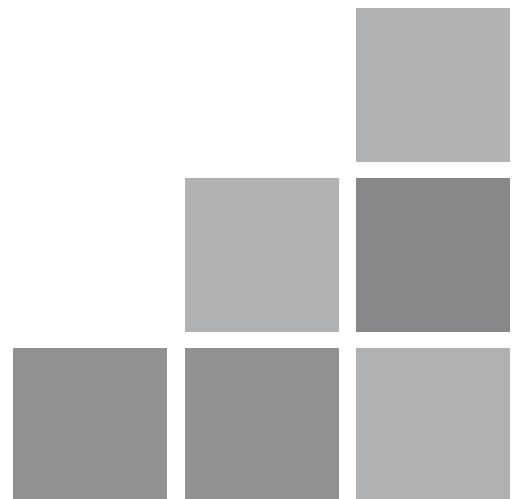


**AP**<sup>®</sup>

United States History  
Practice Exam

Effective Fall 2014





# Practice Exam

## Exam Content and Format

The 2015 AP U.S. History Exam is 3 hours and 15 minutes in length. There are two sections.

- Section I is 1 hour, 40 minutes and consists of 55 multiple-choice questions accounting for 40 percent of the final score and 4 short-answer questions accounting for 20 percent of the final score.
- Section II is 1 hour, 35 minutes and consists of 1 document-based question and 2 long-essay questions. Students can choose which of the two long-essay questions they respond to. It begins with a 15-minute reading period to read the questions and plan your answers. The remaining 1 hour and 20 minutes is for writing.

## Administering the Practice Exam

This section contains instructions for administering the AP U.S. History Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets and answer sheets.

### SECTION I, Part A: Multiple-Choice Questions

When you are ready to begin Section I, Part A, say:

**Section I, Part A, is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.**

**You have 55 minutes for this part. 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 Section II booklets. After 55 minutes, say:

**Stop working. I will now collect your multiple-choice answer sheet.**

### SECTION I, Part B: Short-Answer Questions

When you are ready to begin Section I, Part B, say:

**Section I, Part B is the short-answer portion of the exam. Write your answers in the corresponding boxes on the free-response answer sheet. Use a pen with black or dark blue ink.**

**You have 45 minutes for this part. Begin.**

Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are writing their answers in pen on their answer sheets, and that they are not looking at their Section II booklets. After 45 minutes, say:

**Stop working. I will now collect your Section I booklet and your free-response answer sheet.**

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 Section II packet on your desk during the break. Are there any questions?**

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

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

After the break, say:

**Section II begins with a 15-minute reading period. During the reading period, you will read the questions and plan your answers to the questions. You may use any blank space of the page the questions or documents are printed on to organize your answers and for scratch work, but you must write your answers on the lined pages provided for each question. Answers must be written in ink. Are there any questions?**

**You may now open the Section II booklet and begin the 15-minute reading period.**

Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. After 15 minutes, say:

**Stop. The reading period is over. You have 1 hour and 20 minutes left to answer the questions. You are responsible for pacing yourself, and may proceed freely from one question to the next. You will be prompted to move from the document-based question to the long essay after 45 minutes to ensure that you have adequate time to complete the long essay. However, you may divide your time differently, using more or less time for each question. Write your answers on the lined pages provided for each question. 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 your name and the number of the question you are working on. Are there any questions? . . .**

**Begin Section II.**

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.

After 45 minutes, say:

**You should begin working on Question 2 or Question 3. 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. Put your exam booklet on your desk, face up. Remain in your seat, without talking, while the exam materials are collected.**

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. Collect a Section II booklet from each student and check that each student wrote answers on the lined pages corresponding to each question. Then say:

**The exam is over. I will now collect your materials.**

Name: \_\_\_\_\_

**AP® U.S. History  
Answer Sheet  
for Multiple-Choice Section**

No.	Answer
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# AP<sup>®</sup> United States History Exam

## SECTION I, Part A: Multiple Choice

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

### At a Glance

**Time**  
55 minutes  
**Number of Questions**  
55  
**Percent of Total Score**  
40%  
**Writing Instrument**  
Pencil required

### Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the circles for numbers 1 through 55 on your multiple-choice answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the multiple-choice 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 multiple-choice 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

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 I, Part B: Short Answer

### At a Glance

**Time**  
45 minutes  
**Number of Questions**  
4  
**Percent of Total Score**  
20%  
**Writing Instrument**  
Pen with black or dark blue ink

### Instructions

Section I, Part B of this exam contains 4 short-answer questions. Write your responses in the corresponding boxes on the free-response answer sheet.

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, Part A**

**Time—55 minutes**

**55 Questions**

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

**Questions 1 - 3 refer to the excerpt below.**

“In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach in the fields. The multitudes of all sects and denominations that attended his sermons were enormous. . . . It was wonderful to see the change soon made in the manners of our inhabitants. From being thoughtless or indifferent about religion, it seemed as if all the world were growing religious, so that one could not walk thro’ the town in an evening without hearing psalms sung in different families of every street.”

