



# AP<sup>®</sup> United States History Practice Exam

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## From the 2013 Administration

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**Note:** This publication shows the page numbers that appeared in the *2012–13 AP Exam Instructions* book and in the actual exam. This publication was not repaginated to begin with page 1.

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## **Exam Instructions**

The following contains instructions taken from the *2012–13 AP Exam Instructions* book.

# AP<sup>®</sup> United States History Exam

Regularly Scheduled Exam Date: Wednesday morning, May 15, 2013

Late-Testing Exam Date: Wednesday morning, May 22, 2013

## Section I: At a Glance

**Total Time:**

55 minutes

**Number of Questions:**

80

**Percent of Total Score:**

50%

**Writing Instrument:**

Pencil required

## Section II: At a Glance

**Total Time:**

2 hours, 10 minutes

**Number of Questions:**

3

**Percent of Total Score:**

50%

**Writing Instrument:**

Pen with black or dark blue ink

**Reading Period Time:**

15 minutes

*Use this time to read the questions and plan your answer to Part A, the document-based question.*

**Writing Period Time:**

1 hour, 55 minutes

**Part A:**

*Mandatory Question 1 (DBQ)*

**Suggested Time:**

45 minutes

**Percent of Section II Score:**

45%

**Part B:**

*Choose one question,  
Answer either question 2 or 3*

**Suggested Time:**

35 minutes (including 5 min.  
planning)

**Percent of Section II Score:**

27.5%

**Part C:**

*Choose one question,  
Answer either question 4 or 5*

**Suggested Time:**

35 minutes (including 5 min.  
planning)

**Percent of Section II Score:**

27.5%

## Section I: Multiple Choice Booklet Instructions

Section I of this exam contains 80 multiple-choice questions. Fill in only the circles for numbers 1 through 80 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

## Section II: Free Response Booklet Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Part A, Question 1, the document-based question. If you have time, you may also read the questions in Parts B and C. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Parts B and C if you finish Part A early. You may review your responses if you finish before the end of the exam is announced.

**After the exam, you must apply the label that corresponds to the questions you answered in Part B and in Part C. For example, if you answered question 2 in Part B and you answered question 5 in Part C, apply the label 2 and 5. Failure to do so may delay your score.**

## Section II: Questions and Documents Booklet Instructions

This Questions and Documents booklet may be used for reference and/or scratch work as you answer the free-response questions, but no credit will be given for the work shown in this booklet. Write your answers in the Section II: Free Response booklet.

### What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2012-13 AP Coordinator’s Manual*
- This book — *AP Exam Instructions*
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - “Exam in Progress”
  - “Cell phones are prohibited in the testing room”

*If you are giving the regularly scheduled AP United States History Exam:*

- You may seat students **four feet (approximately 1.2 meters) apart** because this exam has scrambled multiple-choice sections. This allows you to test more students in fewer testing rooms.
- See page 10 for a sample seating plan, including form codes and serial numbers, that shows how exams should be distributed to ensure that students seated next to each other are not given the same form of the exam.
- Administrators and proctors must continue to be vigilant about opportunities for cheating.

*If you are giving the alternate AP United States History Exam for late testing:*

- You must seat students **no less than five feet (approximately 1.5 meters) apart** because this exam does not have scrambled multiple-choice sections.

## SECTION I: Multiple Choice

- **Do not begin the exam instructions below until you have completed the appropriate**
- **General Instructions for your group.**

Note that this exam gives students a choice of several essay topics. A sheet of essay-choice labels is included with the Section II free-response booklets. At the conclusion of the free-response section, you will instruct students to apply the appropriate label where indicated on the front cover of their Section II booklet, identifying their essay choices.

Make sure you begin the exam at the designated time.

*If you are giving the regularly scheduled exam, say:*

**It is Wednesday morning, May 15, and you will be taking the AP United States History Exam.**

*If you are giving the alternate exam for late testing, say:*

**It is Wednesday morning, May 22, and you will be taking the AP United States History Exam.**

**In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program’s policies and procedures outlined in the *2012-13 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .**

**Carefully remove the AP Exam label found near the top left of your exam booklet cover. Now place it on page 1 of your answer sheet on the dark blue box near the top right-hand corner that reads “AP Exam Label.”**

If students accidentally place the exam label in the space for the number label or vice versa, advise them to leave the labels in place. They should not try to remove the label; their exam will be processed correctly.

**Read the statements on the front cover of Section I and look up when you have finished. . . .**

**Sign your name and write today’s date. Look up when you have finished. . . .**

**Now print your full legal name where indicated. Are there any questions? . . .**

**Turn to the back cover and read it completely. Look up when you have finished. . . .**

**Are there any questions? . . .**

**Section I is the multiple-choice portion of the exam. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .**

**You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses beginning on page 2 of your answer sheet, one response per question. Completely fill in the circles. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .**

**You have 55 minutes for this section. Open your Section I booklet and begin.**



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are marking their answers in pencil on their answer sheets, and that they are not looking at their shrinkwrapped Section II booklets. After 55 minutes, say:

**Stop working. Close your booklet and put your answer sheet on your desk, face up. Make sure you have your AP number label and an AP Exam label on page 1 of your answer sheet. I will now collect your answer sheet.**

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. Then say:

**Now you must seal your exam booklet. Remove the white seals from the backing and press one on each area of your exam booklet cover marked "PLACE SEAL HERE." Fold each seal over the back cover. When you have finished, place the booklet on your desk, face up. I will now collect your Section I booklet. . . .**

Collect a Section I booklet from each student. Check that each student has signed the front cover of the sealed Section I booklet.

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

**Please listen carefully to these instructions before we take a 10-minute break. Everything you placed under your chair at the beginning of the exam must stay there. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, or textbooks about the exam during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you are not allowed to discuss the multiple-choice section of this exam. If you do not follow these rules, your score could be canceled. Are there any questions? . . .**



You may begin your break. Testing will resume at \_\_\_\_\_.

## SECTION II: Free Response

After the break, say:

**May I have everyone's attention? Place your Student Pack on your desk. . . .**

**You may now remove the shrinkwrap from the Section II packet, but do not open either the Section II exam booklet or the orange Section II: Free Response, Questions and Documents booklet until you are told to do so. Put the essay-choice labels aside. You will need them at the end of Section II. . . .**

**Read the bulleted statements on the front cover of the exam booklet. Look up when you have finished. . . .**

**Now place an AP number label on the shaded box. If you don't have any AP number labels, write your AP number in the box. Look up when you have finished. . . .**

Read the last statement. . . .

Using your pen, print the first, middle and last initials of your legal name in the boxes and print today's date where indicated. This constitutes your signature and your agreement to the statements on the front cover. . . .

Turn to the back cover and complete Item 1 under "Important Identification Information." Print the first two letters of your last name and the first letter of your first name in the boxes. Look up when you have finished. . . .

In Item 2, print your date of birth in the boxes. . . .

In Item 3, write the school code you printed on the front of your Student Pack in the boxes. . . .

Read Item 4. . . .

Are there any questions? . . .

I need to collect the Student Pack from anyone who will be taking another AP Exam. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

While Student Packs are being collected, read the information on the back cover of the exam booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Are there any questions? . . .

Read the information on the front cover of the orange booklet. Look up when you have finished. . . .

Section II has three parts and begins with a 15-minute reading period. During the reading period, you will read Question 1 in Part A, and plan what you will write. If you have time, you may also read the essay questions in Parts B and C. You may make notes in the orange booklet. Are there any questions? . . .

You may now open the orange booklet and begin the 15-minute reading period. Do not open the exam booklet yet.



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are writing any notes in the orange booklet. If any students begin writing their responses during this time, remind them that the reading period is not yet over, and that the reading period is designed to provide students with time to develop better organized, higher scoring responses. If the students choose to continue writing responses, take no further action. After 15 minutes, say:

**Stop. The reading period is over. You have 1 hour and 55 minutes to complete Section II. The suggested writing time for Question 1 is 45 minutes. After 45 minutes, you will be advised to go on to Part B and then 35 minutes later to move on to Part C. You are responsible for pacing yourself, and may proceed freely from one part to the next. You will choose one question in Part B and one question in Part C. Choose the question in each part for which**



**you are best prepared. All questions in a specific group are weighted equally; you won't get extra credit for answering a question that may seem more difficult.**

**You may use the orange booklet for scratch work, but you must write your answers in the exam booklet using a pen. Circle the number of the question you are working on at the top of each page in the exam booklet. If you need more paper during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write only your AP number and the number of the question you are working on. Do not write your name. Are there any questions? . . .**

**You may begin.**



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are using pens and that they are writing their answers in their exam booklets and not in their orange booklets. After 45 minutes, say:

**You should now move on to Part B.**

After 35 minutes, say:

**You should begin working on Part C. You will need the remaining time to complete your last essay.**

After 25 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

**Stop working and close your exam booklet and orange booklet. Look at the bottom front cover of your exam booklet. Using the essay-choice labels that you set aside earlier, select the label that matches the questions you chose to answer for Part B and Part C, and apply it to the bottom front cover of your exam booklet, where indicated. For example, if you answered Question 2 in Part B and you answered Question 5 in Part C, apply the label "2 and 5." Look up when you have finished. . . .**

**Now put your exam booklet and your orange booklet on your desk, face up. Do not place your Section II exam booklet inside your orange booklet or vice versa. Put the unused labels next to them. . . .**

If any students used extra paper for the free-response section, have those students staple the extra sheet/s to the first page corresponding to that question in their exam booklets. Then say:

**Remain in your seat, without talking, while the exam materials are collected. . . .**

Collect a Section II booklet, an orange booklet, and the unused labels from each student. Check for the following:

- Exam booklet front cover: The student placed an AP number label and an essay-choice label in the appropriate boxes and printed his or her initials and today's date.

- Exam booklet back cover: The student completed the “Important Identification Information” area.
- The student wrote answers in the correct areas of the Section II exam booklet and not in the orange booklet.

You may discard the essay-choice labels after you have checked that all students have applied one label to each free-response booklet. When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

*If you are giving the regularly scheduled exam, say:*

**You may not discuss these specific free-response questions with anyone unless they are released on the College Board website in about two days. Your AP score results will be delivered online in July.**

*If you are giving the alternate exam for late testing, say:*

**None of the questions in this exam may ever be discussed or shared in any way at any time. Your AP score results will be delivered online in July.**

If any students completed the AP number card at the beginning of this exam, say:

**Please remember to take your AP number card with you. You will need the information on this card to view your scores and order AP score reporting services online.**

Then say:

**You are now dismissed.**

All exam materials should be put in secure storage until they are returned to the AP Program after your school’s last administration. Before storing materials, check the “School Use Only” section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See “Post-Exam Activities” in the *2012-13 AP Coordinator’s Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

- **IMPORTANT: The orange booklets must be returned with the rest of your exam materials.**
- **This applies to all exam administrations, including late testing. These booklets are not to be kept at the school, or returned to students or teachers. When sorting exam materials for return, keep the orange booklets separate from the Section II exam booklets. Do not place Section II exam booklets inside the orange booklets or vice versa. The free-response questions for the regularly scheduled exam may not be discussed unless the questions are released on the College Board website two days after the exam.**

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## **Student Answer Sheet for the Multiple-Choice Section**

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)







R. YOUR MAILING ADDRESS

Use the address abbreviations from your AP Student Pack. Fill in only one circle per column. Indicate a space in your address by leaving a blank box; do not grid that column.

Form with columns for STREET ADDRESS, CITY, ZIP OR POSTAL CODE, and COUNTRY CODE. Includes instructions to use one circle per column.

V. SEX

Female Male

W. WHICH LANGUAGE DO YOU KNOW BEST?

English English and another language about the same Another language

X. ETHNICITY/RACE

American Indian or Alaska Native Asian, Asian American or Pacific Islander Black or African American Mexican or Mexican American Puerto Rican Other Hispanic, Latino or Latin American White Other

Y. PARENTAL EDUCATION LEVEL

Grade school Some high school High school diploma or equivalent Business or trade school Some college Associate or two-year degree Bachelor's or four-year degree Some graduate or professional school Graduate or professional degree

T. STUDENT IDENTIFIER (Student ID Number)

Grid for Student ID Number

S. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY

If your address does not fit in the spaces provided in item R, fill in as many circles as you can, then fill in the circle in item S and print the remainder of your address in the spaces provided.

Form for international address with fields for Address, City, State or Province, Country, and ZIP or Postal Code.

U. EMAIL ADDRESS

By providing your email address, you are granting the College Board permission to use your email in accordance with the policies in the 2012-13 Bulletin for AP Students and Parents.

