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.

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The Pathway to Success for Today’s AP Students

AP advantage helps students navigate the rigors of Advanced Placement coursework with accessible, engaging, and fully aligned resources designed specifically for today’s learners.

From pre-course skill mastery, through comprehensive core curriculum, to targeted and adaptive test prep, AP advantage tailors the learning experience to students’ diverse needs and learning styles.

Put your students on the pathway to AP success with:

- Self-paced, diagnostic AP course prep.
- Comprehensive core curriculum fully aligned to AP standards.
- Clear, accessible, skills-based pedagogy.
- A robust digital platform with customizable resources.
- Flexible implementation with print, digital, or hybrid options.
- Personalized AP test prep.

All of your resources, all in one place with AP advantage.
# Table of Content

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

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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.

### 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 contested 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.

### An American Story

On May 1, 1893, nearly half a million people jostled into a dramatic plaza fronted on either side by gleaming white buildings overlooking a sparkling lagoon. Named the Court of Honor, the plaza was the center of a strange ornamental city that was at once awesome and entirely imaginary. At one end stood the Administration Building, whose magnificent dome 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.

©Bettmann/Getty Images

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 towers, minarets, and flags from all nations, showed how conscious Americans were becoming of the wider world.
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.*

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.
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**

"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 surpassed 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?

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.
American empire would have its share of colonies, but in Asia as well, 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 great game is played, and it cannot leave it.

**Acquiring an Empire, 1860–1900**

<table>
<thead>
<tr>
<th>MAJOR ACQUISITIONS</th>
<th>DATE</th>
<th>MEANS</th>
<th>STATUS</th>
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<tbody>
<tr>
<td>Alaska</td>
<td>1867</td>
<td>Purchased from Russia</td>
<td>Territory*</td>
</tr>
<tr>
<td>Hawaiian Islands</td>
<td>1898</td>
<td>Annexed</td>
<td>Territory*</td>
</tr>
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<td>Midway Island</td>
<td>1898</td>
<td>Annexed</td>
<td>Territory</td>
</tr>
<tr>
<td>Guam</td>
<td>1898</td>
<td>Ceded by Spain</td>
<td>Territory</td>
</tr>
<tr>
<td>Philippines</td>
<td>1898</td>
<td>Ceded by Spain</td>
<td>Territory **</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1898</td>
<td>Annexed</td>
<td>Territory</td>
</tr>
<tr>
<td>American Samoa</td>
<td>1899</td>
<td>Annexed</td>
<td>Territory</td>
</tr>
<tr>
<td>Wake Island</td>
<td>1899</td>
<td>Annexed</td>
<td>Territory</td>
</tr>
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*Granted statehood in 1959.
*Granted independence in 1946.
**(Granted independence in 1946.)

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 “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 armies killed civilians before reaching Beijing.

Hay feared that once in control of Beijing the conquerors might never leave. So he, this time asking for foreign power respect for administrative integrity. The new American empire would have its share of colonies, but in Asia as elsewhere it would be built primarily on trade.

**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.
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 pro-
claimed, “Every virile people has established colonial power.”
As in the United States, European imperialists sometimes
justified their rule over nonwhite peoples in Darwinian fash-
on. “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.

Short Answer Questions
1. Using the excerpts on page 517, answer a, b, and c.
   a. Briefly explain ONE significant difference between
      the interpretations of President Cleveland and
      W.M. Taylor.
   b. Briefly explain ONE significant event from the
      late 19th century consistent with Cleveland’s
      interpretation.
   c. Briefly explain ONE significant event from the late
      19th century consistent with Taylor’s interpretation.

2. Answer a, b, and c.
   a. Briefly explain ONE important continuity in the
      rights of African-Americans from 1865–1900.
   b. Briefly explain ONE important change in the rights
      of African-Americans from 1865–1900.
   c. 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®.

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. The 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.

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.

Harness technology, unlock success with the digital resources for this text. Visit My.MHEducation.com

Highlighted content continuously adapts as students work through exercises.

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

Searchable library makes it easy to find and assign resources.

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