Benjamin Franklin, *The Autobiography of Benjamin Franklin*

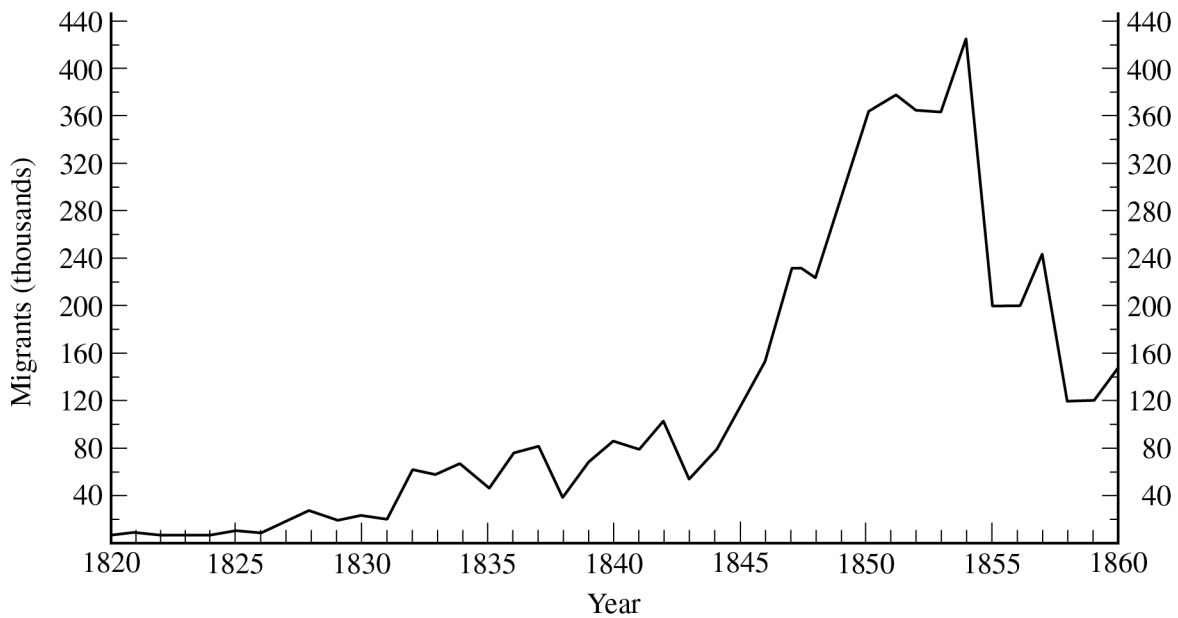
- Whitefield’s impact suggests that religious culture among British North American colonists in the 1700s was most directly shaped by
  - Roman Catholic influences
  - interest in commerce and business
  - trans-Atlantic exchanges
  - reliance on agriculture
- Whitefield’s open-air preaching contributed most directly to which of the following trends?
  - The growth of the ideology of republican motherhood
  - Greater independence and diversity of thought
  - Movement of settlers to the backcountry
  - The pursuit of social reform
- The preaching described in the excerpt is an example of which of the following developments in the 1700s?
  - The development of an idea of republican self-government
  - The emergence of calls for the abolition of slavery
  - The increased influence of the Enlightenment
  - The expansion of Protestant evangelism

**GO ON TO THE NEXT PAGE.**



Questions 4 - 7 refer to the graph below.

MIGRATION TO THE UNITED STATES, 1820–1860



United States Census Bureau

4. Which of the following was a significant cause of the trend from 1843 to 1854 shown in the graph?
- (A) Active encouragement of migration by the United States government
  - (B) Economic hardships and political instability in Europe
  - (C) Incentives offered by United States companies looking to hire skilled migrants
  - (D) Adoption of free trade policies by European governments
5. The migrants represented by the graph most typically settled in which of the following regions of the United States?
- (A) The Northeast
  - (B) The Southeast
  - (C) The Southwest
  - (D) The West Coast

**GO ON TO THE NEXT PAGE.**

6. Which of the following was a direct effect of the trend in immigration after 1845 shown on the graph?
- (A) An increase in sectional tensions
  - (B) A major economic downturn
  - (C) An upsurge in nativist sentiment
  - (D) The collapse of the second party system
7. The main trend shown in the graph was most directly associated with which of the following processes occurring in the United States at the time?
- (A) The convergence of European and American cultures
  - (B) The emergence of an industrialized economy
  - (C) The displacement of American Indians from the Southeast
  - (D) The resurgence of evangelical Protestantism

**GO ON TO THE NEXT PAGE.**

**Questions 8 - 10 refer to the excerpt below.**

“The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

“He has never permitted her to exercise her inalienable right to the elective franchise.

“He has compelled her to submit to laws, in the formation of which she had no voice. . . .

“Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. . . .

“He has taken from her all right in property, even to the wages she earns.”

Seneca Falls Convention, Declaration of Sentiments and Resolutions, 1848

8. The ideas expressed in the excerpt most directly challenged the prevailing ideal in the early nineteenth century that
- (A) women should enjoy full and equal rights with men
  - (B) women should focus on the home and the domestic sphere
  - (C) the ability of women to earn wages was a positive development
  - (D) women should educate their children about the rights and responsibilities of citizenship
9. Which of the following developments in the second half of the nineteenth century best represented the continuation of the ideas expressed in the declaration?
- (A) A movement focused on women’s voting rights
  - (B) Women’s support for the Social Gospel
  - (C) Support for outlawing the production and sale of alcohol
  - (D) A movement focused on religious revivals and personal conversion
10. Many supporters of the declaration in 1848 broke ranks with which of the following groups by the 1870s?
- (A) Social Darwinists
  - (B) Supporters of Southern secession and states’ rights
  - (C) Supporters of the Fifteenth Amendment
  - (D) Isolationists

**GO ON TO THE NEXT PAGE.**

**Questions 11 - 13 refer to the excerpts below.**

“Wherefore, security being the true design and end of government, it unanswerably follows that whatever form thereof appears most likely to ensure it to us, with the least expense and greatest benefit, is preferable to all others. . . . Here too is the design and end of government, Freedom and Security.”

