

BRIGHT SCHOLARS

AP+ EXAM PREP SERIES

U.S. HISTORY

REVIEW WORKBOOK

2027 EXAM

All 9 Periods • Sources • SAQ, DBQ, and LEQ Writing

Think historically. Write with evidence. Prepare with confidence.

PERIOD



1491–1607 1607–1754 1754–1800 1800–1848 1844–1877 1865–1898 1890–1945 1945–1980 1980–now

Fully digital exam format • Diagnostic test • 10 units • SAQ, DBQ, and LEQ workshops • Full-length practice exam

THIS BOOK BELONGS TO

Name _____

School / Teacher _____

AP exam date _____

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i KNOW IT

Short concept notes in the margin, next to the questions that use them.

2 FRQ EDGE

SAQ, DBQ, and LEQ practice, scored point by point the way readers score it.

! FIX IT

The mix-ups students make most often, named so you can catch them.

T

AP EXAM WEIGHT: 4–6% OF THE MULTIPLE-CHOICE SECTION

How did contact between Native American, European, and African peoples remake the Americas?

- ☐ Explain how environments shaped the diversity of Native societies.
- ☐ Explain why Europeans explored and colonized the Americas.
- ☐ Describe the Columbian Exchange and its effects on both hemispheres.
- ☐ Explain how the Spanish built a colonial labor system and caste hierarchy.
- ☐ Describe Native and African responses to colonization.
- ☐ Compare European worldviews with Native views of land and society.

- 1.1** Native Societies Before Contact
- 1.2** Exploration and the Columbian Exchange
- 1.3** Spanish Colonization and Its Challengers

Unit Review: Mixed Practice, FRQ Edge, Fix It, Exit Ticket, READY+ Check

Try each one in under a minute.

[illegible][illegible][illegible]

UNIT 1 | LESSON 1.1

Native Societies Before Contact

i MODEL IT: ENVIRONMENT SHAPES SOCIETY

REGION	HOW PEOPLE LIVED
Southwest	Pueblo peoples farmed maize with irrigation and built multistory adobe and stone towns.
Great Basin and Plains	Mobile societies hunted bison and gathered food across wide ranges; horses arrived only after Spanish contact.
Pacific Northwest and California	Rich fishing, hunting, and gathering supported large, settled villages without much farming.
Mississippi Valley	Mississippian chiefdoms built mound centers; Cahokia held perhaps 10,000 to 20,000 people at its height.
Northeast and Atlantic	Mixed farming (maize, beans, squash) and hunting; permanent villages and longhouses; the Haudenosaunee (Iroquois) Confederacy linked five nations.

LAND AND PROPERTY

Many Native societies understood land as held in common for use, while Europeans increasingly treated land as private property that could be bought, sold, and fenced. This difference shaped centuries of conflict.

i MAIZE CHANGES EVERYTHING

The spread of **maize** cultivation north from Mesoamerica supported larger, settled societies with more complex social and political structures in the Southwest, the Mississippi Valley, and the Northeast.

i DIVERSE, NOT UNIFORM

Hundreds of Native nations spoke different languages and organized themselves in very different ways. The exam often asks you to **compare** regions.

! FIX IT

Native peoples did not leave the land “untouched.” They farmed, built irrigation, burned forests to improve hunting, and traded across long distances.

✓ CHECK IT

QUESTIONS 1 TO 3 REFER TO THE EXCERPT BELOW.

“Before 1492, the peoples of North America lived in societies as varied as the lands they occupied. In the dry Southwest, towns clustered around irrigated fields. Along the northwest coast, salmon runs supported villages of hundreds of people. In the eastern woodlands, women tended fields of maize, beans, and squash while men hunted and traded.”

Historian’s interpretation, written for this workbook

- 1 The passage best supports the claim that Native societies before contact were
- (A) diverse and adapted to their environments.

(B) mostly nomadic hunters.

(C) united under one political system.

(D) isolated from any trade.

- 2 The settled villages of the northwest coast differed from many eastern societies in that they
- (A) depended on horses for hunting.
 - (B) supported large populations with little agriculture.
 - (C) were organized into a single empire.
 - (D) relied on irrigation canals.

- 3 The spread of maize cultivation into the Southwest and the East most directly led to
- (A) the domestication of the horse.
- (B) the decline of trade networks.
- (C) larger, more permanent settlements.
- (D) the end of hunting.

2 EXPLAIN IT

- 4 Explain ONE way the environment shaped the economy of a Native society before 1492.