Form for email address

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## **Section I: Multiple-Choice Questions**

This is the multiple-choice section of the 2013 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)



PLACE SEAL HERE

# AP<sup>®</sup> United States History Exam

## SECTION I: Multiple Choice

2013

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

### At a Glance

**Total Time**  
55 minutes  
**Number of Questions**  
80  
**Percent of Total Score**  
50%  
**Writing Instrument**  
Pencil required

### Instructions

Section I of this exam contains 80 multiple-choice questions. Fill in only the circles for numbers 1 through 80 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question      Sample Answer

Chicago is a      (A) ● (C) (D) (E)  
(A) state  
(B) city  
(C) country  
(D) continent  
(E) village

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

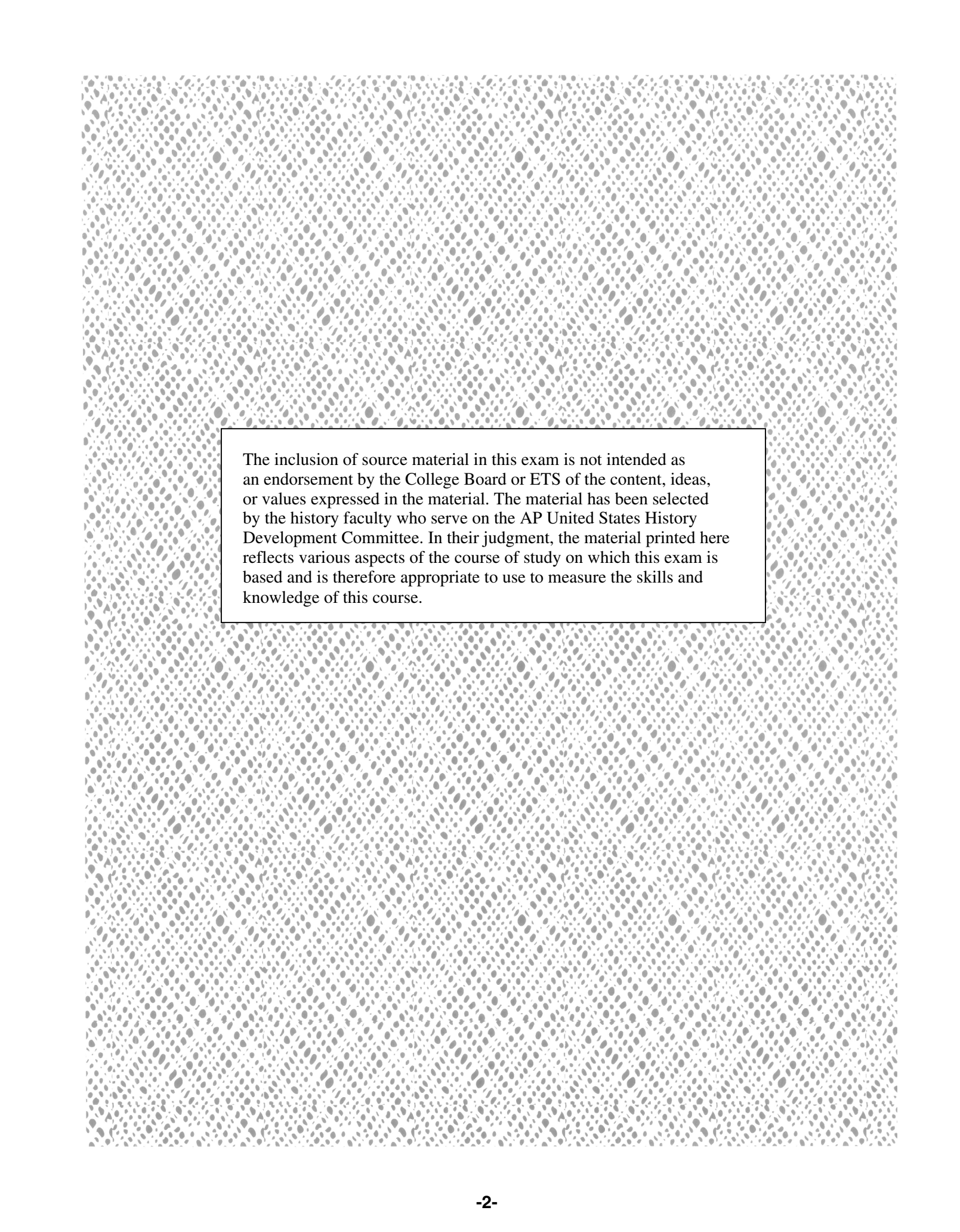
PLACE SEAL HERE

Form I  
Form Code 4JBP4-Q-S

07

PLACE SEAL HERE

DO NOT seal answer sheet inside



The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the history faculty who serve on the AP United States History Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

# UNITED STATES HISTORY

## SECTION I

Time—55 minutes

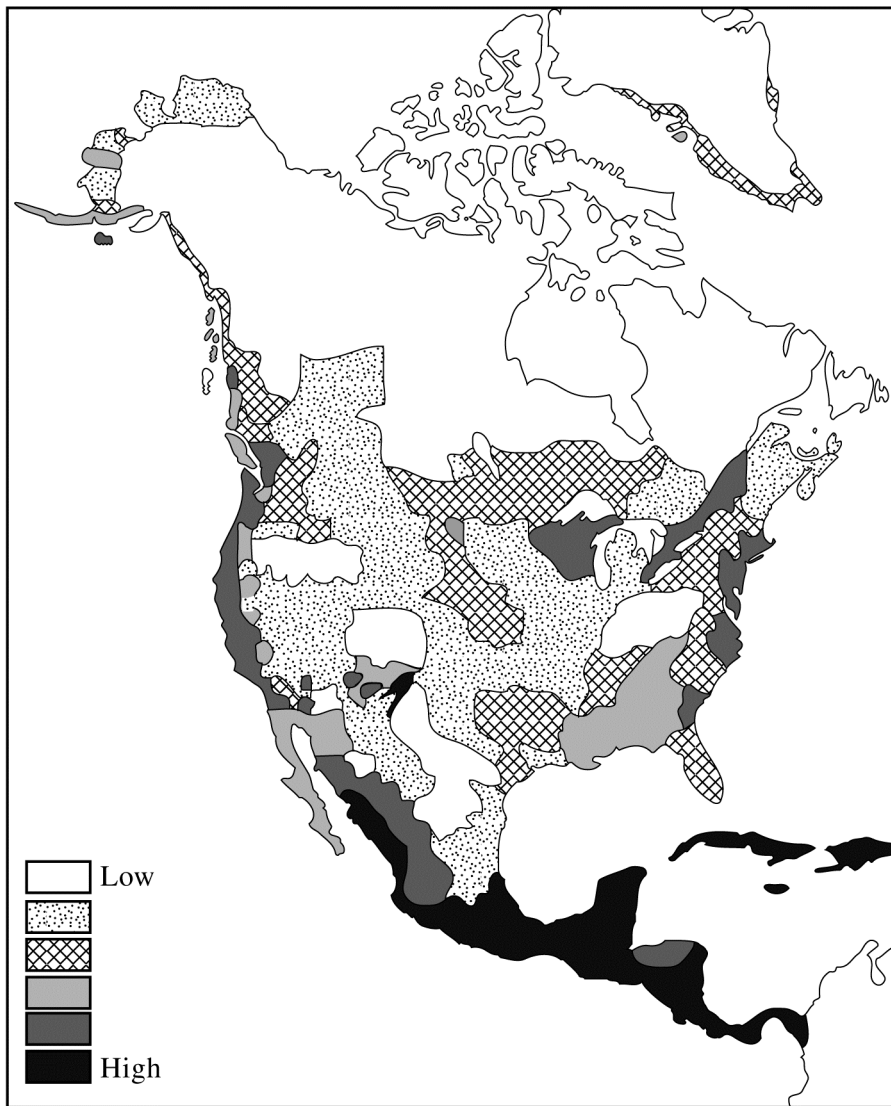
80 Questions

**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

- Most archaeologists and historians believe that the first peoples who colonized the Americas came from
  - Asia
  - Africa
  - western Europe
  - Australia
  - the Mediterranean
- Andrew Jackson vetoed the recharter of the Bank of the United States partly because he believed that the bank
  - concentrated too much power in the hands of a few people
  - gave too many loans to assist unstable state and local banks
  - was secretly funding the abolitionist movement
  - was overly subsidized by state tax monies
  - planned to create new paper money unsupported by gold or silver
- During the American Revolution, many women contributed to the cause of independence by
  - serving in the Continental Army as soldiers
  - forming Committees of Correspondence
  - collecting money, medicine, and food to supply the Continental Army
  - petitioning the Continental Congress to give women the vote
  - protecting Loyalists from mob violence
- The term “muckrakers” was used in the early twentieth century to refer to
  - laborers who worked in the meatpacking industry
  - baseball players who lost important games on purpose to collect large bribes
  - writers who wrote articles sympathetic to big business
  - captains of industry who defended the accumulation of wealth in lectures and pamphlets
  - journalists who wrote articles exposing political corruption and urban poverty
- Gwendolyn Brooks, Langston Hughes, and James Weldon Johnson were all similar in that they
  - followed a style of painting called Cubism
  - organized labor unions during the Gilded Age
  - were persecuted by Senator Joseph McCarthy
  - protested United States involvement in the Vietnam War
  - contributed to the Harlem Renaissance
- The introduction of tobacco during the early 1600s in the Virginia colony led to the
  - devastating period of disease called the starving time
  - use of indentured servants, and later enslaved Africans, for agricultural labor
  - concentration of settlers and farms into small village communities
  - emergence of peaceful and cooperative relationships with neighboring American Indian peoples
  - development of a diversified economy

7. The method of mass production that developed during the nineteenth century was a process that
- (A) relied on the use of power-driven machinery
  - (B) utilized wireless communications to improve efficiency
  - (C) gave workers greater autonomy, less supervision, and the chance to be creative
  - (D) relied on guilds to train artisans
  - (E) promoted more cooperation between labor unions and factory owners
8. The unanimous Supreme Court decision in *Brown v. Board of Education of Topeka* stated that segregated schools were unconstitutional because
- (A) parallel school systems for White and Black children resulted in wasteful duplication of government services
  - (B) the Soviet Sputnik satellite made it clear that the segregated public school system had contributed to the decline of scientific skills in the United States
  - (C) separation of students based solely on race constituted inherently unequal treatment
  - (D) racial injustice made it difficult for the United States to appeal to peoples of recently decolonized countries in Africa and Asia during the Cold War
  - (E) the Court could no longer tolerate southern senators' filibustering of civil rights legislation
9. Which of the following is a major change in the status of women that occurred in the 1920s?
- (A) They began to vote in national elections.
  - (B) They achieved income equality with men.
  - (C) They gained the right to initiate divorce proceedings.
  - (D) They began to serve in the armed forces.
  - (E) They were elected to federal office in large numbers.
10. All of the following groups of non-English colonists migrated into the British North American colonies in large numbers throughout the eighteenth century EXCEPT
- (A) Germans
  - (B) Russians
  - (C) Scots
  - (D) Irish
  - (E) Dutch

AMERICAN INDIAN POPULATION DENSITY IN 1500



11. Which of the following statements about the population of North America at the time of Christopher Columbus' voyages is supported by the map above?
- (A) The American Indian population was distributed uniformly throughout North America.
  - (B) The most densely populated regions of North America would eventually become part of New Spain.
  - (C) The most densely populated regions of North America would eventually become part of New France.
  - (D) Compared with other areas of North America, relatively few American Indians lived in the Southeast.
  - (E) The American Indian population was concentrated on the Great Plains.

12. In the late nineteenth century, state governments in the South were largely successful in restricting
- (A) African Americans' voting rights guaranteed by the Fifteenth Amendment
  - (B) the power of the Democratic Party in the region
  - (C) state laws allowing married women to own property
  - (D) corruption in the federal government
  - (E) antitrust laws regarding textile manufacturing
13. In Horatio Alger's books, the hero is successful primarily as a result of his
- (A) religious piety
  - (B) formal education
  - (C) hard work and luck
  - (D) influential relatives
  - (E) inherited wealth

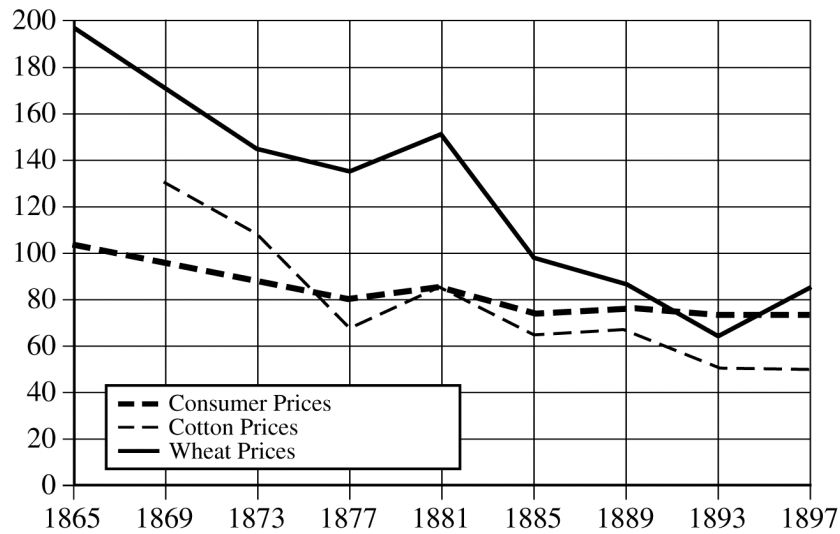


National Archives

14. Which of the following messages did the United States government most likely intend to impart in the Second World War poster pictured above?
- (A) Promotion of union membership for workers in war industries
  - (B) Encouragement of greater acceptance of African American workers in wartime industrial jobs
  - (C) Celebration of the United States policy of racial integration in the armed forces
  - (D) Response to criticism that corporate profiteering undermined United States war efforts
  - (E) Counterpoint to the Rosie the Riveter image by showing that men, as well as women, worked in war industries

15. Which of the following was true of the South in the post–Civil War period?
- (A) A large immigrant population moved to the region.
  - (B) Big business and railroads came to dominate the Southern economy just as they did in the North.
  - (C) Landowners widely adopted sharecropping and tenant farming.
  - (D) The cotton market experienced a twenty-year boom.
  - (E) A strong labor movement emerged in the textile industry.
16. The Reagan Revolution of the early 1980s entailed
- (A) tax cuts for low-income Americans and expansion of social welfare programs
  - (B) tax cuts for the wealthiest Americans and increases in defense spending
  - (C) a free-trade policy with European nations
  - (D) national health insurance
  - (E) a balanced federal budget
17. “We do not know whether free laborers ever sleep. . . . The free laborer must work or starve. He is more of a slave than the negro, because he works longer and harder for less allowance than the slave, and has no holiday, because the cares of life with him begin when its labors end. He has no liberty, and not a single right.”
- George Fitzhugh, *Cannibals All! or, Slaves Without Masters*, 1857
- The excerpt above reflects the common argument in the antebellum South that
- (A) slavery was immoral
  - (B) capitalism was the economic system most likely to generate wealth and happiness for the most people
  - (C) the South needed to change to survive
  - (D) slaves lived better than northern factory workers
  - (E) industrialists took care of their workers’ welfare
18. The United States went to war in 1812 for all of the following reasons EXCEPT to
- (A) end British claims for repayment of Loyalist debt
  - (B) prevent France from recapturing the Louisiana Territory
  - (C) stop the British from searching and seizing American ships
  - (D) appease members of Congress who advocated war
  - (E) deal with conflicts between settlers and American Indians in the Northwest Territory
19. Andrew Carnegie’s Gospel of Wealth was based on the belief that wealthy industrialists should use their wealth to
- (A) acquire additional landholdings in the West
  - (B) create new businesses
  - (C) finance philanthropic endeavors
  - (D) pay workers better wages and benefits
  - (E) live in luxury
20. Which of the following is true of the Virginia and the New Jersey plans that were presented at the Constitutional Convention?
- (A) They illustrated the struggle between states for representation and power in the creation of the new government.
  - (B) They were attempts to settle the status of slaves in the southern states.
  - (C) They advocated different ways in which federal taxes would be collected by the new government.
  - (D) They illustrated the conflicts between states with primarily agricultural and commercial economies.
  - (E) They were alternative plans to admit new territories to the Union.
21. The Louisiana Purchase proved politically troubling for Thomas Jefferson because of his
- (A) previous support for a strict interpretation of the Constitution
  - (B) veto of funding for Meriwether Lewis and William Clark’s expedition
  - (C) admiration of France’s military power
  - (D) devotion to new methods of cartography
  - (E) disdain for involvement in a foreign country’s affairs

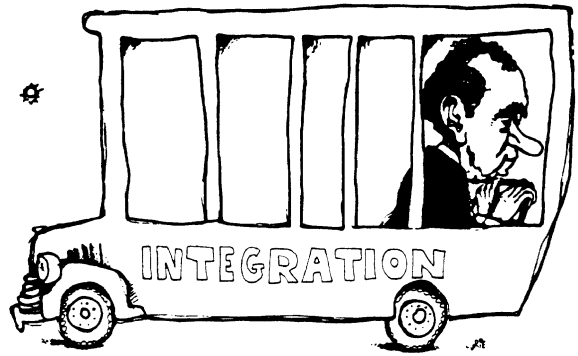
WHOLESALE COMMODITY AND CONSUMER INDICES, 1865–1897



22. The chart above supports which of the following conclusions regarding economic conditions in the United States during the last third of the nineteenth century?
- (A) Americans with relatively stable incomes found it increasingly difficult to make ends meet.
  - (B) Wheat farming became more lucrative.
  - (C) Many American farmers struggled financially.
  - (D) Cheap foreign goods were the primary cause for the decline in prices.
  - (E) Industrial workers refused to demand higher wages due to declining prices.