Thomas Paine, *Common Sense*, 1776

“[G]overnments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”

Thomas Jefferson, Declaration of Independence, 1776

11. The excerpts were written in response to the
- (A) British government’s attempt to assert greater control over the North American colonies
  - (B) British government’s failure to protect colonists from attacks by American Indians
  - (C) colonial governments’ failures to implement mercantilist policies
  - (D) colonial governments’ attempts to extend political rights to new groups
12. The ideas about government expressed by Paine and Jefferson are most consistent with which of the following?
- (A) The concept of hereditary rights and privileges
  - (B) The belief in Manifest Destiny
  - (C) The principle of religious freedom
  - (D) The ideas of the Enlightenment
13. The principles expressed by Paine and Jefferson best account for which of the following features of the United States during and immediately after the American Revolution?
- (A) The development of factions and nascent political parties
  - (B) The rapid expansion of frontier settlements
  - (C) The relatively limited powers of the Articles of Confederation
  - (D) The growth of conflict between wealthy elites and poor farmers and laborers

**GO ON TO THE NEXT PAGE.**

**Questions 14 - 17 refer to the excerpt below.**

“We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

Chief Justice Earl Warren, writing the unanimous opinion of the United States Supreme Court in *Brown v. Board of Education of Topeka*, 1954

14. Which of the following was the most immediate result of the decision excerpted?
- (A) Radicals critiqued government actions as doing too little to transform the racial status quo.
  - (B) Education advocates raised awareness of the effect of poverty on students’ opportunities.
  - (C) Civil rights activists became increasingly divided over tactical and philosophical issues.
  - (D) Segregationists in southern states temporarily closed many public schools in an effort to resist the decision.
15. The decision excerpted most directly reflected a growing belief after the Second World War that the power of the federal government should be used to
- (A) promote greater racial justice
  - (B) revitalize cities
  - (C) foster economic opportunity
  - (D) defend traditional visions of morality
16. Which of the following sets of Supreme Court decisions demonstrated the strongest continuity with the idea expressed in the excerpt?
- (A) Decisions endorsing the constitutionality of the death penalty, such as *Gregg v. Georgia*
  - (B) Decisions limiting affirmative action programs, such as *Regents of the University of California v. Bakke*
  - (C) Decisions defining individual rights and protections, such as *Miranda v. Arizona*
  - (D) Decisions defining election laws, such as *Citizens United v. Federal Election Commission*
17. The Brown decision reversed which of the following earlier decisions?
- (A) *Marbury v. Madison*, which established the principle of judicial review
  - (B) *Worcester v. Georgia*, which established that the federal government rather than individual states had authority in American Indian affairs
  - (C) *Dred Scott v. Sandford*, which proclaimed that slaves could not be citizens
  - (D) *Plessy v. Ferguson*, which endorsed racial segregation laws

**GO ON TO THE NEXT PAGE.**

**Questions 18 - 20 are based on the excerpt below.**

“The system of quotas . . . was the first major pillar of the Immigration Act of 1924. The second provided for the exclusion of persons ineligible to citizenship. . . . Ineligibility to citizenship and exclusion applied to the peoples of all the nations of East and South Asia. Nearly all Asians had already been excluded from immigration. . . . The exclusion of persons ineligible to citizenship in 1924 . . . completed Asiatic exclusion. . . . Moreover, it codified the principle of racial exclusion into the main body of American immigration and naturalization law.”

Mae M. Ngai, historian, *Impossible Subjects: Illegal Aliens and the Making of Modern America*, 2004

18. The Immigration Act of 1924 produced highly discriminatory results because it
- (A) created a guest worker program that encouraged temporary immigration but denied citizenship
  - (B) relied on a series of literacy tests and physical examinations to manage immigration
  - (C) placed restrictions on immigration by national origin, ethnicity, and race
  - (D) encouraged immigration of people with highly sought after skills or family in the United States
19. The Immigration Act of 1924 most directly reflected
- (A) cultural tensions between scientific modernism and religious fundamentalism in the 1920s
  - (B) conflicts arising from the migration of African Americans to urban centers in the North
  - (C) the emergence of an increasingly national culture in the 1920s shaped by art, cinema, and mass media
  - (D) social tensions emerging from the First World War
20. Which of the following evidence would best support Ngai’s argument in the excerpt?
- (A) Census data showing the changing percentages of the foreign-born population from 1920 to 1930
  - (B) Narratives describing the challenges of immigrant family life in the 1920s
  - (C) Diplomatic correspondence reflecting the increasing isolationism of United States foreign policy in the 1920s and 1930s
  - (D) Census data revealing the Great Migration of African Americans to cities in the North and West in the 1920s

**GO ON TO THE NEXT PAGE.**

**Questions 21 - 23 refer to the excerpts below.**

“I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.”

President Harry Truman, address before a joint session of Congress articulating what would become known as the Truman Doctrine, 1947

“We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace. . . . General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, Mr. Gorbachev, tear down this wall!”

President Ronald Reagan, speech at the Brandenburg Gate in Berlin, Germany, 1987

21. The statements of both Truman and Reagan share the same goal of
- (A) restraining communist military power and ideological influence
  - (B) creating alliances with recently decolonized nations
  - (C) reestablishing the principle of isolationism
  - (D) avoiding a military confrontation with the Soviet Union
22. Truman issued the doctrine primarily in order to
- (A) support decolonization in Asia and Africa
  - (B) support United States allies in Latin America
  - (C) protect United States interests in the Middle East
  - (D) bolster noncommunist nations, particularly in Europe
23. Reagan’s speech best reflects which of the following developments in United States foreign policy?
- (A) Caution resulting from earlier setbacks in international affairs
  - (B) Increased assertiveness and bellicosity
  - (C) The expansion of peacekeeping efforts
  - (D) The pursuit of free trade worldwide

**GO ON TO THE NEXT PAGE.**



Questions 24 - 26 refer to the late-nineteenth-century photograph below by journalist Jacob Riis.



© Bettmann/CORBIS

**GO ON TO THE NEXT PAGE.**



24. Conditions like those shown in the image contributed most directly to which of the following?
- (A) The passage of laws restricting immigration to the United States
  - (B) An increase in Progressive reform activity
  - (C) A decline in efforts to Americanize immigrants
  - (D) The weakening of labor unions such as the American Federation of Labor
25. The conditions shown in the image came about most directly as a result of
- (A) low wages earned by workers in the late nineteenth century
  - (B) the rise of the settlement house and Populist movements
  - (C) increased corruption in urban politics
  - (D) the migration of African Americans to the North in the late nineteenth century
26. Advocates for individuals such as those shown in the image would have most likely agreed with which of the following perspectives?
- (A) The Supreme Court's decision in *Plessy v. Ferguson* was justified.
  - (B) Capitalism, free of government regulation, would improve social conditions.
  - (C) Both wealth and poverty are the products of natural selection.
  - (D) Government should act to eliminate the worst abuses of industrial society.