How Revolutionary Was the Revolution?

Suggested time: 40 minutes. Plan for 5 to 8 minutes, then write.

INTRODUCTORY STATEMENT

The American Revolution was fought in the name of liberty and equality, yet the society that emerged from it kept many old hierarchies in place.

Prompt: Develop an argument that evaluates the extent to which the American Revolution changed American society in the period from 1775 to 1800. You may focus on one or more groups or developments.

P Plan: your thesis, context, and two pieces of evidence for each body paragraph.

E Write your essay.

FRQ EDGE • UNIT 3 • CONTINUED

 **READY+ CHECK • SCORE YOURSELF**

☐ My thesis makes a claim about extent with a line of reasoning.

☐ I used at least two specific pieces of evidence and explained them.

CONFIDENCE 1 2 3 4

☐ My context explains developments before 1775 and connects them.

☐ I used change and continuity (or causation) to organize the essay.

UNIT 3 | REVIEW

Fix It and Exit Ticket

! FIX IT: COMMON MISTAKES IN UNIT 3

MISTAKE	WEAK REASONING	CORRECT THINKING
Taxation	“Colonists rebelled because taxes were high.”	British taxes were modest; the objection was to taxation without representation.
Articles vs. Constitution	“The Articles created a strong president.”	The Articles had no executive and no power to tax.
Two compromises	“The Great Compromise counted enslaved people as three fifths.”	Great Compromise: Congress’s two houses. Three-Fifths: how enslaved people were counted.
Federalists	“Federalists wanted strong states.”	Federalists wanted a strong national government; Anti-Federalists defended states and demanded a bill of rights.
Parties	“The Founders planned political parties.”	Parties arose from disputes over Hamilton’s program and foreign policy; Washington warned against them.

→ EXIT TICKET

1 Why did Britain tax the colonies after 1763?

3 What was the Great Compromise?

2 Name one weakness of the Articles of Confederation.

4 Name one difference between Federalists and Democratic-Republicans.

✓ READY+ CHECK: UNIT 3

Rate your confidence on each skill before moving to Unit 4.

SKILL	1	2	3	4
Explaining the effects of the Seven Years’ War	☐	☐	☐	☐
Tracing colonial resistance, 1763–1776	☐	☐	☐	☐
Explaining the Revolution’s effects on different groups	☐	☐	☐	☐
Explaining the Constitution’s compromises	☐	☐	☐	☐
Comparing Federalists and Anti-Federalists	☐	☐	☐	☐
Explaining the first party system and foreign policy	☐	☐	☐	☐

1 shaky 2 getting there 3 solid 4 exam-ready

SECTION I, PART A • MULTIPLE CHOICE • QUESTIONS 1–55

⌚ 55 MINUTES

QUESTIONS 1 TO 3 REFER TO THE SUMMARY BELOW.

Before 1492, Pueblo communities irrigated maize fields in the arid Southwest, villages along the Pacific Northwest coast lived by fishing salmon runs, and peoples of the Great Plains hunted bison across vast ranges. Trade networks carried shells, copper, and obsidian hundreds of miles.

1 The summary best supports which claim about North America before contact?

- ☐ (A) Native societies shared a single economy.
- ☐ (B) Native societies were isolated from one another.
- ☐ (C) Native societies adapted in diverse ways to their environments.
- ☐ (D) Farming was unknown north of Mexico.

2 The spread of maize cultivation into the Southwest most directly encouraged

- ☐ (A) the domestication of horses.
- ☐ (B) permanent settlements with complex social structures.
- ☐ (C) the decline of trade.
- ☐ (D) the end of hunting.

3 Which development after 1492 most directly disrupted the patterns described?

- ☐ (A) The ratification of the Bill of Rights
- ☐ (B) The Second Great Awakening
- ☐ (C) The Federal Reserve Act
- ☐ (D) The arrival of European diseases, animals, and settlers

QUESTIONS 4 TO 6 REFER TO THE SUMMARY BELOW.

In 1662 the Virginia legislature declared that children of enslaved women would be enslaved for life, regardless of the father. Over the following decades, Virginia and other colonies passed codes that defined slavery by race and limited the rights of free Black colonists.

4 The laws described most directly reflected

- ☐ (A) the influence of the Great Awakening.
- ☐ (B) a decline in tobacco planting.
- ☐ (C) British efforts to end slavery.
- ☐ (D) planters' growing reliance on enslaved African labor.