23. The decade of the 1970s was marked by all of the following economic conditions in the United States EXCEPT
- (A) rising oil prices for businesses and consumers
  - (B) greater participation by women in the paid workforce
  - (C) increased competition from Western Europe and Japan
  - (D) simultaneous inflation and recession, known as stagflation
  - (E) increased labor union membership among autoworkers



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24. Richard Nixon's diplomatic overtures to the People's Republic of China were motivated in part by his belief that China
- (A) was ready to embrace a capitalist economy and democratic government
  - (B) was a more legitimate representative of the Chinese people than was Taiwan
  - (C) had become an important global power that could not be ignored
  - (D) might form an alliance with South Korea and Japan against the United States
  - (E) was likely to shun cultural and educational exchanges with Western European nations
25. Which of the following statements would best describe the point being made in the cartoon above about Richard Nixon's administration?
- (A) In order for integration policies to work, Nixon needed to pick up the support of the silent majority.
  - (B) The Nixon administration was arguing that integration was no longer a relevant policy.
  - (C) Nixon was reversing progress toward integration made in the 1960s.
  - (D) Nixon needed to attract more Black votes in order to move forward in civil rights.
  - (E) Nixon supported busing as a means to integration.

26. The years 1930–1980 have been described by one historian as a period that saw the “rise and fall of the New Deal Order.” What is meant here by the phrase “New Deal Order”?
- (A) An arrangement in which the United States government took an active role in regulating the economy and in mediating disputes between labor and management
  - (B) A plan to allow increased free trade between the United States and Europe
  - (C) An agenda pushed by congressional Republicans intent on encouraging family values and moral behavior
  - (D) A program intended by congressional Democrats to promote the growth of small businesses at the expense of major corporations
  - (E) A scheme designed to pave the way for a single, worldwide governing body
27. Betty Friedan’s best-selling book of the 1960s observed that
- (A) racism blocked the Civil Rights movement
  - (B) environmental problems plagued the country
  - (C) immigrants had access to few social services
  - (D) conflicts increased between supporters of Black separatism and supporters of integration
  - (E) many middle-class housewives and mothers felt frustration and a lack of fulfillment
28. The early success of the Pennsylvania colony was due in large part to which of the following?
- (A) Wars that forced American Indians out of the area
  - (B) William Penn’s careful planning and his policy of selling land to settlers
  - (C) The ease of producing cotton and rice in the climate of Pennsylvania
  - (D) William Penn’s policy of allowing only selected Quakers to settle there
  - (E) Restrictions on religious liberty that reduced controversy and conflict
29. Historians have argued that all of the following were causes of the Civil War EXCEPT
- (A) the clash of economic interests between agrarian and industrializing regions
  - (B) the actions of irresponsible politicians and agitators in the North and the South
  - (C) differences over the morality and future of slavery
  - (D) the growing power of poor Southern Whites who resisted planter dominance and sought to abolish slavery
  - (E) a constitutional crisis pitting states’ rights against federal power
30. “[God’s] wrath towards you burns like fire; He looks upon you as worthy of nothing else, but to be cast into the fire . . . you are ten thousand times more abominable in His eyes, as the most hateful and venomous serpent is in ours. You have offended Him infinitely more than ever a stubborn rebel did his prince. And yet, it is nothing but His hand that holds you from falling into the fire every moment.”
- The quote above is an example of the rhetoric from the
- (A) Puritan migration of the 1630s
  - (B) Salem witch trials of the 1690s
  - (C) Great Awakening of the 1730s
  - (D) American Revolution of the 1770s
  - (E) Mormon migration of the 1840s
31. During the 1800s the most common form of resistance to slavery by slaves themselves was
- (A) rebelling openly, using weapons, and planning confrontations
  - (B) organizing petitions and demonstrations against slavery
  - (C) escaping to Canada via the Underground Railroad
  - (D) working slowly and breaking tools
  - (E) cooperating with the abolitionist movement to advocate laws to end slavery

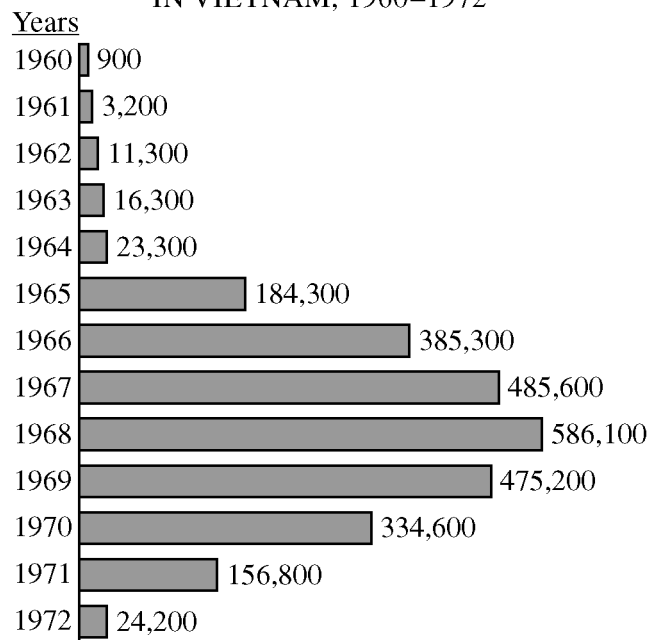
32. Which of the following was the most direct catalyst for the secession of South Carolina?
- (A) The Dred Scott decision
  - (B) The election of 1860
  - (C) The Wilmot Proviso
  - (D) John Brown's raid on Harpers Ferry
  - (E) The attack on Charles Sumner
33. In her influential 1962 work *Silent Spring*, Rachel Carson warned
- (A) that discrimination against deaf Americans violated civil rights laws
  - (B) that many cars built in the United States were unsafe
  - (C) about the dangerous impact of pesticides
  - (D) that poverty in the United States threatened the overall economy
  - (E) about noise pollution
34. In the period 1650–1750, all of the following contributed to British North American colonists' sense of identity as British subjects EXCEPT the
- (A) growth of commerce across the Atlantic Ocean
  - (B) increased circulation of London newspaper articles reprinted in the colonies
  - (C) expansion of the colonies into western frontier regions
  - (D) availability of British manufactured goods in the colonies
  - (E) warfare against the French and their American Indian allies
35. From 1984 to 1986, Reagan administration officials secretly sold arms to Iran to illegally finance
- (A) a rebellion against the Sandinista government in Nicaragua
  - (B) a coup against the Castro regime in Cuba
  - (C) the invasion of Grenada
  - (D) Great Britain's pursuit of the Falkland Islands War
  - (E) a leftist revolt in El Salvador
36. Which of the following correctly describes the Committee on Public Information?
- (A) It was the first organization to oppose legalizing abortion.
  - (B) It was a business lobby against Franklin Roosevelt's New Deal.
  - (C) It was established to mobilize domestic support for the war effort during the First World War.
  - (D) It was the effort led by Samuel Adams to rally colonists against British taxes.
  - (E) It was an antislavery group that formed after the Compromise of 1850.
37. Frederick Jackson Turner's theory emphasized the significance of the frontier for all of the following reasons EXCEPT:
- (A) An open frontier led to the development of the unique American character.
  - (B) Free land promoted freedom of opportunity on the frontier.
  - (C) The frontier helped establish democratic institutions.
  - (D) The western frontier had land that could be distributed to former slaves.
  - (E) The frontier was a safety valve for the excess population of eastern cities.
38. "Build, therefore, your own world. As fast as you conform your life to the pure idea in your mind, that will unfold its great proportions. A correspondent revolution in things will attend the influx of the spirit."
- The 1836 passage above exemplifies which of the following intellectual trends?
- (A) Evangelicalism
  - (B) Transcendentalism
  - (C) Abolitionism
  - (D) Mormon theology
  - (E) Pragmatist philosophy

39. Which of the following characterizes the relationship between church and state for the Puritans who settled the Massachusetts Bay Colony in the seventeenth century?
- (A) The colonial government officially supported religious toleration.
  - (B) Colonial officials strictly separated church and state.
  - (C) Colonial officials encouraged churches to incorporate Catholic elements of worship.
  - (D) Ministers held most elected offices.
  - (E) Church membership was required for voting and holding public office.
40. Someone who favored George Washington's approach to foreign policy would be most likely to object to which of the following United States policies?
- (A) Declaration of neutrality at the beginning of the First World War
  - (B) Selling surplus wheat to the Soviet Union in the 1970s
  - (C) Membership in the North Atlantic Treaty Organization
  - (D) Participation in international scientific conferences
  - (E) Trade with the European Common Market nations
41. Politics in the antebellum United States changed dramatically because
- (A) expanded White male suffrage broadened participation in elections
  - (B) female suffrage became a topic of debate in the House of Representatives
  - (C) widespread electoral reform resulted in direct election of senators
  - (D) the power of the federal government expanded to ensure the equal protection of all citizens
  - (E) the government sought to assimilate American Indians in the West
42. Which of the following was Harry Truman's stated reason for authorizing the use of the atomic bomb against Japan?
- (A) Using the atomic bomb would prevent the need for a costly invasion of Japan.
  - (B) Dropping the atomic bomb would demonstrate United States military capability to the Soviets.
  - (C) An earlier United States land assault against Japan had been unsuccessful.
  - (D) The development of the atomic bomb had been expensive.
  - (E) The United States should retaliate in response to Japan's attack on Pearl Harbor.
43. Many anti-imperialists opposed the annexation of the Philippines in 1898 because they believed that
- (A) the Philippines should be returned to Spain
  - (B) United States colonialism in the Philippines was incompatible with the American belief in self-determination
  - (C) Philippine agriculture would be competing with United States agriculture
  - (D) the Philippine government was planning an alliance with Mexico
  - (E) the United States would be drawn into a war with Japan over Pacific territories
44. The bracero program encouraged
- (A) Mexican workers to come to the United States as temporary laborers from the 1940s to the 1960s
  - (B) federal courts to protect the civil rights of Mexican Americans in the 1960s
  - (C) the United States media to broadcast Latino music and movies in the 1980s
  - (D) Congress to enact more restrictive immigration laws in the 1990s
  - (E) Latino immigrants to pursue United States citizenship

45. Which of the following most profoundly transformed the lives of slaves in the South in the mid-1700s?
- (A) The reluctance of White slaveholders to move west and settle in the Ohio River valley
  - (B) The growing popularity of antislavery sentiment among White Americans
  - (C) The growth of a native-born African American population
  - (D) The prevalence of slave rebellions on large plantations
  - (E) The passage of gradual emancipation laws in the upper South
46. What did the Northwest Ordinance accomplish?
- (A) It prohibited settlement west of the Appalachian Mountains.
  - (B) It resolved the boundary dispute between Virginia and Pennsylvania.
  - (C) It established procedures by which territories could become states.
  - (D) It guaranteed that the United States would not violate the Iroquois Confederacy's territory.
  - (E) It determined how the states would distribute land and property captured from Canada during the War of 1812.
47. Although the Sherman Antitrust Act was originally intended to inhibit the growth of business monopolies, courts initially used its provisions successfully against
- (A) urban political machines
  - (B) banks
  - (C) public schools
  - (D) labor unions
  - (E) immigrants
48. In the early 1960s, Malcolm X challenged the leadership of Martin Luther King, Jr., in the Civil Rights movement by arguing that
- (A) African Americans must defend themselves against racism by using violence if necessary
  - (B) nonviolent protest could succeed only when African American and White activists cooperated
  - (C) African Americans should develop economic and cultural ties with African nations
  - (D) African Americans could move toward political equality by first developing stronger vocational skills
  - (E) court litigation was a more effective strategy to gain civil rights than were sit-ins or mass protest rallies
49. "If they dare to come out in the open field and defend the gold standard as a good thing, we will fight them to the uttermost. Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold."
- William Jennings Bryan, 1896
- Which of the following groups would most likely agree with the quote above?
- (A) Urban workers
  - (B) Railroad executives
  - (C) New York City financiers
  - (D) Midwestern farmers
  - (E) White-collar and professional workers

50. The “Declaration of Constitutional Principles” (Southern Manifesto) of 1956 and George Wallace’s campaigns for the presidency in 1968 and 1972 all endorsed
- (A) tax cuts for middle-income Americans
  - (B) civil rights for Black people
  - (C) keeping the federal government out of state matters
  - (D) a constitutional amendment requiring an annual balanced federal budget
  - (E) allowing display of the Confederate battle flag on state capitol grounds
51. William Lloyd Garrison and the American Anti-Slavery Society were known for
- (A) advocating immediate and uncompensated emancipation
  - (B) advocating colonization by former slaves in West Africa
  - (C) advocating the use of tariff revenues to purchase slaves from slaveholders
  - (D) opposing women’s participation in public abolitionist meetings
  - (E) supporting the Kansas-Nebraska Act’s provisions regarding slavery
52. Which of the following best characterizes rural women in the New England colonies?
- (A) Many left their farms in order to work in textile mills.
  - (B) They used their influence over the domestic sphere as a basis for promoting social reform.
  - (C) They had legal rights equal to those of men.
  - (D) They performed a large amount of farm labor and produced goods for their families.
  - (E) A large number of them were teachers in one-room schoolhouses.
53. Which of the following migration patterns had the greatest impact on United States society in the 1950s?
- (A) Immigration of eastern and southern Europeans to the United States
  - (B) Migration of Mexican Americans to midwestern cities
  - (C) Immigration of East Asians to the West Coast
  - (D) Migration of Americans from urban centers to the suburbs
  - (E) Migration of American Indians from the Dakotas to California
54. During the late nineteenth century, members of which of the following groups were most likely to advocate settlement houses as a means of social reform?
- (A) African Americans leaders
  - (B) Educated middle-class women
  - (C) Scandinavian immigrants
  - (D) Labor leaders
  - (E) Democratic politicians
55. One distinguishing feature of the new middle class that emerged in the 1830s and 1840s was
- (A) its members’ tendency to be tolerant of religious diversity
  - (B) the separation of economic production from the home and family life
  - (C) the fact that almost all middle-class men attended graduate and professional schools
  - (D) its members’ support for ending legal immigration from eastern Europe
  - (E) the fact that most married women worked outside the home to provide income for their families
56. From the 1880s to the New Deal, the dominant United States government policy toward American Indians was to try to
- (A) strengthen tribal authority
  - (B) relocate all tribes to Oklahoma
  - (C) encourage migration to Canada
  - (D) preserve native languages and customs
  - (E) assimilate them into White culture
57. Thomas Jefferson disagreed with Alexander Hamilton’s economic plan primarily because he feared that it would
- (A) make the new nation dependent on foreign markets for its exports
  - (B) prevent the expansion of slavery to new states
  - (C) lead to a military alliance with Great Britain against revolutionary France
  - (D) lead to heavy taxes on whiskey producers in Pennsylvania
  - (E) promote urban mercantile interests at the expense of agricultural interests

