Franklin Roosevelt, African-American soldier)
35. "The 'Kitchen Debate'" (Richard Nixon, Nikita Khrushchev)
36. "Differing Visions of Black Freedom" (Martin Luther King, Jr., Malcolm X)
37. "The Political Mobilization of Business" (Lewis Powell, Douglas Fraser)
38. "Who Ended the Cold War?" (Margaret Thatcher, Mikhail Gorbachev)
39. "Welfare Reform Divides the Democrats" (Joe Lieberman, Marion Wright Edelman)
40. "Populist Politics in a Polarized Age" (Tea Party activist, Occupy Wall Street activist)

Contending Voices

Two Revolutions: French and American

The French revolution broke out in the decade following America's own revolution, which partly inspired it. Yet the French upheaval swiftly descended into mob violence and soon led to Napoleon Bonaparte's wars that convulsed Europe for a decade before the French monarchy was restored in 1814. Then and later, scholars have tried to understand the relation between the two revolutions. In 1800 the Prussian statesman Friedrich von Gentz (1764–1832) published an essay titled "Origins and Principles of the American Revolution, Compared with the French." In it he argued that

“the Americans escaped the most dangerous of all the rocks, which in our times threatens the founders of any revolution: the deadly passion for making political experiments with abstract theories and untried systems.”

Future American Secretary of State and President John Quincy Adams (1767–1848) translated von Gentz's work into English, because, he said,

“it rescues [the American] revolution from the disgraceful imputation of having proceeded from the same principles as the French.”

What part, exactly, of the American experience before 1776 did von Gentz and Adams agree accounted for the major differences between the revolutions in France and America?

In-Text Features!

All the features from the 15th edition will continue through the 16th edition. These features all help support the redesigned course, with some new content added to refresh editions and help support the AP[®] course.



Examining the Evidence integrates DBQ prep by giving students experience examining documents so they can analyze and interpret these artifacts in their historical context.

Thinking Globally helps reinforce student understanding of one of the seven Themes listed in the AP[®] U.S. History Course Framework, “America in the World.”



Varying Viewpoints Whose Revolution?

Historians once assumed that the Revolution was just another chapter in the unfolding story of human liberty—an important way station on a divinely ordained pathway toward moral perfection in human affairs. This approach, often labeled the “Whig view of history,” was best expressed in George Bancroft’s ten-volume *History of the United States of America*, published between the 1830s and 1870s.

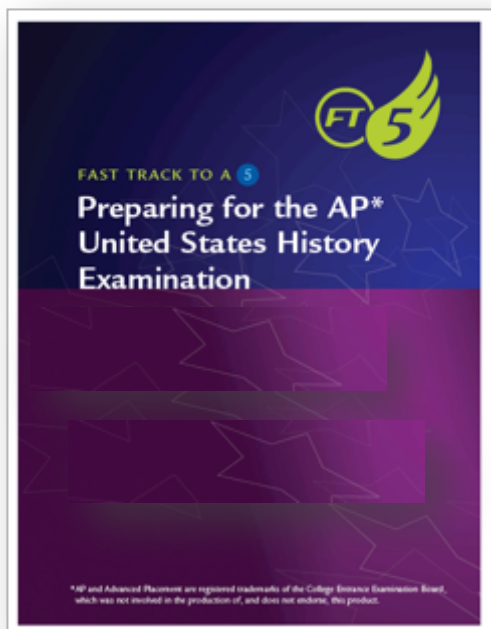
By the end of the nineteenth century, a group of historians known as the “imperial school” challenged Bancroft, arguing that the Revolution was best understood not as the fulfillment of national destiny, but as a constitutional conflict within the British Empire. For historians like George Beer, Charles Andrews, and Lawrence Gipson, the Revolution was

Reinforcing strong historical thinking skills, **Varying Viewpoints** gives students deep analysis of how historians have debated specific historical events or themes.

Fast Track to a 5 AP® Test Preparation

Fast Track to a 5 AP® Test Preparation, both print and online, will fully align with the redesigned AP® U.S. History exam in both content and format. *Fast Track to a 5* will be the most reliable resource of its kind. Exam question formatting, for instance, will reflect even the most recently released changes from the College Board®. This resource is being written by experienced and highly regarded teachers of AP® U.S. History, Stacie Berman from Murrow High School, Brooklyn, NY and Bobbi Rodriguez from A&M Consolidated High School, College Station, TX and will reflect the kind of AP® test preparation students need to be most successful on the AP® exam.