**GO ON TO THE NEXT PAGE.**

**Questions 27 - 29 refer the excerpt below.**

“Excepting only Yosemite, Hetch Hetchy is the most attractive and wonderful valley within the bounds of the great Yosemite National Park and the best of all the camp grounds. People are now flocking to it in ever-increasing numbers for health and recreation of body and mind. Though the walls are less sublime in height than those of Yosemite, its groves, gardens, and broad, spacious meadows are more beautiful and picturesque. . . . Last year in October I visited the valley with Mr. William Keith, the artist. He wandered about from view to view, enchanted, made thirty-eight sketches, and enthusiastically declared that in varied picturesque beauty Hetch Hetchy greatly surpassed Yosemite. It is one of God’s best gifts, and ought to be faithfully guarded.”

John Muir, *Century Magazine*, 1909

27. Which of the following aspects of Muir’s description expresses a major change in Americans’ views of the natural environment?
- (A) The idea that wilderness areas are worthy subjects for artistic works
  - (B) The idea that wilderness areas serve as evidence of divine creation
  - (C) The idea that government should preserve wilderness areas in a natural state
  - (D) The idea that mountainous scenery is more picturesque and beautiful than flat terrain
28. Muir’s ideas are most directly a reaction to the
- (A) increasing usage and exploitation of western landscapes
  - (B) increase in urban populations, including immigrant workers attracted by a growing industrial economy
  - (C) westward migration of groups seeking religious refuge
  - (D) opening of a new frontier in recently annexed territory
29. Muir’s position regarding wilderness was most strongly opposed by which of the following?
- (A) Members of the Progressive movement
  - (B) Urban political bosses
  - (C) American Indians living on reservations
  - (D) Companies involved in natural resource extraction

**GO ON TO THE NEXT PAGE.**

**Questions 30 - 33 refer to the excerpt below.**

“[H]istory and experience prove that foreign influence is one of the most baneful foes of republican government. . . . Excessive partiality for one foreign nation and excessive dislike of another cause those whom they actuate to see danger only on one side and serve to veil and even second the arts of influence on the other. . . . The great rule of conduct for us, in regard to foreign nations, is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns.”

George Washington, Farewell Address, 1796

30. The concerns expressed by Washington were a response to the
- (A) debate over the proper treatment of American Indian tribes in the trans-Appalachian West
  - (B) dispute over the possibility of annexing Canada from Great Britain
  - (C) controversy regarding support for the revolutionary government of France
  - (D) conflict with Great Britain over the treatment of American Loyalists
31. The ideas expressed in Washington’s address most strongly influenced which United States foreign policy decision in the twentieth century?
- (A) The establishment of the United Nations in 1945
  - (B) The formation of the NATO alliance between the United States and Western Europe in 1949
  - (C) The refusal to join the League of Nations in 1919
  - (D) The oil embargo against Japan in 1941
32. Which of the following groups most strongly opposed Washington’s point of view in the address?
- (A) Democratic-Republicans
  - (B) New England merchants
  - (C) Southern plantation owners
  - (D) Federalists
33. Most historians would argue that the recommendations of Washington’s address ceased to have a significant influence on United States foreign policy as a result of
- (A) westward expansion in the nineteenth century
  - (B) support for Cuban revolutionaries in the Spanish-American War
  - (C) Woodrow Wilson’s support for international democratic principles during the First World War
  - (D) involvement in the Second World War

**GO ON TO THE NEXT PAGE.**

**Questions 34 - 36 refer to the excerpt below.**

“The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, barley, rye, oats, grasses, and grapevines. But the colonists also inadvertently carried pathogens, weeds, and rats. . . . In sum, the remaking of the Americas was a team effort by a set of interdependent species led and partially managed (but never fully controlled) by European people.”

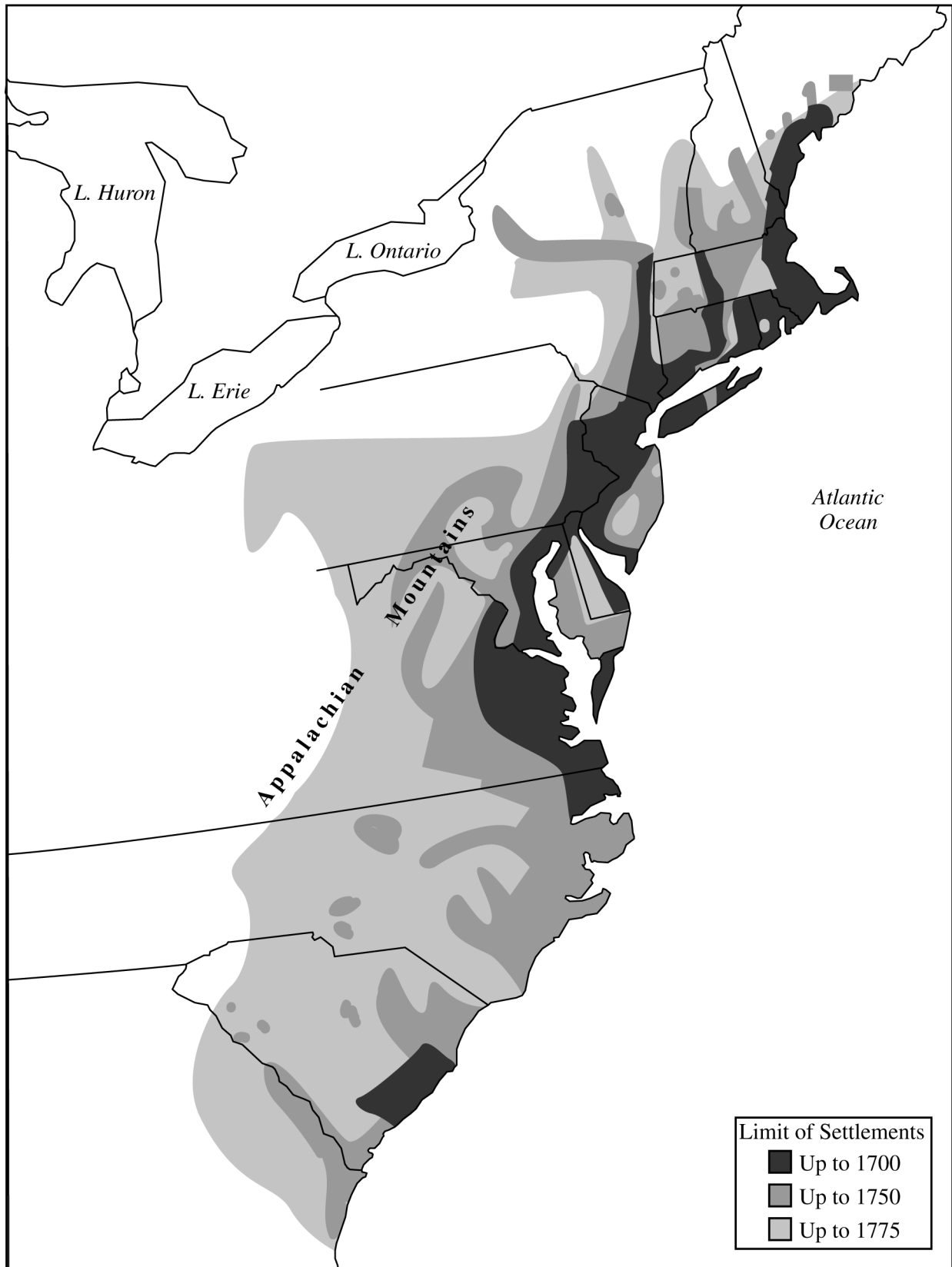
Alan Taylor, historian, *American Colonies*, 2001