UNITED STATES TROOP LEVELS  
IN VIETNAM, 1960–1972

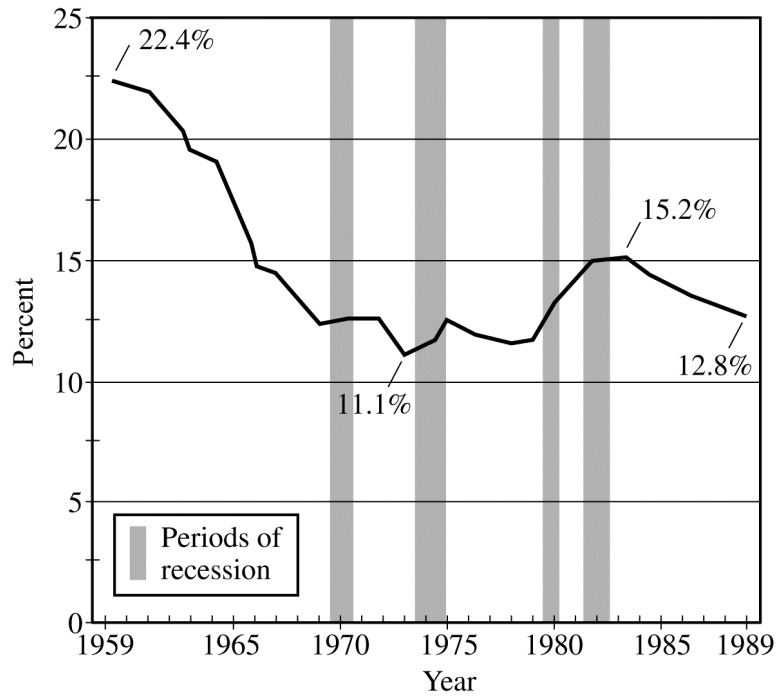


58. The chart above illustrates the effect of President Richard Nixon's policy of
- (A) Vietnamization
  - (B) escalation
  - (C) détente
  - (D) containment
  - (E) appeasement

59. When the Soviet Union successfully launched the first artificial satellite Sputnik in 1957, Congress responded by
- (A) ending diplomatic relations with the Soviet Union
  - (B) opening talks with China
  - (C) passing the National Defense Education Act
  - (D) passing Title IX of the Federal Education Amendments
  - (E) proposing the Strategic Arms Limitation Treaty
60. Five of the thirteen states voted for ratification of the Constitution only after
- (A) slavery was allowed to continue without federal interference
  - (B) several slave revolts rocked the Carolinas and Virginia
  - (C) they were assured that the Supreme Court would have the power of judicial review
  - (D) they were assured that a Bill of Rights would be added shortly after ratification
  - (E) the other states threatened to organize the government without them
61. Which of the following is most characteristic of President Eisenhower's Cold War strategy?
- (A) It caused him to restrict covert operations of the Central Intelligence Agency.
  - (B) It relied on a massive buildup of conventional troops.
  - (C) It relied on the principle of massive retaliation.
  - (D) It utilized counterinsurgency tactics to control communist-influenced rebellions in the developing world.
  - (E) It drastically restricted any further development of the United States nuclear arsenal.
62. Shays' Rebellion is significant because it
- (A) inspired southern states to tighten slave codes to prevent future uprisings
  - (B) strengthened the movement for a new constitution
  - (C) led to the expulsion of Lord Baltimore's officials from Maryland
  - (D) led to the establishment of the Anglican church as the official church in the colonies
  - (E) led to the establishment of a new government in New York



PERCENT OF AMERICANS BELOW  
THE POVERTY LINE, 1959–1989



63. According to the graph above, the largest decrease in the percent of Americans living below the poverty line accompanied which of the following federal policy initiatives?
- (A) The New Deal
  - (B) The Fair Deal
  - (C) The Great Society
  - (D) Supply-side economics
  - (E) Welfare to Work

64. Members of the American (Know-Nothing) Party of the 1850s typically supported
- (A) universal manhood suffrage
  - (B) restoration of a national bank
  - (C) immediate abolition of slavery
  - (D) homesteads in the western territories
  - (E) restrictions on Catholics' holding public office
65. After the Civil War, some businesspeople and newspaper editors—such as the *Atlanta Constitution*'s Henry Grady—promoted the idea of a New South. Which of the following best describes their vision for the southern states?
- (A) An agricultural region consisting of small farms focused on growing food crops
  - (B) An industrial region whose economic mainstays would be the mining and smelting of minerals and metals
  - (C) An agricultural region of large plantations growing cotton, tobacco, and rice, worked by sharecroppers
  - (D) A mixed economy no longer primarily dependent on cash crops
  - (E) A postindustrial region whose economy revolved around health care, insurance, and financial services
66. W. E. B. Du Bois differed in philosophy from Booker T. Washington in that Du Bois believed
- (A) African Americans should pursue immediate and full equality
  - (B) economic success would lead to political equality
  - (C) job training was ultimately more important than formal education
  - (D) civil rights would come through local efforts rather than national organization
  - (E) segregation was a southern problem more than a national one
67. “The Department of Justice will pursue the attack of these ‘Reds’ upon the Government of the United States with vigilance, and no alien, advocating the overthrow of existing law and order in this country, shall escape arrest and prompt deportation.”
- The declaration above was made by
- (A) Louis D. Brandeis
  - (B) William Howard Taft
  - (C) A. Mitchell Palmer
  - (D) Theodore Roosevelt
  - (E) Robert M. La Follette
68. President Calvin Coolidge and his secretary of the Treasury, Andrew Mellon, pursued an economic policy that featured
- (A) a sustained downward revision of the tariff
  - (B) tax cuts for the wealthy and corporations
  - (C) innovative programs to help beleaguered farmers
  - (D) a bimetallic monetary standard
  - (E) effective regulation of the stock market and Wall Street
69. The role of women expressed in the cult of domesticity had its roots in
- (A) Progressive Era urban reform
  - (B) mid-nineteenth-century nativism
  - (C) the early twentieth-century suffrage movement
  - (D) republican motherhood
  - (E) the reaction against feminism after the Second World War
70. The United States gained which of the following from the Treaty of Guadalupe Hidalgo in 1848 ?
- (A) An undisputed claim to Oregon
  - (B) Control of the sugar trade with Cuba
  - (C) Possession of California and most of the Southwest
  - (D) Possession of the Philippines
  - (E) The right to construct a canal across the Isthmus of Panama

71. Which of the following would most likely have opposed the Kansas-Nebraska Act?
- (A) A Missouri slaveholder
  - (B) Stephen Douglas
  - (C) A midwestern investor in a Pacific-to-Chicago railroad line
  - (D) A Southern supporter of popular sovereignty
  - (E) A New England abolitionist
72. In 1735 the New York City trial of editor John Peter Zenger helped establish the principle that
- (A) the government had the right to punish its critics in times of war
  - (B) legislators had no right to interfere with freedom of the press
  - (C) an editor could not be punished for seditious libel if the editor's words were accurate
  - (D) a defendant was entitled to a trial by jury
  - (E) the government had no right to censor newspapers
73. The United States House of Representatives responded to abolitionist agitation in the 1830s by
- (A) approving appropriations to help finance colonization efforts
  - (B) prohibiting the slave trade in the District of Columbia
  - (C) limiting the publication of abolitionist writings to certain publishers
  - (D) banning discussion of antislavery petitions
  - (E) considering the passage of free speech laws to protect outspoken abolitionists
74. "Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power."
- The foreign policy statement above came to be known as
- (A) dollar diplomacy
  - (B) the Roosevelt Corollary
  - (C) the Truman Doctrine
  - (D) the Good Neighbor policy
  - (E) the Alliance for Progress
75. Herbert Hoover responded to the onset of the Great Depression by
- (A) providing federal funds for the construction of low-cost housing
  - (B) expanding free trade with neighboring countries
  - (C) requesting that business leaders maintain levels of wages and production
  - (D) enforcing antitrust statutes
  - (E) imposing price controls on farm goods
76. *The Federalist* papers were written in order to
- (A) mobilize popular support for keeping the Articles of Confederation
  - (B) persuade voters to support Thomas Jefferson in the election of 1800
  - (C) frustrate Spanish efforts to sway the political loyalty of the Southwest
  - (D) persuade the Continental Congress to declare independence
  - (E) attain ratification of the Constitution
77. One stated objective of Woodrow Wilson's plan for peace after the First World War was to
- (A) ensure the military dominance of the United States over the European powers
  - (B) ensure that the Central Powers paid the Allied nations for war damages
  - (C) destroy the Central Powers' military strength
  - (D) promote the right of national self-determination
  - (E) provide monetary assistance to rebuild Europe
78. During the 1970s and 1980s, the New Right appealed strongly to all of the following groups EXCEPT those who were
- (A) concentrated in suburbs in the South and Southwest
  - (B) evangelical Protestants
  - (C) urban African Americans
  - (D) afraid that the Soviet Union represented a growing menace
  - (E) opposed to government intervention in the economy

79. Which of the following did NOT contribute to the perception of many White Southerners that antislavery sentiment was spreading in the 1850s?

- (A) *Uncle Tom's Cabin* drew enthusiastic audiences of Northern readers and theatergoers.
- (B) Groups like the New England Emigrant Aid Company worked to make Kansas a free state.
- (C) Some prominent Northern intellectuals like Henry David Thoreau praised John Brown's raid on Harpers Ferry.
- (D) The Republican Party attracted an increasing number of supporters.
- (E) Congress voted to end the interstate slave trade.

80. Although Progressive Era reformers held different opinions about many issues of the day, they shared a belief in

- (A) the creation of a classless society
- (B) the capacity of trained professionals to find rational, scientific solutions to society's problems
- (C) an ideal society based on shared ownership through voluntary organizations rather than increasing government power
- (D) the expanding role of the United States as an imperial power
- (E) the creation of an organization to promote international peace

**END OF SECTION I**

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY  
CHECK YOUR WORK ON THIS SECTION.**

**DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.**

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**MAKE SURE YOU HAVE DONE THE FOLLOWING.**

- **PLACED YOUR AP NUMBER LABEL ON YOUR ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR ANSWER SHEET**

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## **Section II: Free-Response Questions**

This is the free-response section of the 2013 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

# AP<sup>®</sup> United States History Exam

## SECTION II: Free Response

2013

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

### At a Glance

**Total Time**

2 hours, 10 minutes

**Number of Questions**

3

**Percent of Total Score**

50%

**Writing Instrument**

Pen with black or dark blue ink

### Reading Period

**Time**

15 minutes. Use this time to read the questions and plan your answer to Part A, the document-based question.

### Writing Period

**Time**

1 hour, 55 minutes

### Part A: Mandatory

Question 1 (DBQ)

**Suggested Time**

45 minutes

**Percent of Section II Score**

45%

### Part B: Choose One Question

Answer either question 2 or 3

**Suggested Time**

35 minutes (including 5 min. planning)

**Percent of Section II Score**

27.5%

### Part C: Choose One Question

Answer either question 4 or 5

**Suggested Time**

35 minutes (including 5 min. planning)

**Percent of Section II Score**

27.5%

### IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name   
First letter of your first name
2. Date of birth  
    
Month Day Year
3. Six-digit school code
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.  
No, I do not grant the College Board these rights.

### Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Part A, Question 1, the document-based question. If you have time, you may also read the questions in Parts B and C. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Parts B and C if you finish Part A early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the questions you answered in Part B and in Part C. For example, if you answered question 2 in Part B and you answered question 5 in Part C, apply the label 2 and 5. Failure to do so may delay your score.

Form I

Form Code 4JBP4-S

07

**UNITED STATES HISTORY**

**SECTION II**

**Part A**

**Reading period—15 minutes**

**Suggested writing time—45 minutes**

**Percent of Section II score—45**

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Explain the issues that created the greatest controversies during the ratification of the United States Constitution (1787–1788) and analyze how those issues continued to divide the nation during the two decades following ratification (1789–1809).

### Document A

Source: Elbridge Gerry, letter to the Massachusetts legislature, October 18, 1787.

My principal objections to the plan [the United States Constitution] are, that there is no adequate provision for a representation of the people; that they have no security for the right of election; that some of the powers of the legislature are ambiguous, and others indefinite and dangerous; that the executive is blended with, and will have undue influence over, the legislature; that the judicial department will be oppressive; . . . and that the system is without the security of a bill of rights.

### Document B

Source: James Madison, *The Federalist* paper number 10, November 22, 1787.

Among the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . .

[T]he most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. . . . A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations. . . . The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government. . . .

If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote. It may clog the administration, it may convulse the society; but it will be unable to execute and mask its violence under the forms of the Constitution. . . .

[T]he greater number of citizens and extent of territory which may be brought within the compass of republican [government] . . . renders factious combinations less to be dreaded. . . . Extend the sphere, and you take in a greater variety of parties and interests.



### Document C

Source: George Washington, letter to the Marquis de Lafayette, February 7, 1788.

With regard to the two great points (the pivots on which the whole machine must move) my Creed is simply:

[First] that the general Government is not invested with more Powers than are indispensably necessary to perform [the] functions of good Government; and, consequently, that no objection ought to be made against the quantity of Power delegated to it.

[Second] that these Powers (as the appointment of all Rulers will forever arise from, and, at short stated intervals, recur to the free suffrage of the People) are so distributed among the Legislative, Executive, and Judicial Branches, into which the general Government is arranged, that it can never be in danger of degenerating into a monarchy, an Oligarchy, an Aristocracy, or any other despotic or oppressive form; so long as there shall remain any virtue in the body of People. . . .