Fast Track to a 5 workbook



Online *Fast Track to a 5* in CourseMate®



Student Technology

Aplia™ and CourseMate™

CourseMate brings course concepts to life and includes an interactive eBook, primary sources, quizzes, flashcards, videos, and more. The **Online Fast Track to a 5 AP® Test Preparation** tool gives student genuine AP® test experience with immediate results.



Aplia™ prompts history students to contextualize and analyze information. Our exercises, written by trained historians, ensure that students think critically and draw conclusions rather than merely memorize historical facts.

- Auto-assigned and graded activities hold students accountable for the material before class, increasing their effort and preparation.
- Primary source-based activities encourage critical thinking.
- Interactive maps provide practice interpreting this key historical medium.
- Grades are automatically recorded and instructors can monitor class performance and individual student performance on a topic-by-topic basis.
- Map, writing, and critical thinking tutorials guide students through the process of interpreting information and effectively communicating their ideas within the framework of the history discipline.

After analyzing the following map, complete the table in the upper-left side by indicating whether the given states ceded land, gained land, or had no land claims in the debate over the Articles of Confederation. (Hint: More than one answer is possible for a given state, so be sure to check all options that apply.)

State	Ceded	Gained	No Claims
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N. Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Interactive maps not only teach students geography but also encourage them to think critically.

Exploration:
The following table displays the correct answers to the previous table.

State	Ceded	Gained	No Claims
New York	X	X	
Tennessee		X	
North Carolina	X		
New Jersey		X	

In 1782, New York ceded an enormous portion of land stretching from the Tennessee River in the south to the upper Great Lakes in the north. It also gained land from Massachusetts, which ceded lands that lie in present-day western and northern New York State.

Instructions to Meriwether Lewis
by Thomas Jefferson

- 1 Your situation as secretary of the president of the United States has made you acquainted with the objects of my confidential message of Jan. 18, 1803, to the legislature. You have seen the act they passed, which, though expressed in general terms, was meant to sanction those objects, and you are appointed to carry them into execution.
- 2 Instruments for ascertaining by celestial observations the geography of the country through which you will pass, have been already provided. Light articles for barter, and presents among the Indians, arms for your attendants, say for from ten to twelve men, boats, tents, and other traveling apparatus, with ammunition, medicine, surgical instruments, and provision you will have prepared with such skill as the secretary of war can yield in his department. And from him also you will receive authority to engage among our troops, by voluntary agreement, the number of attendants above mentioned, over whom you, as their commanding officer, are invested with all the powers the laws give in such a case.
- 3 The object of your mission is to explore the Missouri River, and such principal stream of it, as, by its course and communication with the water of the Pacific Ocean may offer the most direct and practicable water communication across this continent for the commerce of the nations.

Source: Thomas Jefferson, "Message on the Lewis and Clark Expedition," in *Discovering U.S. History* (Glencoe/McGraw-Hill, 1997). Reproduced in History Resource Center, Farmington Hills, MI.

Part of a historian's job is to read primary source documents and extract evidence that helps to answer a historical question. To do so effectively, a historian must understand the context surrounding the evidence, not just one isolated line. From the following pieces of evidence taken from the passage, which one clarifies how Lewis was going to primarily pay for the journey once the exploration began?

- ☐ In paragraph 8: "Other objects worthy of notice will be the soil and face of the country, its growth and vegetable productions."
- ☒ In paragraph 2: "Light articles for barter, and presents among the Indians, arms for your attendants."
- ☐ In paragraph 13: "Open letters of credit shall be furnished you, authorizing you to draw on the executive of the U.S."
- ☐ In paragraph 2: "Instruments for ascertaining by celestial observations the geography of the country through which you will pass, have been already provided."

Exploration:
Jefferson extended a line of credit to Lewis that he was to use for the acquisition of "money, clothes, or provisions." This line of credit meant that Lewis could make purchases and charge them to the U.S. government. This would be the primary way to pay for his journey. He was given some small items to barter, but these would not pay for the expedition. While the vegetables and animals present in the United States would eventually help to feed the population that lived there, that was not how Lewis was expected to subsist.