34. The export of New World crops to the Old World transformed European society mostly by
- (A) improving diets and thereby stimulating population growth
  - (B) encouraging enclosure of open lands and pushing workers off of farms
  - (C) promoting greater exploration of the interior of the American continents
  - (D) fostering conflicts among major powers over access to new food supplies
35. The patterns described in the excerpt most directly foreshadowed which of the following developments?
- (A) The spread of maize cultivation northward from present-day Mexico into the American Southwest
  - (B) The population decline in Native American societies
  - (C) The gradual shift of European economies from feudalism to capitalism
  - (D) The emergence of racially mixed populations in the Americas
36. The trends described by Taylor most directly illustrate which of the following major historical developments in the Atlantic world?
- (A) The growth of mercantile empires that stretched across the Atlantic
  - (B) The increasing anglicization of the English colonies
  - (C) The phenomenon known as the Columbian Exchange
  - (D) The rise of the trans-Atlantic slave trade

**GO ON TO THE NEXT PAGE.**

Questions 37 - 39 refer to the map below.

BRITISH SETTLEMENT OF THE THIRTEEN COLONIES 1700-1775



GO ON TO THE NEXT PAGE.

37. The pattern of colonial settlement up to 1700 resulted most directly from which of the following factors?
- (A) The large size of British colonial populations relative to American Indian populations
  - (B) British recognition of Native American sovereignty
  - (C) The orientation of the British colonies toward producing commodities for export to Europe
  - (D) British government attempts to impose greater control over the colonies in the late 1600s
38. The change in settlement patterns from 1700 to 1775 had which of the following effects?
- (A) A decrease in the coastal population
  - (B) An increase in conflicts between British settlers and American Indians
  - (C) A decrease in the economic importance of slavery and other forms of coerced labor
  - (D) An increase in trade with French Canada
39. The change in settlement patterns from 1700 to 1775 best explains the
- (A) development of economic differences between the northern and southern colonies
  - (B) colonists' difficulties in effectively resisting the British military during the American Revolution
  - (C) significant proportion of colonists who remained loyal to Great Britain during the American Revolution
  - (D) growth of social tensions between backcountry settlers and coastal elites

**GO ON TO THE NEXT PAGE.**

**Questions 40 - 42 refer to the excerpt below.**

“[T]he condition of the African race throughout all the States where the ancient relation between the two [races] has been retained enjoys a degree of health and comfort which may well compare with that of the laboring population of any country in Christendom; and, it may be added that in no other condition, or in any other age or country, has the Negro race ever attained so high an elevation in morals, intelligence, or civilization.”

John C. Calhoun, political leader, 1844

40. Which of the following groups would have been most likely to support Calhoun’s views expressed in the excerpt?
- (A) Members of nativist political parties
  - (B) Members of the Whig Party
  - (C) Southern landowners
  - (D) Northern industrialists
41. Which of the following most directly undermines Calhoun’s assertions?
- (A) Many slaves adopted elements of Christianity.
  - (B) Many slaves engaged in forms of resistance to slavery.
  - (C) Abolitionist societies encountered difficulty organizing in Southern states.
  - (D) A majority of White Southerners were not slaveholders.
42. In the 1840s and 1850s, the views expressed by Calhoun most directly contributed to
- (A) the United States acquisition of new territory in the West
  - (B) increased sectional divisions between the North and the South
  - (C) the development of sharecropping and tenant farming in the South
  - (D) the rise of voluntary organizations to promote religious reform

**GO ON TO THE NEXT PAGE.**

**Questions 43 - 44 refer to the excerpt below.**

“My purpose is not to persuade children from their parents; men from their wives; nor servants from their masters: only, such as with free consent may be spared: But that each [English] parish, or village, in city or country, that will but apparel their fatherless children, of thirteen or fourteen years of age, or young married people, that have small wealth to live on; here by their labor may live exceeding well: provided always that first there be sufficient power to command them, . . . and sufficient masters (as carpenters, masons, fishers, fowlers, gardeners, husbandmen, sawyers, smiths, spinsters, tailors, weavers, and such like) to take ten, twelve, or twenty, or as is their occasion, for apprentices. The masters by this may quickly grow rich; these [apprentices] may learn their trades themselves, to do the like; to a general and an incredible benefit for king, and country, master, and servant.”