Should that which is now offered to the People of America, be found an experiment less perfect than it can be made—a Constitutional door is left open for its amelioration. . . . So many . . . contradictory, and, in my opinion, unfounded objections have been urged against the System in contemplation; many of which would operate equally against every efficient Government that might be proposed. I will only add, as a farther opinion founded on the maturest deliberation, that there is no alternative . . . between the adoption of this and a recurrence to an unqualified state of Anarchy, with all its deplorable consequences.

### Document D

Source: George Mason, from a debate in the Virginia Ratifying Convention, June 4, 1788.

Mr. Chairman, whether the Constitution be good or bad, the present clause clearly discovers that it is a national government, and no longer a Confederation. I mean that clause which gives the first hint of the general government laying direct taxes. The assumption of this power of laying direct taxes does, of itself, entirely change the confederation of the states into one consolidated government. This power, being at discretion, unconfined, and without any kind of control, must carry everything before it. The very idea of converting what was formerly a confederation to a consolidated government, is totally subversive of every principle which has hitherto governed us.

### Document E

Source: Alexander Hamilton, “On the Constitutionality of a National Bank,” February 23, 1791.

To establish such a right, it remains to show the relation of such an institution to one or more of the specified powers of the government. Accordingly it is affirmed that it has a relation, more or less direct, to the power of collecting taxes, to that of borrowing money, to that of regulating trade between the States, and to those of raising and maintaining fleets and armies . . . . [I]t is clearly within the provision which authorizes the making of all needful rules and regulations concerning the property of the United States. . . .

To designate or appoint the money or thing in which taxes are to be paid, is not only a proper, but a necessary exercise of the power of collecting them.

### Document F

Source: Article from *Gazette of the United States*, a pro-Federalist Philadelphia newspaper, August 10, 1794.

These [Democratic-Republican] Societies, strange as it may seem, have been formed in a free elective government for the sake of *preserving liberty*. And what is the liberty they are striving to introduce? It is the liberty of reviling the rulers who are chosen by the people and the government under which they live. It is the liberty of bringing the laws into contempt and persuading people to resist them. It is the liberty of condemning every system of Taxation because they have resolved that they will not be subject to laws—that they will not pay any taxes. To suppose that societies were formed with the purpose of opposing and with the hope of destroying government, might appear [unfair] provided they had not already excited resistance to the laws and provided some of them had not publicly avowed their opinions that they *ought not to pay any taxes*.

### Document G

Source: Article from *General Advertiser*, a Philadelphia newspaper opposed to the Federalists, commenting on the enforcement of the whiskey tax, August 20, 1794.

As violent means appear [to be] the desire of high toned government men, it is to be hoped that those who derive the most benefit from our revenue laws will be the [first] to march against the Western insurgents. Let stockholders, bank directors, speculators and revenue officers arrange themselves immediately under the banners of the treasury, and try their prowess in arms as they have done in calculation.

### Document H

Source: Edward Livingston, member of the House of Representatives from New York, addressing Congress, June 1798.

By [the Alien Act] the President alone is empowered to make the law; to fix in his own mind what acts, what words, what thoughts, or looks, shall constitute the crime contemplated by the bill; that is, the crime of being “suspected to be dangerous to the peace and safety of the United States.” This comes completely within the definition of despotism—a union of legislative, executive, and judicial powers.

### Document I

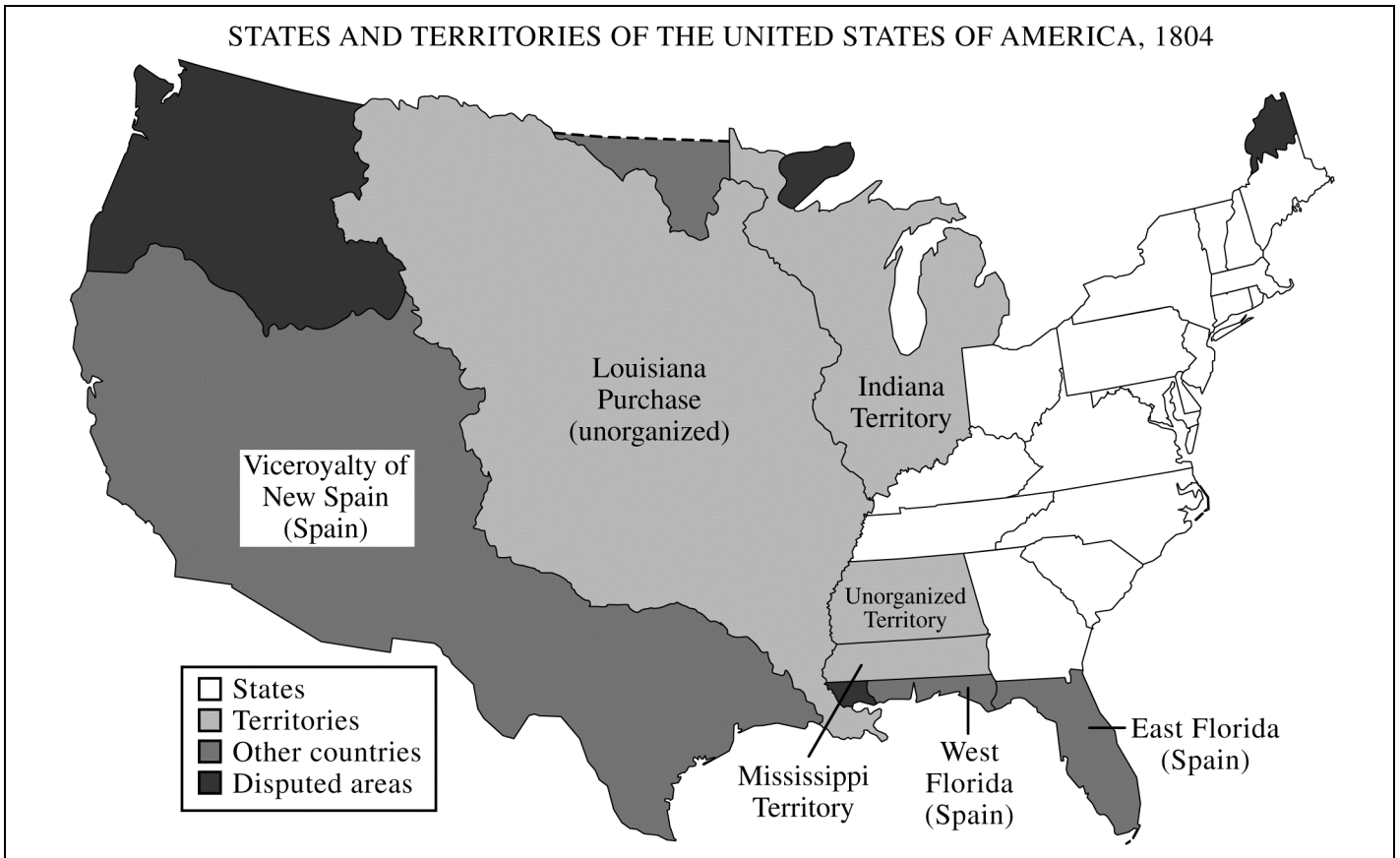
Source: United States Supreme Court, *Marbury v. Madison*, 1803.

Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and consequently the theory of every such government must be that an act of the legislature repugnant to the constitution is void. . . .

It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases must, of necessity, expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each. . . .

The judicial power of the United States is extended to all cases arising under the Constitution.

Document J



END OF DOCUMENTS FOR QUESTION 1

**UNITED STATES HISTORY**

**SECTION II**

**Part B and Part C**

**(Suggested total planning and writing time—70 minutes)**

**Percent of Section II score—55**

**Part B**

**Directions:** Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

2. Analyze the extent to which religious freedom existed in British North American colonies before 1776.
3. Explain the ways in which women's participation in reform activities and in work outside the home changed between 1830 and 1870, and analyze the extent to which the changes affected the status of women in the United States.

### Part C

**Directions:** Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

4. Some historians have argued that United States foreign policy has more often been motivated by economic interests than by the desire to spread democratic and humanitarian ideals around the world. To what extent is this argument convincing with regard to United States foreign policy between 1890 and 1919 ?
5. President Lyndon Johnson (1963–1969) and President Ronald Reagan (1981–1989) had different views on the government’s role in the United States economy and society. Explain their views and analyze how the different views resulted in different economic and social policies.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**

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**THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.**

- **APPLY THE LABEL THAT CORRESPONDS TO THE FREE-RESPONSE QUESTIONS YOU ANSWERED, AS REQUESTED ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX(ES) ON THE COVER(S).**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

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## **Multiple-Choice Answer Key**

The following contains the answers to the multiple-choice questions in this exam.



**Answer Key for AP United States History  
Practice Exam, Section I**

Question 1: A	Question 28: B	Question 55: B
Question 2: A	Question 29: D	Question 56: E
Question 3: C	Question 30: C	Question 57: E
Question 4: E	Question 31: D	Question 58: A
Question 5: E	Question 32: B	Question 59: C
Question 6: B	Question 33: C	Question 60: D
Question 7: A	Question 34: C	Question 61: C
Question 8: C	Question 35: A	Question 62: B
Question 9: A	Question 36: C	Question 63: C
Question 10: B	Question 37: D	Question 64: E
Question 11: B	Question 38: B	Question 65: D
Question 12: A	Question 39: E	Question 66: A
Question 13: C	Question 40: C	Question 67: C
Question 14: B	Question 41: A	Question 68: B
Question 15: C	Question 42: A	Question 69: D
Question 16: B	Question 43: B	Question 70: C
Question 17: D	Question 44: A	Question 71: E
Question 18: B	Question 45: C	Question 72: C
Question 19: C	Question 46: C	Question 73: D
Question 20: A	Question 47: D	Question 74: B
Question 21: A	Question 48: A	Question 75: C
Question 22: C	Question 49: D	Question 76: E
Question 23: E	Question 50: C	Question 77: D
Question 24: C	Question 51: A	Question 78: C
Question 25: C	Question 52: D	Question 79: E
Question 26: A	Question 53: D	Question 80: B
Question 27: E	Question 54: B	

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## **Free-Response Scoring Guidelines**

The following contains the scoring guidelines  
for the free-response questions in this exam.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question

Explain the issues that created the greatest controversies during the ratification of the United States Constitution (1787–1788) and analyze how those issues continued to divide the nation during the two decades following ratification (1789–1809).

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the issues that created the greatest controversies during the ratification of the United States Constitution and analyzes how those issues divided the nation during the two decades following ratification.
- Presents an effective analysis of the topic; treatment of multiple parts may be somewhat uneven
- Effectively uses a substantial number of documents.
- Develops the thesis with substantial and relevant outside information.
- May contain minor errors that do not detract from the quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a thesis that addresses the issues that created the greatest controversies during the ratification of the United States Constitution and analyzes how those issues divided the nation during the two decades following ratification; may be partially developed.
- Provides some analysis of the topic, but treatment of multiple parts may be uneven.
- Effectively uses some documents.
- Supports the thesis with some relevant outside information.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Deals with the question in a general manner; simplistic, superficial treatment of the subject.
- May address the question only partially, with limited or no analysis. May simply provide a descriptive narrative.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or facts with little or no application to the question.
- May have major errors.
- May be poorly organized and/or written.

#### The 0–1 Essay

- Lacks a thesis or simply repeats the question.
- Demonstrates an irrelevant or inappropriate response.
- Has little or no understanding of the documents, or ignores them completely.
- Has numerous errors.
- Is organized and/or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document-Based Question Chronology

1778	Articles of Confederation ratified by eight states France enters into formal alliance with the United States
1780–1804	Northern states pass gradual emancipation laws
1783	Officers encamped at Newburgh, NY threaten mutiny over lack of pay
1785	Land Ordinance
1786	Annapolis Convention Shays's Rebellion
1787	Constitutional Convention Northwest Ordinance
1787–1788	<i>The Federalist Papers</i> published
1788	Constitution ratified
1789	President George Washington inaugurated in NYC Judiciary Act French Revolution begins North Carolina ratifies Constitution
1790	Agreement on site on the Potomac River for the nation's capital First official census Rhode Island ratifies Constitution Hamilton's issues reports on public credit and a national bank
1791	Bill of Rights ratified Bank of the United States chartered Hamilton's "Report on Manufactures" Vermont enters as 14 <sup>th</sup> state Tariffs placed on variety of imported goods Whiskey excise tax passed Haitian Revolution begins (lasts until 1803)
1792	Washington reelected Federalist and Democratic–Republican parties organized Kentucky admitted as a state
1793	England and France at war Citizen Genêt Washington's "Proclamation of Neutrality" <i>Chisholm v. Georgia</i> Invention of the cotton gin revolutionizes cotton production
1794	Whiskey Rebellion Jay's Treaty with the British Battle of Fallen Timbers
1795	Pinckney's Treaty with Spain Treaty of Greenville: Indians cede Ohio
1796	Washington's Farewell Address John Adams elected president Tennessee admitted as a state
1797–1798	French seize American ships John Adams becomes President XYZ Affair

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

1798	“Quasi-War” with France Alien and Sedition Acts Kentucky and Virginia Resolves
1800	Thomas Jefferson elected president Undeclared war with France Convention of 1800: peace with France
1801	Judiciary Act of 1801 Naval War with Tripoli (to 1805) Repeal of the Whiskey Tax and Alien and Sedition Acts Jefferson significantly reduces government expenditures and cuts national debt almost in half by 1808
1802	Revised naturalization law Judiciary Act of 1801 repealed
1803	Louisiana Purchase <i>Marbury v. Madison</i> Ohio admitted as a state
1804	Lewis and Clark (Corps of Discovery) begin exploration of Louisiana Territory Jefferson reelected president Impeachment of Justice Samuel Chase Congress reduces minimum size of federal land for sale
1806	Burr treason trial Lewis and Clark return from exploring Louisiana Territory Zebulon Pike leads exploration of southern Louisiana Territory, later captured by Mexican forces for encroaching into Mexican territory
1807	<i>Chesapeake-Leopard</i> incident Embargo Act
1808	James Madison elected president
1809	Non-Intercourse Act

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT A

**Source:** Elbridge Gerry, letter to the Massachusetts legislature, October 18, 1787.

#### Document Information

Elbridge Gerry makes several objections to the proposed United States Constitution. Gerry maintains that the Constitution does not adequately provide for popular representation, secure the right of election, clarify the powers of the legislature (some of which are likely to be indefinite and dangerous), curtail the executive's powers as distinguished from the legislature's, or provide a bill of rights.

#### Document Inferences

Gerry sees serious defects in the proposed United States Constitution, including its alleged undemocratic character.