Based on his letter to Lewis, determine Jefferson's greatest concern regarding the new Louisiana Territory. Which of the following did Jefferson want Lewis to do?

- ☒ Explore the territory for opportunities to benefit commerce
- ☐ Spend the majority of his time learning about the Native Americans
- ☐ Identify and eliminate any remaining French presence
- ☐ Accurately map the topography of the land

Exploration:
In paragraph 3, Jefferson encourages Lewis to explore the Missouri River and passageways to the Pacific Ocean "for the purposes of commerce." In paragraph 13, he also encourages Lewis to get to know the Native Americans and remind them of "the peaceable and commercial dispositions of the U.S. . . and of our dispositions to a commercial intercourse with them." Understanding and potentially converting the natives was part of Jefferson's mission, but his principal concern with the exploration was expanding commerce. Native Americans were just one more way to learn about commercial opportunities. Having a good map of the land would also help with commercial ventures but was not the priority. Robbing the best of any French identifiers was also not part of Lewis's job.

Final questions teach students how to use primary source evidence to support larger conclusions.

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DEVELOPING THE AP[®] US HISTORY CURRICULAR FRAMEWORK: SUGGESTED ACTIVITIES AND DISCUSSION TOPICS

3. ***“Assessing the Reasons for the Patriot Victory in the American Revolution”*** Teachers can use this activity to reinforce the historical thinking skills of historical causation, historical argumentation, and appropriate use of historical evidence and develop the course themes of Politics and Power and America in the World. The teacher will divide the class into four groups. Each group will randomly select a card with one of the following reasons for the patriot victory in the American: greater familiarity with the land, resilient military and political leadership, ideological commitment, and support from European allies. The teacher should note that these are the four reasons explicitly listed in the AP US History Curriculum Framework Key Concept 3.1.II.C. Each group will be required to use the chapter and other relevant print and electronic resources to develop a historical argument that maintains their reason for victory is the decisive one. The teacher will moderate a debate where the various groups attempt to persuade one another that their reason for the patriot victory is most important and overshadows the other three. At the conclusion of the debate, the teacher has the students abandon their group's position and participate in a large group discussion where the class ranks the reasons for the patriot victory from most to least important (Key Concept 3.1).
4. ***“Expanding Varying Viewpoints and AP[®] Exam Skills: Short Answer Questions.”*** The teacher can use the following prompt to reinforce to the historical thinking skills of historical argumentation and interpretation and help students continue to develop strategies to respond to short answer questions. Prior to the administration of this quiz, the teacher will have the students read “Varying Viewpoints: Colonial America: Whose Revolution?” (*Pageant* p. 152-3) and lead a class discussion about the different interpretations described in the passage. The teacher will distribute half sheets of lined notebook paper (approximately 8 ½” x 5 ½”) to the students. The teacher will allow the students to have approximately 11 ¼ minutes to respond to the following prompt. After the student responses are scored, the teacher may want to lead a class discussion about the specific evidence from the chapter that supports, modifies, or refutes the excerpts from the two interpretations (Key Concepts 3.2).

- Carl L. Becker, *Beginnings of the American People* (1915).
“It was the opposition of interests in America that chiefly made men extremists on either side.... Those men who wished to take a safe middle ground, who wished neither to renounce their country nor to mark themselves as rebels, could no longer hold together.”
- Bernard Bailyn, *The Ideological Origins of the American Revolution* (1967).
“The colonists believed they saw emerging from the welter of events during the decade after the Stamp Act a pattern whose meaning was unmistakable.... They saw about them, with increasing clarity, not merely mistaken, or even evil, policies violating the principles upon which freedom rested, but what appeared to be evidence of nothing less than a deliberate assault launched surreptitiously by plotters against liberty both in England and in America.... This belief transformed the meaning of the colonists' struggle, and it added an inner accelerator to the movement of opposition.... It was this.... that was signaled to the colonists after 1763, and it was this above all else that in the end propelled them to Revolution.”