John Smith, English adventurer, *A Description of New England*, 1616

43. The excerpt would be most useful to historians as a source of information about which of the following?
- (A) The interaction of English colonial settlers with native populations in the early seventeenth century
  - (B) The harsh realities of life in the early seventeenth-century American colonies, including illness, high mortality rates, and starvation
  - (C) The role that appeals and advertising played in encouraging men and women to participate in colonization efforts
  - (D) The nature of master and apprentice relationships in England in the early seventeenth century
44. Which of the following was a major contrast between the New England colonies and the colonies of France?
- (A) New England populations tended to be larger and more gender balanced.
  - (B) The French settled more often in cities and towns.
  - (C) The French had more conflicts with American Indians.
  - (D) New England developed a less rigid racial hierarchy.

**GO ON TO THE NEXT PAGE.**



**Questions 45 - 47 refer to the excerpt below.**

“There is, at present, no danger of another insurrection against the authority of the United States on a large scale, and the people are willing to reconstruct their State governments, and to send their senators and representatives to Congress. But as to the moral value of these results, we must not indulge in any delusions. . . [T]here is, as yet, among the southern people an *utter absence of national feeling*. . . .

“Aside from the assumption that the Negro will not work without physical compulsion, there appears to be another popular notion . . . that the Negro exists for the special object of raising cotton, rice and sugar for the whites, and that it is illegitimate for him to indulge, like other people, in the pursuit of his own happiness in his own way.”

Carl Schurz, *Report on the Condition of the South*, 1865

45. Schurz’s analysis most directly illustrated the debates about which of the following issues in the South?
- (A) The industrialization of the South
  - (B) The issuing of the Emancipation Proclamation
  - (C) The process of readmitting Confederate states
  - (D) The extent of federal legislative power
46. The attitudes of White Southerners described by Schurz contributed to which of the following developments in the last quarter of the nineteenth century?
- (A) The sale of most plantations to African Americans to keep them in the South
  - (B) The establishment of sharecropping throughout the South
  - (C) The Nullification Crisis caused by Southern resistance to federal policy
  - (D) The rise of the Whig Party in the South
47. Efforts by Republicans such as Schurz to establish a base for their party in the South after the Civil War ultimately failed because
- (A) Republicans feared the South would secede again if the party became too successful
  - (B) Republican opposition to African American rights alienated many White Southerners
  - (C) Republicans grew weary of pressing their Reconstruction agenda in a hostile environment
  - (D) Republicans believed it better to withdraw from the South than to become corrupted by Southern politics

**GO ON TO THE NEXT PAGE.**

**Questions 48- 50 refer to the excerpt below.**

“The peace-loving nations must make a concerted effort in opposition to those violations of treaties and those ignorings of humane instincts which today are creating a state of international anarchy and instability from which there is no escape through mere isolation or neutrality.

“Those who cherish their freedom and recognize and respect the equal right of their neighbors to be free and live in peace, must work together for the triumph of law and moral principles in order that peace, justice and confidence may prevail in the world. There must be a return to a belief in the pledged word, in the value of a signed treaty. There must be recognition of the fact that national morality is as vital as private morality.”

President Franklin Roosevelt, Quarantine Speech, 1937

48. The ideas expressed in the excerpt differed from the prevailing United States approach to foreign policy issues primarily in that Roosevelt was
- (A) arguing to expand the role of the United States in the world
  - (B) encouraging the United States to avoid political entanglements in Europe
  - (C) seeking to promote United States influence throughout Latin America
  - (D) encouraging new laws that would give the United States international police power
49. The excerpt best reflects an effort by Roosevelt to
- (A) encourage the ratification of the Treaty of Versailles
  - (B) promote the acquisition of new territories abroad
  - (C) contain the spread of Soviet-dominated communism
  - (D) overcome opposition to participation in the impending Second World War
50. Which of the following best represents continuity in the years after 1945 with the ideas that Roosevelt expressed in the excerpt?
- (A) The conviction and execution of suspected Soviet spies in the United States
  - (B) United States membership in an international peacekeeping body
  - (C) United States military commitment to countries battling communist insurgencies
  - (D) The rise of peace organizations opposed to the buildup and use of nuclear weapons

**GO ON TO THE NEXT PAGE.**

Questions 51 - 53 refer to the poster below.



Courtesy of Library of Congress, LC-USZ62-117090

GO ON TO THE NEXT PAGE.

51. The poster was intended to
- (A) persuade women to enlist in the military
  - (B) promote the ideals of republican motherhood
  - (C) advocate for the elimination of sex discrimination in employment
  - (D) convince women that they had an essential role in the war effort
52. The poster most directly reflects the
- (A) wartime mobilization of United States society
  - (B) emergence of the United States as a leading world power
  - (C) expanded access to consumer goods during wartime
  - (D) wartime repression of civil liberties
53. Which of the following represents a later example of the change highlighted in the poster?
- (A) The increased number of women in the paid workforce by the 1970s
  - (B) The growing feminist protests against United States military engagements abroad in the 1970s
  - (C) The increasing inability of the manufacturing sector to create jobs for women in the 1970s and 1980s
  - (D) The growing popular consensus about appropriate women's roles in the 1980s and 1990s

**GO ON TO THE NEXT PAGE.**

**Questions 54 - 55 refer to the excerpt below.**

“The era of big government is over but we can’t go back to a time when our citizens were just left to fend for themselves. We will meet them by going forward as one America, by working together in our communities, our schools, our churches and synagogues, our workplaces across the entire spectrum of our civic life.”