#### Potential Outside Information

- A revolutionary patriot from Massachusetts, Gerry had signed the Articles of Confederation.
- Although he played a major role at the Constitutional Convention, Gerry was one of three delegates who did not sign the proposed Constitution.
- Gerry maintained that the Constitutional Convention lacked the authority to make major changes in the nation's government.
- Gerry was accused of being a Shaysite, and he later recanted his opposition to the Constitution when various states called for amending the newly-ratified document.
- When he was elected to the First Congress, Gerry helped draft what became the Bill of Rights.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT B

Source: James Madison, *The Federalist* paper number 10, November 22, 1787.

#### Document Information

- James Madison believes that the United States Constitution can adequately address the challenges of factionalism, especially its tendencies toward self-interest and violence.
- Factions, as Madison understands them, inevitably arise in civilized nations, principally because the division of property is invariably unequal. For example, there are landed, manufacturing, mercantile, and moneyed interests that seek legislative assistance or protection.
- Madison believes that the danger of factionalism can be addressed by the republican principle, which enables the majority to defeat its “sinister views” simply by voting against its desires, and by expanding the size of the territory and its population it governs, thereby increasing the variety of interests that will oppose one faction or combination of factions. In other words, democracy is better served by large republics where the multiplicity of factions would cancel themselves out.

#### Document Inferences

- The fear of factionalism was a significant criticism of the United States Constitution.
- Madison believes that factionalism involving a minority can be controlled in one of two ways, either by removing its causes or controlling its effects. In Madison’s view the only practical means of limiting the damage caused by factions is to control its effects.

#### Potential Outside Information

- In the wake of an Anti-Federalist barrage against the proposed United States Constitution, Alexander Hamilton recruited James Madison and John Jay to join him in preparing a series of rebuttal essays. These essays were eventually entitled *The Federalist Papers* (1787).
- Madison’s *Federalist* No. 10, appeared in newspapers under pseudonym Publius, and is one of the most highly regarded statements of American political philosophy.
- In his argument that an extended republic could address the dangers posed by factionalism, Madison was influenced by the Scottish Enlightenment, especially David Hume.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT C

**Source:** George Washington, letter to the Marquis de Lafayette, February 7, 1788.

#### Document Information

- George Washington defends the Constitution to the Marquis de Lafayette in three ways:
  - (1) The Constitution has the powers it needs to permit “good Government,” but not any more than necessary,
  - (2) the Constitution’s division of powers among the legislative, executive, and judicial functions of government will prevent the new system from degenerating into various despotic forms, including monarchy, oligarchy, or aristocracy,
  - (3) if the new system of American government works imperfectly, the Constitution allows for revision.
- Washington closes his letter by observing that critics of the proposed Constitution had made many contradictory and unfounded objections, when the only alternative was anarchy.

#### Document Inferences

George Washington, a Federalist, was satisfied that the Constitution was a far better document than the Articles of Confederation, especially because of its mechanism of checks-and-balances on the use of the central government’s power.

#### Potential Outside Information

- As commander of the Continental Army, George Washington readily understood that the Confederation government was fatally flawed by its deference to states’ rights. His men nearly starved for want of help from the Continental Congress. In addition, Shays’ Rebellion reinforced Washington’s impatience with the Articles.
- At the Constitutional Convention, Washington was named president of the proceedings, and his participation as America’s greatest hero was indispensable.
- Washington thought that the Constitution was imperfect, but not likely to be improved upon in the short run.
- As the nation’s first president, Washington breathed life into the Constitution’s executive power, while at the same time deliberately refraining from regarding the office as a kind of monarchy.



# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT D

Source: George Mason, from a debate in the Virginia Ratifying Convention, June 4, 1788.

#### Document Information

- The new Constitution created a national government very different from the Articles of Confederation.
- This new government would not have adequate controls upon it in its present form.
- Because the new government would have the power to tax, the government's nature changed.
- These changes created a form of consolidated government that George Mason felt was subversive to the principles that underlay the Confederation.

#### Document Inferences

- George Mason was an anti-Federalist, who feared that excessive power was being given to the new federal government.
- Mason supported leaving more power in the hands of the individual states.
- Taxation was a right that belonged to the states rather than the federal government.

#### Potential Outside information

- Because George Mason was from the populous state of Virginia, where there was strong Anti-Federalist sentiment, his objections to the Constitution were of particular concern.
- Mason feared that the new federal government might next ban slavery, leading him to oppose excessive federal power.
- The framers of the Constitution reached a series of compromises concerning slavery; including counting slaves as 3/5ths of a free person for the purposes of taxation and permitting the possibility of abolishing the external slave trade 20 years after the Constitution was ratified. These compromises did not resolve the conflict between the guarantee of freedom for whites and the reality of slavery for most African Americans. These compromises had the effect of embedding slavery more deeply within the fabric of American life.
- Despite Mason's objections, the Constitution was ratified.
- The Bill of Rights was eventually modeled in part on Mason's Virginia Declaration of Rights (1776).
- The debate over the Constitution, which saw the Federalists support the Constitution and the Anti-Federalists oppose it, would eventually lead to the rise of the 1<sup>st</sup> political party system—the Federalists and the Democratic-Republicans.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT E

Source: Alexander Hamilton, “On the Constitutionality of a National Bank,” February 23, 1791.

#### Document Information

- Alexander Hamilton argued for the creation of a national Bank of the United States
- A Bank was necessary to collect taxes, borrow money, regulate trade, and maintain armies and navies.
- The federal government clearly had the right to create such an institution in order to protect the property of the United States.

#### Document Inferences

- Hamilton supported the concept of a powerful federal government.
- Hamilton found the justification for the Bank of the United States in the “necessary and proper” clause (also referred to as the elastic clause or implied powers clause) of the Constitution.
- Put another way, Hamilton subscribed to a “loose,” rather than a “strict,” interpretation of the Constitution.

#### Potential Outside information

- Hamilton was a Federalist and served in Washington’s cabinet as Secretary of the Treasury
- Given the chaos under the Confederation government, the new country was in need of a more orderly way to collect revenue.
- While Federalists generally supported the Bank of the United States, Democratic-Republicans, led by Thomas Jefferson and James Madison, opposed it as an illegitimate expansion of federal power.
- The 1<sup>st</sup> Bank of the United States provided for a 20-year charter that could be renewed based on the Bank’s performance during that time.
- Hamilton proposed to sell stock in the Bank of the United States, the majority of which was to be offered to the public. The plan’s opponents felt it would give individuals too big a stake in the nation’s finances.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT F

**Source:** Article from *Gazette of the United States*, a pro-Federalist Philadelphia newspaper, August 10, 1794.

#### Document Information

- According to the *Gazette* article, Democratic-Republicans claimed to seek to preserve liberty, but their definition of liberty was strange.
- Democratic-Republicans reviled government leaders, even though those leaders had been freely elected.
- They encouraged people to break the law, particularly those laws relating to collection of taxes.
- They did not respect the laws themselves, claiming that they would pay no taxes.
- The *Gazette* writer felt that the goal of the Democratic-Republicans was to destroy the government, as they had already declared that they would not obey laws regarding taxes.

#### Document Inferences

- Federalists at this time were a political party.
- This newspaper took the Federalist position that a strong central government was best.
- There was an argument among those in new government over the proper role of federal power in relation to the power of the states and of individuals.
- The collection of taxes was central to the powers of this new federal government.

#### Potential Outside information

- The *Gazette of the United States* was first published 1789 in New York City under the editorship of John Fenno, and later moved to Philadelphia.
- Alexander Hamilton, John Adams, and other Federalist leaders often contributed items to the *Gazette of the United States*.
- The *National Gazette*, a Democratic-Republican newspaper, was organized at Jefferson's and Madison's request, and edited by Philip Freneau, to present counterarguments to the Federalist positions presented in the *Gazette of the United States*.
- At the time of the *Gazette* article, western Pennsylvania farmers were then protesting the excise tax on whiskey.
- The debate over taxation was a longstanding one, and helped spark the American Revolution.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT G

**Source:** Article from *General Advertiser*, a Philadelphia newspaper opposed to the Federalists, commenting on the enforcement of the whiskey tax, August 20, 1794.

#### Document Information

- The article is opposed to the Federalists and the whiskey tax.
- Western insurgents are against the tax.
- In jest, the article suggests that the moneyed interests enforce the law themselves.

#### Document Inferences

- The Federalists are the political party in power.
- The article is against entrenched interests and does not support an expansion of federal power.

#### Potential Outside Information

- The *General Advertiser*, the first successful American daily newspaper, was a party publication of the Democratic-Republicans.
- The whiskey excise tax, which levied a federal tax on domestic and imported alcohol, was intended to offset a portion of the federal government's recent assumption of state war debts.
- Farmers whose grain crop was a chief ingredient in whiskey loudly protested the excise tax. In what became known as the Whiskey Rebellion of 1794, western Pennsylvania farmers attacked federal officials seeking to collect the tax on the grain that they had distilled into whiskey.
- The Whiskey Rebellion was a tax revolt reminiscent of the American Revolution.
- President George Washington dispatched a force of 13,000 militia to put down a feared revolt, and resistance dissipated after the troops arrived.
- The federal government established the precedent of enforcing national legislation, including taxes. The expectation now was that challenges to laws should occur through the electoral and legislative processes.
- The whiskey tax was eventually repealed by President Thomas Jefferson.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT H

**Source: Edward Livingston, member of the House of Representatives from New York, addressing Congress, June 1798.**

#### Document Information

- Livingston opposed the Alien Act. He believed the act was vague and gave too much power to the president in deciding who endangered “the peace and safety of the United States.”
- The president’s powers under the Alien Act despotically combined the powers of the legislature, executive, and judiciary.

#### Document Inferences

- Livingston supported state rights and was concerned about the balance of power among the three branches of government.
- Livingston was fearful of the tyranny of the majority.

#### Potential Outside Information

- The political party system began in the 1790s with the Federalists and Democratic-Republicans.
- John Adams, the last Federalist president, oversaw the passage and enforcement of the Alien and Sedition Acts.
- By greatly increasing the time required to become a citizen, the Federalists tried to maintain their control of the federal government, at the expense of the increasingly popular Democratic-Republicans.
- As Federalists moved to silence opposition to the Alien and Sedition Acts, Democratic-Republican newspapers that opposed the Alien and Sedition Acts decried what they saw as violations of their First Amendment rights and excessive power in the executive branch.
- Conflict in Europe significantly affected American politics through the XYZ affair, the Quasi-War with France, and the Kentucky and Virginia Resolves.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT I

Source: United States Supreme Court, *Marbury v. Madison*, 1803.

#### Document Information

- *Marbury v. Madison* established the precedent whereby “an act of the legislature repugnant to the Constitution” can be declared void.
- It is the province of the judicial department to declare what the law is and if two laws conflict it is for the courts to decide on each.
- The judicial power of the United States extends to all questions of constitutionality.

#### Document Inferences

Established the principle of judicial review, whereby the judiciary reviews and interprets all laws under its purview.

#### Potential Outside Information

- The case resulted from a petition by William Marbury, who was appointed by President John Adams as justice of the peace in the District of Columbia but whose commission was undelivered.
- Marbury petitioned the United States Supreme Court to force the new Secretary of State James Madison to deliver the documents confirming his appointment. The Court, with John Marshall as chief justice, found that Madison’s refusal to deliver the commission was illegal and remediable. Nonetheless, the Court stopped short of compelling Madison (by writ of *mandamus*) to hand over Marbury’s commission, holding instead that the provision of the Judiciary Act of 1789 that enabled Marbury to bring his claim to the Court was itself unconstitutional, because it purported to extend the Court’s original jurisdiction beyond that which Article III established. Marbury’s petition was therefore denied.
- This landmark decision helped define the boundary between the executive and judicial branches of the American form of government.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### DOCUMENT J

**Map: “States and Territories of the United States of America, 1804.”**

#### Document Information

This 1804 map of the United States shows the nation’s boundaries, and identifies its territories, disputed areas, and the Louisiana Purchase.

#### Document Inferences

- Using its constitutional power to buy and add new land, the United States expanded beyond its initial boundaries specified under the Treaty of Paris (1783).
- The United States doubled in size with westward expansion.

#### Potential Outside Information

- Once France lost its prize colony of Haiti through the revolt led by Toussaint L’Ouverture, it became clear to Napoleon that he could not build an empire in the New World after all. His thinking was also influenced by the likelihood of a costly war resuming with England, which would require additional funds. Accordingly, Napoleon decided to sell the Louisiana Territory to the United States.
- Federalist critics howled that the Constitution nowhere permitted the federal government to purchase new land and that President Thomas Jefferson had clearly not followed his own strict interpretation of the Constitution. The Federalists, in other words, abandoned their reliance on loose constructionism in favor of political expediency. Jefferson was troubled by this apparent inconsistency, but in the end decided that the Constitution’s treaty-making provisions allowed him room to act.
- Jefferson purchased the Louisiana Territory (530 million acres) from Napoleonic France for the bargain price of \$15 million (2½ cents per acre).
- The Louisiana Purchase removed France from the western boundary of the United States.
- To explore the Louisiana Territory, Jefferson dispatched Meriwether Lewis and William Clark, who relied on a bilingual Shoshoni named Sacagawea to guide them through the unfamiliar terrain.

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### Question 1 — Document-Based Question (continued)

#### Document-Based Question Outside Information

##### Issues that created greatest controversy

- Powers of the new national government, especially legislative, executive, judicial (over states)
- No bill of rights to protect citizens from new government; main point of contention between
- Federalists and Anti-Federalists in the ratification process
- Development of factions, what many consider to be political parties
- Possible tyranny of the majority
- Diversity and size of the nation
- Balance of power among three branches
- National government's power to lay taxes to threaten confederation of states and create a national government
- Virtual silence on the issue of slavery in the Constitution (except 3/5 compromise, and abolition of slave trade 20 years after Constitution ratified). No one seemed willing to address or discuss the issue – too delicate an issue

##### Issues that divided nation

- The Bill of Rights added to protect citizens from the national government; fulfilling Anti-Federalist hopes (ability to modify the Constitution)
- New national bank not specifically identified in Constitution, so must interpret the “necessary and proper” clause to see the power to create Bank of the United States broadening power of national government
- Development of political factions (later parties of Federalists and Democratic-Republicans and their opposition to one another on key issues like taxes, Bank of the United States, role and function of government, and philosophy of the future United States)
- Whiskey Rebellion as a tax revolt reminiscent of American Revolution and the over-reaction of the Washington administration to this revolt; the use of armed forces to suppress the rebellion
- Division over the Alien and Sedition Acts and the application by Federalists against Democratic-Republican newspaper editors – violation of the First Amendment rights and seen as excessive power in the executive branch
- Judicial branch's review and interpretation of all laws—*Marbury v. Madison* case
- Expansion of the nation beyond boundaries of Treaty of Paris, 1783 (Louisiana Purchase) and the constitutional powers to buy and add new land to the nation
- Jefferson, a Democratic Republican who opposed the “loose” interpretation of the Constitution earlier, uses this interpretation to buy Louisiana Territory from France
- Importation of slaves becomes illegal after 1809, but slavery as an institution continued to grow



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## 2013 SCORING GUIDELINES

### Question 2

Analyze the extent to which religious freedom existed in British North American colonies before 1776.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the extent of religious freedom in the British North American colonies before 1776.
- Develops the thesis with substantial and relevant historical information.
- Provides effective analysis of the development of religious freedom through episodes and evidence of religious tolerance and intolerance.
- May contain minor errors that do not detract from the quality of the answer
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that defines the extent of religious freedom in the British North American colonies before 1776.
- Supports the thesis with ample and relevant historical information
- Provides some analysis of the development of religious freedom through episodes and evidence of religious tolerance and intolerance. Treatment of multiple parts may be uneven but does not detract from overall quality.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis regarding the extent of religious freedom in the British North American colonies before 1776, or simply paraphrases the question
- Provides minimal relevant information or lists facts with little or no application to the question
- May address the question only partially, with limited or no analysis. May be simply descriptive narrative.
- May have major errors.
- May be poorly organized and/or written.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has numerous errors.
- Is organized and/or written so poorly that it inhibits understanding.