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

- a) Briefly explain ONE major difference between Becker and Bailyn's historical interpretation of the European colonization of North America.
- b) Briefly explain how ONE development from the period 1754 to 1776 not directly mentioned in the excerpts supports Becker's argument.
- c) Briefly explain how ONE development from the period 1754 to 1776 not directly mentioned in the excerpts supports Bailyn's argument.

AP[®] Practice Tests

The four AP[®] Practice Tests will be available on the CourseMate companion site for the student as well as the instructor site for the teacher. They will be four different AP tests than what is in the book or in the *Fast Track to a 5!!!* Note, a DBQ example is not included below, but will certainly be part of the AP[®] Practice Tests.

Multiple-Choice Question Examples - Each multiple choice question was carefully written to correspond to the new Thematic Learning Objectives and Historical Thinking Skills. Here are two example sets:

Questions 7-10 are based on the following quotation.

"For the increase of shipping and encouragement of the navigation of this nation wherein... be it enacted by the king's most excellent Majesty, and by the Lords and Commons in this present Parliament assembled...[that] no goods or commodities whatsoever shall be imported into or exported out of any lands, islands, plantations, or territories to his Majesty ...in any other ship ... but in such ships or vessels as do truly and without fraud belong only to the people of England or Ireland...and whereof the master and three fourths of the mariners at least are English."

Navigation Act (1660)

7. Which of the following best explains the intent of the act of Parliament excerpted above and other similar acts of British Parliament as created in the seventeenth century?
 - (A) A desire to recoup financial losses stemming from poorly organized colonial ventures
 - (B) Fierce competition between the British and their growing colonial rivals in North America
 - (C) An organized effort to restore loyalty to the British crown among colonial inhabitants
 - (D) Open contempt for the economic well-being of the merchant class in favor of boosting the wealth of property holders
8. Which of the following best explains the result of the enactment of laws like the one excerpted above?
 - (A) A general disregard for the laws among colonists and a sense of indifference on the part of the British government
 - (B) Rapid rise in the profitability of the British colonies from the perspective of the British monarchy
 - (C) An increase in class and social divisions among British colonists, contributing to the significant diversity present within the North American colonies
 - (D) Intensifying hostility between American Indians and the British colonists as the settlers sought to expand their territorial control
9. Which of the following concepts is best represented by the content of the act in the passage above?
 - (A) Republicanism
 - (B) Laissez-faire
 - (C) Mercantilism
 - (D) Constitutional democracy
10. Which of the following developments most significantly affected colonial reaction to laws such as the one excerpted in the passage above?
 - (A) A history of self-government together with ideas of liberty gleaned from the Enlightenment
 - (B) A century of misrule by inept colonial governors
 - (C) Declining trade values as the British turned their attention to other colonies
 - (D) Experiences along the frontier, which distinguished the colonists from their British peers

Questions 15-19 are based on the following quotations.

"The conduct of the Abolitionists, in distributing their incendiary publications...in the slave holding States, in violation of their laws and in contravention of the spirit of the constitution of the United States... is wholly unjustifiable—a contempt of public opinion, a flagrant outrage against the society which affords them protection, and a high offense against the principles of morality, because their whole conduct is predicated on a total recklessness of consequences, which can only proceed from depravity of heart or desperate infatuation."

Broadside: "A Declaration of the Sentiments of the People of Hartford" (1835)

"The great fundamental principle of Abolitionists is that man cannot rightfully hold his fellow man as property. Therefore, we affirm that... [every man] has inalienable rights he cannot rightfully be reduced to slavery... So far from thinking that a slaveholder is bound by the immoral and unconstitutional laws of the southern states, we hold that he is solemnly bound as a man, as an American, to break them, and that immediately and openly."

Angelina Grimke, "Letters to Catharine E. Beecher in reply to an Essay on Slavery and Abolitionism" (1838)