President Bill Clinton, radio address to the nation, 1996

54. Which of the following actions by the Clinton administration best reflects the ideas about the scope of government expressed in the excerpt?
- (A) The decision to pursue military peacekeeping interventions in the Balkans and Somalia
  - (B) The enactment of welfare reform to restrict benefits and encourage self-reliance
  - (C) The negotiation of new free trade agreements among North American countries
  - (D) The effort to enact universal health care legislation
55. The ideas expressed by Clinton in the excerpt were most similar to those of which twentieth-century president?
- (A) Lyndon Johnson
  - (B) Ronald Reagan
  - (C) Franklin Roosevelt
  - (D) Woodrow Wilson

**GO ON TO THE NEXT PAGE.**

**END OF PART A**  
**IF YOU FINISH BEFORE TIME IS CALLED,**  
**YOU MAY CHECK YOUR WORK ON PART A.**  
**DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.**

**UNITED STATES HISTORY**

**SECTION I, Part B**

**Time—45 minutes**

**4 Questions**

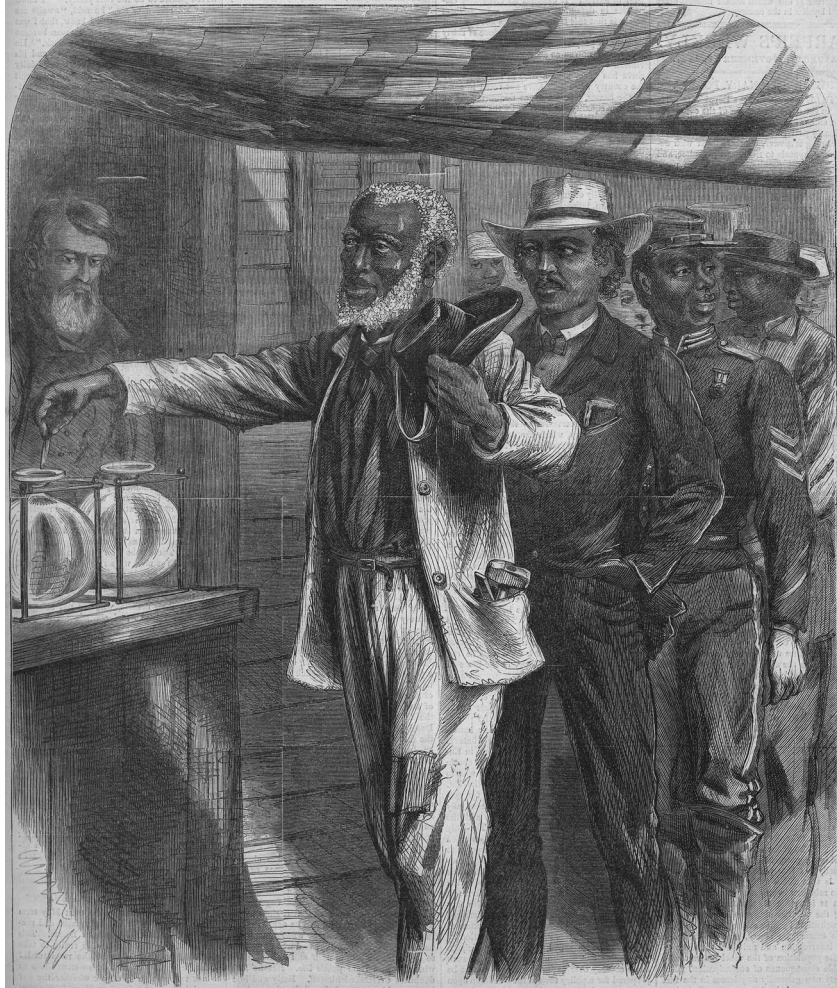
**Directions:** Read each question carefully and write your responses in the corresponding boxes on the free-response answer sheet.

Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

1. Using your knowledge of United States history, answer parts a and b.
  - a) Briefly explain why ONE of the following periods best represents the beginning of a democracy in the United States. Provide at least ONE piece of evidence from the period to support your explanation.
    - Rise of political parties in the 1790s
    - Development of voluntary organizations to promote social reforms between the 1820s and the 1840s
    - Emergence of the Democrats and the Whigs as political parties in the 1830s
  - b) Briefly explain why ONE of the other options is not as persuasive as the one you chose.

**GO ON TO THE NEXT PAGE.**





“The First Vote” — Drawn by A. R. Waud

Courtesy of Library of Congress

2. Use the image above to answer parts a, b, and c.
- a) Briefly explain the point of view expressed through the image about ONE of the following.
- Emancipation
  - Citizenship
  - Political participation
- b) Briefly explain ONE outcome of the Civil War that led to the historical change depicted in the image.
- c) Briefly explain ONE way in which the historical change you explained in part b was challenged in the period between 1866 and 1896.

**GO ON TO THE NEXT PAGE.**



“[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization.”

Frederick Jackson Turner, historian, “The Significance of the Frontier in American History,” 1893

“[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property.”

Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

3. Using the excerpts above, answer parts a, b, and c.
  - a) Briefly explain ONE major difference between Turner’s and Limerick’s interpretations.
  - b) Briefly explain how someone supporting Turner’s interpretation could use ONE piece of evidence from the period between 1865 and 1898 not directly mentioned in the excerpt.
  - c) Briefly explain how someone supporting Limerick’s interpretation could use ONE piece of evidence from the period between 1865 and 1898 not directly mentioned in the excerpt.

**GO ON TO THE NEXT PAGE.**

4. Answer parts a, b, and c.
- a) New forms of mass culture emerged in the United States in the 1920s and in the 1950s. Briefly explain ONE important similarity in the reasons why new forms of mass culture emerged in these two time periods.
  - b) Briefly explain ONE important similarity in the effects of new forms of mass culture in these two time periods.
  - c) Briefly explain ONE way in which some Americans responded critically to new forms of mass culture in either period.

**GO ON TO THE NEXT PAGE.**

**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.**

**QUESTION 1**

Lined area for writing an answer to Question 1.