#### The — Essay

- Is completely blank

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### Question 2 (continued)

#### Overview/Summation

A range of religious freedoms is evident in the British North American colonies before 1776. It can be seen both in the formal rules, statutes and laws that governed each colony as well as in informal ways, illustrated by actual practices. Formally, each colony had a charter which spelled out the “rules” for governance of the colony as granted by the King of England. In addition, each colony made laws which guided the daily lives and activities of its residents. They might, for example, set laws governing prices and wages in addition to property rights and obligations of family members. Included in these laws were ones which governed religious activities of residents. Informally, the colonies were societies made up of a wide array of faith communities, living together or in separate areas. Across the colonies, the degree of freedom of conscience and behavior varied greatly. Ironically, Plymouth and Massachusetts Bay, two colonies established by people fleeing religious persecution in Europe, allowed the least amount of freedom within their colony, while Maryland and Pennsylvania, also established as refuges for people persecuted for their religious beliefs allowed a great deal of freedom of conscience. From there, other colonies which had been established first as commercial ventures varied from legislating an “established church” which taxed people to support the church to ones taking no position on establishing an official church.

While several high profile episodes of religious persecution did occur within several colonies, across Britain’s North American colonial empire, the groups exhibited a degree of toleration for each other, provided each group stayed in its own location. The event that shakes up the status quo and results in a great increase in religious diversity and the breakdown of power of the established religious authorities is the Great Awakening. Between 1730 and 1770 new religions appear among the colonies and the Enlightenment theme of toleration of religious diversity spreads throughout Britain’s North American colonies. By 1776, religious plurality and toleration of “new” religious groups had become more the norm.

#### Chesapeake- Virginia and Maryland Area

- 1607 Virginia founded as a corporate colony, with residents pledging allegiance to the Church of England.
- 1624 In Virginia, Church of England becomes the established church requiring residents to pay taxes to support. Residents are not allowed to publicly practice any other religion. Practicing another religion could result in serious consequences.
- 1632 Maryland founded by Lord Baltimore (Cecilius Calvert) on a grant of land from King Charles I. Founded as a refuge for Catholics, but Protestants also recruited to the colony, eventually leading to conflict with wealthier Catholics. Jews also found refuge there.
- 1649 Act of Religious Toleration passed, granting religious freedom to all Christians. Defining Christians as believers in the Trinity, act removes protection from Jews.
- 1692 Maryland legislature passes law establishing the Church of England as the official church and requiring all residents of Maryland to pay taxes to support the Anglican Church. Discrimination against Catholics continues until 1776 when religious freedom is once again made law.

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### Question 2 (continued)

#### New England – Plymouth, Massachusetts, Rhode Island, New Hampshire, Connecticut

- 1620 Pilgrims land at Plymouth, agreeing to the “Mayflower Compact,” establishing a self-governing religious congregation.
- 1630 Puritans establish Massachusetts Bay Colony, founding what Jonathan Winthrop called a “city upon a hill,” a model self-governing religious community.
- Strong shared religious beliefs guided the lives of the people of the colony as well as every activity, be it religious, commercial, social or personal.
- The General Court of Massachusetts Bay Colony developed guidelines for the establishment of townships with governing bodies that supported a local church and school, thereby assuring continuity and conformity with the norms of the original founding colony in Boston.
- 1635 Roger Williams, a Salem minister, is forced out of Salem due to his constant criticism of Massachusetts Bay authorities. He founds Rhode Island and establishes religious freedom as a principle of the colony. Colony welcomes Quakers, Baptists and Jews and establishes separation of church and state as a principle of the colony.
- 1636 Thomas Hooker leads his liberal congregation to found Connecticut after disagreement with Puritan authorities
- 1637 Anne Hutchinson and her followers join Williams in Rhode Island after being forced out of Massachusetts Bay for challenging the authorities of the colony. Her continued presence in Massachusetts is seen as a serious threat to colonial authorities.
- 1642 civil war in England; a religious war that ends with the establishment of Cromwell’s (Puritan) republican commonwealth.
- 1640s Puritan settlements expand throughout the New England region, in Massachusetts, Maine, Connecticut Rhode Island and what later became New Hampshire. These settlements, although outwardly Puritan and theoretically governed by Boston’s General Court, once established operate as self-governing congregations. This allows for some minimal diversity in religious practices.
- 1660 Charles II restores the monarchy and Puritans recognize that their only hope of building a godly republic lay in North America.
- 1662 Halfway Covenant introduced – liberalizes path to membership in Puritan church
- 1691–1692 Salem Witch Trials, a consequence of which is the loss of power of the Puritan clergy
- Throughout period prior to 1776, Quakers are not tolerated. They are imprisoned, deported and executed (Mary Dyer) rather than allow them to live among Puritans in Puritan communities.

#### Middle Colonies – New York, New Jersey, Pennsylvania, Delaware

- Dutch found New York colony as a commercial venture; religious toleration a characteristic of colony.
- 1664 English take over governance. Religious tolerance continues as policy, allowing Protestants, Catholics, and even Jews to practice their religion.
- 1664 New Jersey established as proprietary colony and settled by Anglicans and Quakers.
- 1681 William Penn signs document establishing toleration as policy in New Jersey colony.
- 1704 Delaware broke away from Pennsylvania and was established as separate proprietary colony; Lutherans and Quakers in the majority. Religious toleration is the policy.

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### Question 2 (continued)

#### Carolinas and Georgia

- 1663 South Carolina established as a royal colony; Church of England became the established church
- 1691 North Carolina separates from South Carolina; Anglicans predominate
- 1732 Georgia founded; Church of England was the established church

#### Glorious Revolution (1688)

- 1692 William and Mary reorganize Massachusetts as a royal colony, combining Plymouth, Massachusetts Bay and Maine into one colony. Restores town meetings and an elected assembly. Also, among other things ensures religious freedom to all Anglicans and allows all male property owners to be elected to the assembly.
- Royal governor appointed in Maryland; Catholic Church replaced by Church of England as the established church.

#### The First Great Awakening (1730s and 1740s)

- Expanded religious diversity and tolerance
- Emphasized personal spirituality, redemption, and morality
- Brought evangelical religion to British North American colonies
- Divided old traditionalists and new evangelicals, weakening the power of “Old Lights”
- Altered rituals and beliefs about relationship with God
- Reshaped the Congregationalist, Presbyterian, Dutch Reformed and German Reformed Churches; strengthened Baptists and Methodists; had little impact on Anglicans and Quakers

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## 2013 SCORING GUIDELINES

### Question 3

Explain the ways in which women's participation in reform activities and in work outside the home changed between 1830 and 1870, and analyze the extent to which the changes affected the status of women in the United States.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the ways in which women's participation in reform activities and in work outside the home changed between 1830 and 1870 and the extent to which the changes affected the status of women in the United States
- Develops the thesis with substantial and relevant historical information
- Provides effective analysis of the extent to which women's participation in reform activities and in work outside the home changed between 1830 and 1870 and the extent to which the changes affected the status of women in the United States; treatment of multiple parts may be somewhat uneven
- May contain minor errors that do not detract from the quality of the answer
- Is well organized and well written

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the ways in which women's participation in reform activities and in work outside the home changed between 1830 and 1870 and the extent to which the changes affected the status of women in the United States.
- Supports the thesis with some relevant historical information.
- Provides some analysis of the extent to which women's participation in reform activities and in work outside the home changed between 1830 and 1870 and the extent to which the changes affected the status of women in the United States; treatment of multiple parts may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information, or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized and/or written.

#### The 0–1 Essay

- Lacks a thesis or simply repeats the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized and/or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank.

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### Question 3 (continued)

#### Potential Outside Information

- Women during the first half of the nineteenth century worked primarily in the home. The prevailing assumption was that women by nature were most suited to marriage, motherhood, and domesticity.
- A very few women challenged this assumption. Some broke the mold by engaging in various reform activities. Others attempted to pursue careers in male-dominated professions.
- In spite of the changes, the status of women experienced only modest change.

#### Reform Activities

- In 1840, Sarah and Angelina Grimke spoke out against slavery. The Congregational clergy of Massachusetts chastised them for unfeminine activity. The chairman of the Connecticut Anti-Slavery Society declared, “No woman shall speak or vote where I am a moderator.” The sisters were reminded by Catherine Beecher that women occupy a subordinate position in society and should limit their activities. Angelina Grimke responded firmly that women had a right to voice their opinions on laws and regulations by which they were governed.
- In 1836, the newly organized American Temperance Union put its full weight behind getting state legislatures to pass laws shutting down saloons and to license taverns more strictly. Many women—wives, mothers, and sweethearts—turned out to support this effort. Martha Washington Societies worked for temperance laws despite their inability to vote. In 1851 Maine became the first state to go dry. *Note:* Students intent on making specific links between women and temperance are drawn to the WCTU, which was not formally organized until 1874. Mention of the WCTU is not considered a major error.
- Dorothea Dix heightened the public’s awareness of the treatment of the insane. She had taught a Sunday school class at a Massachusetts House of Corrections in 1841. Witnessing the insane being completely neglected she undertook a two year study of almshouses and jails after which she reported on the sorry conditions to the state legislature of Massachusetts. By 1860, the legislatures of 28 of the 33 states had established state run asylums.
- In 1848, Lucretia Mott and Elizabeth Cady Stanton called the Seneca Falls Convention to discuss the rights of women. Only about a third of the delegates signed the resulting Declaration of Sentiments because of its strong language calling for the nullification of laws that placed women in positions inferior to men. However, the Convention was an important step in the evolving women’s rights movement.

#### Work Outside the Home

- Women living on the frontier worked with their husbands in a variety of tasks on the farm. Although not outside the home, many farmers would have failed without female help.
- In the 1820s and 1830s, single women gravitated to job opportunities in the textile mills of Lowell, Massachusetts, and elsewhere in New England. As textile prices and mill wages dropped, owners and foremen began stressing efficiency and greater profits. Pushed to work faster, mill women organized strikes. In 1834 and again in 1836, Lowell women unsuccessfully went on strike against the mills after their wages were cut, causing many women to return to the countryside. For those who stayed, wages continued to drop until the women were replaced by impoverished male Irish immigrants in the 1840s.
- Harriet Hunt of Boston was a teacher who, after nursing her sister through a serious illness, set up shop in 1835 as a self taught physician and persisted in medical practice even though twice denied admission to Harvard Medical School. Elizabeth Blackwell was the first American woman to earn a medical degree.

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### Question 3 (continued)

- Catherine Beecher’s handbook for women, *A Treatise on Domestic Economy* (1841) led to the “cult of domesticity” urging women to be educated but remain at home in the “woman’s sphere.”
- During the Civil War, many women found themselves having to take care of farms or businesses while their husbands were away. Others took jobs as clerks or munitions plant workers. In addition, some 20,000 women served as nurses in the war, with Clara Barton and Dorothea Dix being the most famous.
- During Reconstruction, a number of white women went south to help educate former slaves.

### Changes

- Changes in status for women were modest between 1830 and 1870.
- Some gained a degree of independence within “separate spheres” as husbands were away at work.
- During the Second Great Awakening of the early nineteenth century some evangelical ministers affirmed women’s right to give witness to their faith in public. Camp meetings gave women the opportunity to participate as equals in large public rituals. In addition, the various organizational needs of large revivals offered numerous opportunities for women to exercise leadership roles outside the home, including services as traveling evangelists themselves. Phoebe Worrall Palmer hosted revival meetings in her home and traveled across the United States as a camp meeting evangelist.
- Generally, however, women’s status in the antebellum period remained much as it had been in colonial times. Women were barred from the ministry and most other professions. Women could not serve on juries nor could they vote. A wife had no control over her property. She could not make a will, sign a contract, or bring suit in court without her husband’s permission.
- Gradually, some states began to change the legal status of women. Mississippi became the first state to grant married women control over their property. By the 1860s eleven other states had similar laws. Divorce laws were slowly being relaxed. The only jobs open to educated women in any number were in the fields of nursing and teaching. Mount Holyoke College was originally founded in 1837 as the Mount Holyoke Female Seminary. It was the first of a number of colleges open to women. Only a few women followed professional careers—physicians, or in the case of Margaret Fuller, a literary career.
- Susan B. Anthony tried to gain suffrage for women with the Fifteenth Amendment. Her efforts were frustrated when the amendment applied only to men. Wyoming Territory granted women full suffrage in 1869. The unity of the suffrage movement was broken in 1869 when the National Woman Suffrage Association and the American Woman Suffrage Association disagreed on reform priorities.

### Notes

While most students will focus on white, middle class women when answering this question, some will include the experiences of African-American women, including the following:

- Sojourner Truth
- Harriet Tubman and the Underground Railroad
- The Thirteenth Amendment and freedom
- The Fifteenth Amendment

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### Question 4

Some historians have argued that United States foreign policy has more often been motivated by economic interests than by the desire to spread democratic and humanitarian ideals around the world. To what extent is this argument convincing with regard to United States foreign policy between 1890 and 1919?

#### The 8–9 Essay

- Contains a clear, well-developed thesis that analyzes whether foreign policy was motivated by economic interests rather than spreading democratic and humanitarian ideals.
- Develops the thesis with substantial and relevant historical information from the bulk of the period.
- Provides effective analysis of the topic; treatment of multiple parts may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well-organized and well-written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses whether foreign policy was motivated by economic interests rather than spreading democratic and humanitarian ideals.
- Supports the thesis with some relevant historical information from a good portion of the period.
- Provides some analysis of the topic, but treatment of multiple parts may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information, or lists facts with little or no application to the question from a limited portion of the period.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized and/or written.