15. The fundamental question addressed by the authors of these two passages is whether
 - (A) the importation of slaves is Constitutional
 - (B) American democratic ideals can be reconciled with the practice of slavery
 - (C) freed blacks could ever have a place in white society
 - (D) women had a place in the abolitionist movement
16. The roots of the movement to which Angelina Grimke, the author of the second passage, belonged were based most strongly in
 - (A) the Enlightenment
 - (B) the American Revolution
 - (C) the Second Great Awakening
 - (D) the Market Revolution
17. What secondary conclusion can be drawn from the second passage, written by Angelina Grimke in response to a tract published by Catharine Beecher?
 - (A) Women had, by the 1830s, begun to take a more active role in social and moral reform movements.
 - (B) Great disagreement existed among abolitionists as to whether escaped slaves should participate in the campaign for emancipation.
 - (C) Fairly little progress was made by reformers due to intense public opposition and little popular support.
 - (D) In order to preserve national unity, much of the contentious debate about slavery was halted by public officials.
18. Which of the following best explains the content of the first passage, published in Hartford, Connecticut?
 - (A) The development of a strong regional identity based in pride in the institution of slavery, developed by the people of Hartford.
 - (B) The tension that existed between reformers and the existing laws of the United States over the topic of slavery.
 - (C) A rejection of religious rhetoric by mainstream political thinkers.
 - (D) Dedication to the principles of states' rights, especially among the upper class.
19. Which of the following best reveals the long-term impact of debates such as the one revealed by these passages?
 - (A) The demise of the institution of slavery in the North as economic interests lessened and moral arguments increased
 - (B) The rise of the Democratic party as a result of the growth of political participation among the "common men"
 - (C) The increasing division between the North and West based on ideological disagreement and a lack of common ground where national politics were concerned
 - (D) The growth of the secessionist movement in the face of real and perceived attacks on what were believed to be inviolable Constitutional protections for states' rights

Short-Answer
Question Examples

1. Using the 1760s advertisement above, answer a, b, and c.
 - a) Describe ONE economic reason for the development of slavery in the American colonies.
 - b) Describe ONE social reason for the development of slavery in the American colonies.
 - c) Describe ONE impact of the rise of slavery in the American colonies.
2. Answer a, b, and c.
 - a) Describe ONE major change that occurred as a result of the market revolution, including at least ONE piece of evidence to support your description.
 - b) Identify and explain ONE major benefit of the market revolution for the American economy. Provide at least ONE piece of evidence to support your claim.
 - c) Identify and explain ONE major political development or debate that occurred as a result of the market revolution.
3. Answer a and b.
 - a. Choose ONE of the philosophies listed below and describe how it proposed to achieve the ideal society in the Gilded Age.
 - Social Darwinism
 - Social Gospel
 - Gospel of Wealth
 - b. Evaluate the impact your chosen philosophy had on the realities of life in the Gilded Age. Provide at least ONE piece of evidence to support your explanation.

Here we see the element of internal choice that the College Board has elected to include in half of all SA questions.

QUESTION 1

America's founding fathers struggled to adequately address the issue of slavery. As diverse as the colonies were—from the merchant dominated North to the planter-dominated South—it is no wonder that the debate over the “peculiar institution” significantly affected the nation's politics from the very beginning. Despite attempting to sidestep the issue in most national laws, the abolitionist movement created sectional tension that gave rise to partisan divisions, ultimately leading to the Civil War.

The Second Great Awakening, which had given birth to the abolitionist movement in the North, led Southerners to perceive national action as a potential threat to slavery. For this reason, as the nation expanded its borders, the balance between free and slave states was seen as the most important goal when considering the admission of new territories. Although the Missouri Compromise preserved this hope, the population growth of the North, together with the growing influence of abolitionists like William Lloyd Garrison and Frederick Douglass, made the South all the more defensive of its rights. The extraordinary reaction of the South to the Tariff of 1832 as embodied in the Nullification Crisis revealed this defensiveness, as did the gag rule instituted in the U.S. House of Representatives at the same time in hopes of preventing the mere discussion of abolition in Congress. Meanwhile, the abolitionist movement continued to draw support, leading a growing number of Northerners to see the South as a holdout of immoral and un-American oppression, inflaming the growing sectional tensions that had already nearly resulted in the secession of South Carolina over the tariff.