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

## SECTION II: Free Response

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

### At a Glance

**Total Time**

1 hour, 35 minutes

**Number of Questions**

2

**Percent of Total Score**

40%

**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 Question 1, the document-based question.

**Writing Period****Time**

1 hour, 20 minutes

**Question 1 (DBQ):  
Mandatory**

Question 1 (DBQ)

**Suggested Time**

45 minutes

**Percent of Total Score**

25%

**Question 2  
or 3: Choose  
One Question**

Answer either question 2 or 3

**Suggested Time**

35 minutes

**Percent of Total Score**

15%

### 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 Question 1, the document-based question. If you have time, you may also read Questions 2 and 3. 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 Question 2 or 3 if you finish Question 1 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 long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label **2**. Failure to do so may delay your score.**



**UNITED STATES HISTORY**

**SECTION II**

**Total Time—1 hour, 35 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading period: 15 minutes**

**Suggested writing period: 45 minutes**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

**GO ON TO THE NEXT PAGE.**

### Document 1

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

### Document 2

Source: William Graham Sumner, sociology professor at Yale University, “The Conquest of the United States by Spain,” speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to uncivilized and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their “trade” for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

**GO ON TO THE NEXT PAGE.**

### Document 3

Source: Statement attributed to President William McKinley, describing to a church delegation the decision to acquire the Philippines, 1899.

When next I realized that the Philippines had dropped into our laps, I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. . . . I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed to Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

- (1) That we could not give them back to Spain—that would be cowardly and dishonorable;
- (2) That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable;
- (3) That we could not leave them to themselves—they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was; and
- (4) That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them and by God's grace do the very best we could by them. . . .

And then I went to bed and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States [pointing to a large map on the wall of his office], and there they are and there they will stay while I am president!

### Document 4

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

**GO ON TO THE NEXT PAGE.**

### Document 5

Source: Theodore Roosevelt, “The Strenuous Life,” speech given to business owners and local leaders, Chicago, 1899.

The Philippines offer a [grave] problem. . . . Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scantier patience with those who make a pretense of humanitarianism to hide and cover their timidity, and who cant about “liberty” and the “consent of the governed,” in order to excuse themselves for their unwillingness to play the part of men. . . . Their doctrines condemn your forefathers and mine for ever having settled in these United States.

### Document 6

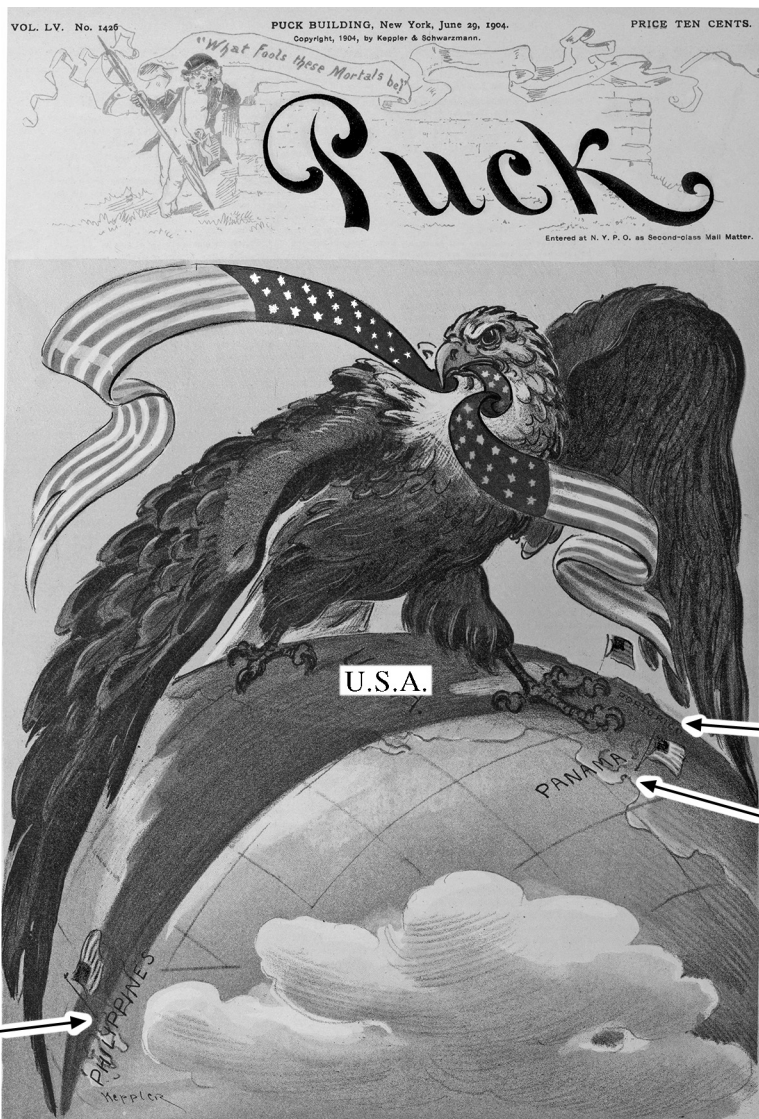
Source: William Jennings Bryan speech, campaign for the presidency, 1900.

Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the governed and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by so doing. . . . Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

**GO ON TO THE NEXT PAGE.**

Document 7

Source: *Puck*, a satirical magazine, June 29, 1904.



His 128th Birthday.  
"Gee, but this is an awful stretch!"

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

**Question 2 or Question 3**  
**Suggested writing period: 35 minutes**

**Directions:** Choose EITHER question 2 or question 3. You are advised to spend 35 minutes writing your answer. Write your responses on the lined pages that follow the questions.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
  - Support your argument with evidence, using specific examples.
  - Apply historical thinking skills as directed by the question.
  - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.
- 
2. Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.
  
  
  
  
  
  
  
  
  
  
  3. Evaluate the extent to which increasing integration of the United States into the world economy contributed to maintaining continuity as well as fostering change in United States society from 1945 to the present.

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

**GO ON TO THE NEXT PAGE.**

**STOP**  
**END OF EXAM**





**Circle the question number that you are answering on this page.**

Mandatory <b>1</b>	Circle one <b>2 or 3</b>
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