#### The 0–1 Essay

- Lacks a thesis or simply repeats the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized and/or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank



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### Question 4 (continued)

#### Free Response Question Information

This is a historiographical question that requires addressing the importance of economic interests versus spreading democratic and humanitarian ideals over a thirty-year period, in the Americas, the Pacific littoral, and the greater Atlantic community. The period spans the shift from informal empire to the establishment of a formal (colonial) empire. It also sees the United States moving from minimal direct intervention in foreign states to routine economic and political control over sovereign states that often was the result of military intervention that sometimes lasted decades. Finally, the era ends with the United States moving from neutrality to direct involvement in the Great War that spawned great hope for a better world, something the disillusionment with the war's outcome meant most Americans preferred resumption of the isolationist impulse prevalent since the nation's founding than supporting the creation of a new world order. Some answers will emphasize the perspective of realist scholars over those who stress the idealistic vision inherent in the "City Upon a Hill," both religious and the secularism of the Founding Father's (Ezra Stiles) republican vision. Others will concentrate on economic diplomacy designed to reflect and protect the interests benefiting from the growing productive capacity of the United States. Some of the essays may emphasize national security concerns as opposed to either advancing economic self interest or promoting republicanism. A few responses may argue that a combination of the above more accurately reflects United States foreign policy during the period.

#### Interpretive schools

Nationalist—Dexter Perkins (benevolent imperialism), Samuel Flagg Bemis

National Security—Ernest May, Howard K. Beale, Charles S. Campbell

Idealist—(ethnocentric/imperialist) Lloyd Gardner, N. Gordon Levin

Economic—Walter LaFeber

Racism/Ethnocentrism—Louis Pérez, Mark Gilderhus

#### Regional

- A. Hawaii—trade, democracy, racism, security
  - 1. Economic--sugar production (White land owners, tariff, coaling station to East Asian market
    - a. Bayonet Constitution (1887)--King David Kalākana, Sorrin Thurston, Sanford Dole
    - b. McKinley Tariff (1890)
    - c. Revolution of 1893 removes Queen Lili'uokalani
    - d. Annexation (1898)
  - 2. Promote democracy and Christianity (missionaries)
  - 3. Security—Pearl Harbor naval base, link to East Asia
- B. Latin America—economic investment, trade, security, democracy
  - 1. American Lake (sphere of influence based on Monroe Doctrine of 1823)
  - 2. *Baltimore* Affair with Chile (1890)
  - 3. Venezuelan Boundary Dispute (1895)
  - 4. Drago Doctrine (1902)
  - 5. Roosevelt Corollary to the Monroe Doctrine (1904)
  - 6. Calvo Doctrine (1906)
  - 7. Cuban Revolution (1895)/Spanish/American/Cuban/Filipino War (1898)—trade, promote democracy, regional security, economic security
    - a. Dominance of sugar, coffee and tobacco production by United States landowners
    - b. 1895 Tariff
    - c. José Martí and "Cuban Libre"
    - d. "Yellow Journalism" of Hearst and Pulitzer papers

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**Question 4 (continued)**

- e. General Valeriano “Butcher” Weyler
  - f. “Reconcentrado”
  - g. Grover Cleveland
  - h. William McKinley
  - i. Depression of 1893–1896
  - j. *USS. Maine* (February 1898)
  - k. Senator Redfield Proctor, R-VT (March 1898)
  - l. Declaration of War (April 1898)
    - i. Teller Amendment
  - m. Rough Riders and San Juan Hill (July 1898)
  - n. Battle of Santiago de Cuba (July 1898)
  - o. *USS. Oregon* (66-day trip from Pacific to Cuban waters) (see Panama Canal)
  - p. Platt Amendment (1903)
    - i. Secretary of War Elihu Root
  - q. Treaty of Paris (1898)--Puerto Rico (Foraker Act 1900), Guam, and Philippines (see below)
  - r. “Splendid Little War”
8. Panama Revolution/Canal—trade, security, racism
- a. Phillipe Jean Bunau-Varilla
  - b. Hay-Pauncefote Treaties (1900–01)
  - c. Hay-Herrán Treaty with Colombia (1903)
  - d. Hay-Bunau Varilla Treaty (1903)
  - e. Panamanian Revolution (1905)
    - i. *USS. Nashville*
  - f. Panama Canal Treaty—economic, trade, security
9. Mexican Revolution (1910–1917)—investments, trade, democracy, racism
- a. President Francisco Madero
  - b. General/President José Victoriano Huerta
  - c. President Venustiano Carranza
  - d. Constitutionalist
  - e. General Francisco Pancho Villa
    - i. Columbus, NM (March 9, 1916)
    - ii. General John J. “Black Jack” Pershing leads United States invasion to crush Villa (March 1916–February 1917)
  - f. Emiliano Zapata
  - g. Wilson’s Mobile, AL speech (1913)
  - h. Tampico Affair (1913)
  - i. Mexican Constitution of 1917
  - j. Zimmerman Telegram (1917)
10. Caribbean Littoral Interventions (1910–1920s)—trade, investment, security, democracy
- a. Cuba (1906 and 1912)
  - b. Dominican Republic (September 1912)
  - c. Nicaragua (August 1912–1933)
  - d. Haiti (July 1916–August 1934)
    - i. Corvéé

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**Question 4 (continued)**

- C. East Asia/Greater Pacific—trade, security, Christianity, racism
1. Samoa, Pago Pago (1899)—trade, security
  2. Philippines (1898–1902+)—trade, security, Christianity, racism, democracy
    - a. Battle of Manila Bay (Commodore George Dewey) (May 1898)
    - b. Emilio Aguinaldo
    - c. President William McKinley’s dream
    - d. World Exposition in St. Louis (1904)
    - e. “Heal of our Achilles” (Theodore Roosevelt)
    - f. Great White Fleet (see Korea) (December 1907–February 1909)
  3. China—trade, investment, Christianity
    - a. Spheres of Influence
    - b. Secretary of State John Hay’s Open Door Policy
      - i. Alfred E. Hoppisley and William W. Rockhill
      - ii. Note of September 1899
      - iii. Note of July 1900
    - c. Willard Straight transportation empire
    - d. Boxer Rebellion (1899–1901)
    - e. Eldorado
      - i. Duke Tobacco
      - ii. Standard Oil Corp.
      - iii. Singer Sewing Machine Co.
  4. Korea—trade, security
    - a. Russo-Japanese War (1904–05)
      - i. Gentleman’s Agreement (1907)
    - b. Taft-Katsura Agreement (1905)
    - c. Lansing-Issii Treaty (1917)
- D. First World War—humanitarian, democratic, economic, security
1. Triple Entente and Triple Alliance declare war (July–August 1914)
  2. Woodrow Wilson declared neutrality “impartial in thought as well as in action” (August 4, 1914)
  3. Submarine Warfare
    - a. “strict accountability”
    - b. *Lusitania* sunk with loss of 128 Americans (May 1915)
    - c. Secretary of State William Jennings Bryan resigns (June 1915)
    - d. *Arabic* sunk (August 1915)
      - i. *Arabic* Pledge (1915)
    - e. *Sussex* sunk (March 1916)
      - i. *Sussex* Pledge (1916)
    - f. Unrestricted Submarine Warfare announced (January 1917)
  4. British neutrality violations
    - a. Armed merchants
    - b. Merchant captains instructed to ram submarines on sight
    - c. Merchant vessels fly neutral flags
    - d. Lays mines
  5. Economic favoritism toward the Entente
    - a. Secretary of the Treasury William McAdoo announces loans to the Triple Entente
      - i. \$2.3 billion to entente; \$27 million to Triple Alliance
    - b. Trade to Triple Entente in 1916 (\$1.6 billion); to Triple Alliance (\$16 million)

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### Question 4 (continued)

6. Wilson mediation
  - a. [Edward] House-[Edward] Grey Memorandum (February 1916)
    - i. If Germany rejected pro-Entente terms the United States would probably enter the war on the side of the Entente
  - b. Germans reject conditions Wilson specified in fall–winter of 1916
  - c. “Peace Without Victory” speech (January 1917)
  - d. Seeks declaration of war so that the world may be made “safe for democracy” (April 2, 1917)
  - e. Fourteen Points (January 8, 1918)
    - i. Treaty of Versailles
    - ii. League of Nations
7. United States shifts from the largest debtor holder and supplants Great Britain as the world’s major lender
  - a. United States takes over German investments in Latin America and Britain transfers major Latin American holdings to United States to pay a portion of its war debts

### Terms

New Navalism

New Manifest Destiny

Over production or glut theory

“Big Stick” (Theodore Roosevelt, TR, “speak softly and carry a . . .”)

“Gunboat Diplomacy” (TR)

Roosevelt Corollary (1904)

“Dollar Diplomacy” (William Howard Taft)

“Missionary Diplomacy” (Woodrow Wilson)

Informal Empire/Formal Empire

Insular Imperialism

Open Door Policy

“New World Order”—constitutionalism breeds trade, economic growth, democracy and peace (Woodrow Wilson)

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### Question 5

President Lyndon Johnson (1963–1969) and President Ronald Reagan (1981–1989) had different views on the government’s role in the United States economy and society. Explain their views and analyze how the different views resulted in different economic and social policies.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that explains the views of Lyndon Johnson and Ronald Reagan in the United States economy and society and analyzes how those views resulted in different economic and social policies.
- Develops the thesis with substantial and relevant historical information regarding the views and economic and social policies of President Johnson and President Reagan.
- Provides effective analysis of the views and the economic and social policies of both presidents; treatment of the presidents’ views and economic and social policies may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that explains the views of Lyndon Johnson and Ronald Reagan in the United States economy and society and analyzes how those views resulted in different economic and social policies.
- Supports the thesis with some relevant historical information regarding the views and economic and social policies of President Johnson and President Reagan.
- Provides some analysis of the views and economic and social policies of both presidents, but treatment of the presidents’ views and economic and social policies may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis explaining the views of Lyndon Johnson and Ronald Reagan in the United States economy and society and how those views resulted in different economic and social policies; or simply paraphrases the question.
- Provides minimal relevant information regarding the views and economic and social policies of President Johnson and President Reagan, or lists facts with little or no application to the question.
- Has limited or no analysis on the views and economic and social policies of the two presidents; may address the question only partially.
- May have major errors.
- May be poorly organized and/or written.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has numerous errors.
- Lacks organization and/or is written so poorly that it inhibits understanding.

#### The — Essay

- Is blank.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 5 (continued)

#### Free Response Question Information

#### LYNDON JOHNSON

##### **Views/Philosophy on the Role of Government:**

Great Society seen as completing the work of the New Deal; Keynesian economics; legislation and government programs offer a social safety net; most ambitious set of laws and programs since the New Deal; influence of Michael Harrington's *Other America*; Importance of Civil Rights

##### **Influence of Views on Economic and Social Policies**

- **Poverty**: War on Poverty; Economic Opportunity Act of 1965, VISTA, 1965; Job Corps; Food Stamps
- **Civil Rights**: Twenty-Fourth Amendment; Civil Rights Act of 1964; Voting Rights Act of 1965; use of FBI to investigate
- **Health care**: Medicare for elderly and Medicaid for indigent with federal monies
- **Public education**: Billions in federal aid to elementary and secondary education; Higher Education Act of 1965; Head Start; adult education
- **Rural development**: Appalachian Regional Development Act of 1965
- **Urban development**: Housing and Urban Development Act of 1965; Model Cities Program, 1966
- **Arts and Humanities**: Federal monies for the National Endowment for the Arts and National Endowment for the Humanities
- **Public Safety**: National Highway Safety Act of 1966 established national standards for automakers and road design; Department of Transportation, 1966
- **Immigration**: Immigration Act: Hart-Celler-1965: ended national origins system
- **Vietnam War**: Impact of the war on the economy
- **Environment**: Water Quality Act of 1965; Clean Water and Restoration Act-1966; Clean Air Act of 1963; Air Quality Act of 1967

#### RONALD REAGAN

##### **Views/ Philosophy on the Role of Government:**

Opposition to “redistributive government”; sought to combat the size and influence of the national government’s Great Society and New Deal programs, which he saw as impeding growth and economic progress (e.g. unemployment compensation, food stamps, monies to health care, educational programs, urban development, and culture).

- “Government is the problem, not the solution”
- Influence of neo-conservatives
- Influence of the Religious Right; Moral Majority
- Support of the Middle Class
- Reagan Democrats

# AP<sup>®</sup> UNITED STATES HISTORY

## 2013 SCORING GUIDELINES

### Question 5 (continued)

#### **Influence of Views on Economic and Social Policies**

- **Spending Policies:**
  - Shift government spending from social programs to the military
  - Reduces government's commitment to reform; "Welfare Queen"
  - Supply-side economics; 'trickle down'; "Reaganomics"; response to stagflation
  - "Voodoo" economics
  - Cut taxes to the rich and middle class to boost the economy
  - Laffer curve
  - David Stockman, Reagan's budget director
  - Reagan Revolution
  - Remove or reduce government regulation of business
  - Recession of 1982
  - Increased national debt; record budget deficits
- **Civil Rights:** Lessening of government's commitment to civil rights enforcement
- **Environmental:** James Watt opened up public lands to development; EPA is relaxed with less enforcement
- **Labor:** PATCO Strike
- **Transportation:** Dept. of Transportation cut back on regulations
- **Military:** Continuing the military buildup begun under President Carter; federal spending shifts from social programs to the Pentagon
  - SDI (Strategic Defense Initiative) "Star Wars"
- **Immigration:** Immigration Reform and Control Act-1986 (Simpson-Mazzoli)

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## **Scoring Worksheet**

The following provides a worksheet and conversion table used for calculating a composite score of the exam.



# 2013 AP United States History Scoring Worksheet

## Section I: Multiple Choice

$$\frac{\text{Number Correct}}{\text{(out of 80)}} \times 1.1250 = \frac{\text{Weighted Section I Score}}{\text{(Do not round)}}$$

## Section II: Free Response

$$\text{Question 1 } \frac{\text{_____}}{\text{(out of 9)}} \times 4.5000 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 2 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.7500 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 3 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.7500 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Sum} = \frac{\text{_____}}{\text{Weighted Section II Score (Do not round)}}$$

## Composite Score

$$\frac{\text{Weighted Section I Score}}{\text{_____}} + \frac{\text{Weighted Section II Score}}{\text{_____}} = \frac{\text{Composite Score (Round to nearest whole number)}}{\text{_____}}$$

AP Score Conversion Chart  
United States History

Composite Score Range	AP Score
119-180	5
98-118	4
81-97	3
59-80	2
0-58	1

# AP United States History

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## **The College Board**

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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