Answer Key and Model Responses

Answers are grouped by section, with the page number of each set of questions. Every multiple-choice answer includes a short reason. For short-answer, source, and essay items, the key shows one strong response; other answers earn credit when they are accurate, specific, and explain how the evidence answers the task.

DIAGNOSTIC TEST

Diagnostic Test • Multiple Choice p. 9

- 1 **D.** Irrigation and compact towns were adaptations to an arid environment.
- 2 **C.** Context explains the broader developments that shaped the topic of the prompt.
- 3 **D.** Epidemic diseases such as smallpox caused catastrophic population loss.
- 4 **B.** Fewer English servants arrived and elites feared landless former servants after Bacon's Rebellion.
- 5 **C.** Revivalists encouraged lay participation and challenged established ministers.
- 6 **A.** The claim explains the Revolution through the colonists' political ideas.
- 7 **D.** The Seven Years' War left Britain with a large debt and an expensive empire to defend.
- 8 **A.** The uprising exposed the weakness of the national government under the Articles.
- 9 **C.** Federalist No. 10 and No. 51 argue that a large republic and divided powers protect liberty.
- 10 **D.** The canal linked Great Lakes farmers to New York City and cut shipping costs.
- 11 **A.** Evangelical revivals stressed individual moral responsibility and the perfection of society.
- 12 **C.** White male political participation grew while Native nations were forcibly removed.
- 13 **A.** Popular sovereignty in Kansas and Nebraska repealed the Missouri Compromise line.
- 14 **A.** It applied to areas still in rebellion, not to loyal border states.
- 15 **A.** Violence, fading Northern commitment, and court rulings weakened federal enforcement.
- 16 **B.** Owning every stage of production is vertical integration.
- 17 **B.** Indebted farmers in the South and West formed its base.
- 18 **D.** Allotment divided reservation land into individual plots to force assimilation.
- 19 **D.** Exposés built public pressure for reform laws such as the Meat Inspection Act.
- 20 **C.** It made the federal government responsible for relief, regulation, and economic security.
- 21 **B.** It authorized the forced removal and incarceration of Japanese Americans.
- 22 **B.** Containment sought to stop the spread of Soviet influence.
- 23 **A.** The Court held that segregated public schools are inherently unequal.
- 24 **B.** Public distrust grew as official claims about Vietnam clashed with events.
- 25 **C.** Supply-side policy cut tax rates and regulations.
- 26 **D.** Without the Soviet rival, leaders debated new purposes for American power.
- 27 **B.** Explaining similarities and differences between two developments is comparison.

- 28 **A.** Factory closures hit older manufacturing regions of the Northeast and Midwest.
- 29 **B.** Encomienda granted colonists the right to demand labor and tribute from Native people.
- 30 **C.** A source created at the time by a participant is primary.

Diagnostic Test • Short Answer p. 13

- a The historian claims that the Market Revolution tied households to distant markets, so families' livelihoods depended on prices set far away. (Also accepted: work shifted from farms to clock-driven workplaces; regions changed at different paces.)
- b The Erie Canal (1825) cut the cost of shipping grain from the Great Lakes to New York City dramatically, so western farmers began growing crops for sale in eastern and overseas markets. Also accepted: the Lowell mills hiring young women for wage work on fixed schedules.
- c The North built factories and a wage-labor workforce, while the South's economy expanded by growing cotton for textile mills in the North and Britain using enslaved labor, so the South grew richer without industrializing to the same degree.

UNIT 0 • HISTORICAL THINKING SKILLS

Unit 0 Quick Start p. 16

- a Primary: it was created during the period by a participant.
- b Example: British taxes after the Seven Years' War, such as the Stamp Act (1765).
- c Example: slavery remained legal in the South; enslaved people gained no rights under the new state and national governments.

Lesson 0.1 • Apply It p. 16

- 1 Causation (cause and effect).
- 2 Comparison.
- 3 Continuity and change over time.
- 4 Causation.

Lesson 0.1 • Check It p. 17

- 5 **B.** The assassination is a short-term trigger; alliances and rivalry are long-term causes.
- 6 **A.** It names both a change (federal regulation grew) and a continuity (segregation persisted) across a defined span.
- 7 **A.** Unintended consequences are outcomes the policy's authors did not plan.

Lesson 0.1 • Explain It p. 17

- 8 Long-term: decades of salutary neglect let colonial assemblies govern themselves, so colonists saw new British controls after 1763 as attacks on established rights. Short-term: the Coercive Acts (1774) closed Boston's harbor, leading to the First Continental Congress and armed confrontation in 1775.