Although compromises in the 1820s and 1830s had attempted to preserve the delicate political balance between North and South, American expansionism inevitably inflamed sectional tensions by reviving the debate over the morality and legality of slavery. After the Mexican War, most Southern Democrats expected to expand their plantation empire into the newly acquired territories of the Southwest. Northerners, mostly Whigs influenced by abolitionists and opposed to the expansion of slavery, supported the ill-fated Wilmot Proviso, much to Southerners' dismay. Although the Proviso (which would have prohibited slavery in any new land) failed, Southerners were quick to perceive the threat to their Constitutional right to slavery. By 1850, the divide was nearly irreconcilable. Only the famous Congressional leaders Henry Clay and Daniel Webster, together with newcomer Stephen Douglas, were capable of patching together a compromise that enabled the admission of California as a free state without immediate bloodshed. Only by promising stricter federal enforcement, via the Fugitive Slave Act, of an old Constitutional guarantee could the North convince the South to accept the compromise. This law, however, did much to enrage Northern abolitionists and increased their efforts to condemn and prevent the spread of slavery. By the time of the Kansas-Nebraska Act, just four years later, abolitionists and Southerners literally came to blows as they attempted to wrest control of the territories from their opponents.

In the final years before the Civil War, the influence of abolitionists had not only caused deep divisions on the nation's social and cultural fabric but had also led to intense sectional conflict, particularly as the new Republican party began to emphasize its rejection of the expansion of slavery as its central platform. When Republican Abraham Lincoln was elected in 1861, the South would accept no more and chose secession and war over the preservation of the Union. The growth of abolitionism and the repeated ideological and political clashes over slavery itself had driven a wedge between the North and South that would be closed only by force of war.

QUESTION 2

Despite having gained Constitutional protections for the rights of citizenship of all races, racial discrimination and oppression were common in the United States even as the country unified itself to fight the Axis threat in World War II. Nevertheless, black and Hispanic veterans returning from the front lines were unwilling to accept a return to the pre-war conditions of inferior treatment. Although early civil rights efforts would struggle to affect significant political change in Congress, the civil rights movement would force action by the national government, achieving significant political reform while also dividing the Democratic Party.

Early attempts at securing civil rights would make only slow progress, although the focus on school integration and the intervention of the Supreme Court would force the nation to act. Often focused upon the patriotism and service of minorities, organizations such as the League of United Latin American Citizens and the American GI Forum sought better conditions—especially education—for Mexican Americans in the Southwest. Meanwhile, the NAACP attempted to find the right course to achieve a more universal victory in overturning the precedent of *Plessy v. Ferguson*. When Thurgood Marshall successfully argued the case of Linda Brown in *Brown v. Board*, the Supreme Court’s monumental decision ordered the integration of public schools and opened a partisan divide that would test the nation’s politicians. Republican President Dwight D. Eisenhower tried to avoid the issue altogether, not wanting to alienate the strong Congressional bloc of Southern Democrats, but Arkansas Governor Orval Faubus’s refusal to obey the nation’s Supreme Court forced Eisenhower’s hand as he ordered the deployment of the U.S. Army to enforce the integration of Central High School in Little Rock. Besides this early confrontation, the slow-moving South managed to avoid many significant changes until the national conscience was pricked by dedicated civil rights protesters.

Following the *Brown* decision, and spurred on by public outrage at the death of Emmett Till, the civil rights movement gained speed with the success of the Montgomery Bus Boycott. By motivating a national movement that would eventually encompass many Northern whites as well as Blacks organized by Martin Luther King and the Southern Christian Leadership Conference, the Civil Rights Movement began to turn heads in politics as they carefully targeted symbols of Southern oppression and segregation. Public outcry at the violent response of Southerners to peaceful protests in Montgomery and Selma and at lunch counters throughout the South convinced some congressmen that the time to act had arrived. President John F. Kennedy was said to be moved by the outrages of Birmingham policemen against peaceful marchers and he, reluctant to challenge the South up to that point, began to actively campaign for civil rights legislation. When Lyndon Johnson took up the crusade for civil rights reform, succeeding in the passage of the Civil Rights Act (1964) and the Voting Rights Act (1965), he also alienated Southern Democrats for “a generation.” Indeed, by 1968, the formerly solid Democratic South had nearly universally switched its loyalty to the more conservative Republican Party of Richard Nixon.

Despite slow and halting progress, the civil rights movement had effectively forced national action on the question of the treatment of minorities in America. Although major legislation would ultimately bring about significant progress in the quest for equality, the debate that erupted over the reforms would challenge both parties and become a defining feature of the Democratic Party—costing it the votes of Southern whites for decades to come.