



**AP**<sup>®</sup>

United States History  
Practice Exam and Notes

Effective Fall 2014



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The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

### Important Note

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# Introduction

Beginning in May 2015, the AP U.S. History Exam will measure student proficiency in the course's historical thinking skills and thematic learning objectives. The revised exam will continue to feature multiple-choice and free-response questions. However, the number of multiple-choice and free-response questions has changed, and a new type of free-response question, the short-answer question, is now a part of the exam.

Part I of this publication is the Practice Exam. This will mirror the look and feel of an actual AP Exam, including instructions and sample questions. However, these exam items have not been administered in an operational exam, and, therefore, statistical analysis is not available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition and design of the revised exam and to offer these questions in a way that gives teachers the opportunity to test their students in an exam situation that closely resembles the actual exam administration.

Part II is the Notes on the Practice Exam. This section offers detailed explanations of how each question in the practice exam links back to the AP U.S. History curriculum framework (Notes) in order to provide a clear link between curriculum and assessment. It also explains why the correct answer is the correct choice and why the other answers are incorrect (Rationales).

## How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. These committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

These same committees are also responsible for designing and approving exam specifications and exam questions that clearly connect to the curriculum framework. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that the questions comprise an appropriate range of difficulty.

Throughout AP course and exam development, the College Board gathers feedback from secondary and post-secondary educators. This feedback is carefully considered to ensure that AP courses and exams provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and college credit upon college entrance.

## Methodology Guiding the Revision

The course and the exam are conceived and developed using similar methodologies. The course is designed using the principles of *Understanding by Design*, and the exam is defined using an evidence-centered design approach. Both processes begin by identifying the end goals which identify what students should know and be able to do by the end of their AP experience. These statements about students' knowledge and abilities, along with descriptions of the observable evidence that delineate levels of student performance, serve simultaneously as the learning objectives for the course and the targets of measurement for the exam. The course and exam, by design, share the same foundation.

## Course Development

Each committee first articulates its discipline's high-level goals before identifying the course's specific learning objectives. This approach is consistent with "backward design," the practice of developing curricula, instruction, and assessments with the end goal in mind. The learning objectives describe what students should know and be able to do, thereby providing clear instructional goals as well as targets of measurement for the exam.

## Exam Development

Exam development begins with the committee making decisions about the overall nature of the exam. How will the learning objectives for the course be assessed? How can students best demonstrate their proficiencies in each mode of communication? How will the course content and skills be distributed across the exam? How many multiple-choice questions should there be? How many free-response tasks should be included? How much time will be devoted to each section? Answers to these questions become part of the exam specifications.

With the exam specifications set, test developers design questions that conform to these specifications. The committee reviews every exam question for alignment with the curriculum framework, accuracy, and a number of other criteria that ensure the integrity of the exam.

Exam questions are then piloted in AP classrooms to determine their statistical properties. Questions that have been approved by the committee and piloted successfully are included in an exam. When an exam is assembled, the committee conducts a final review to ensure overall conformity with the specifications.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading.

AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores

on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

### Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

<b>AP Score</b>	<b>Qualification</b>
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

### Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.



# 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<sup>®</sup> U.S. History  
Answer Sheet  
for Multiple-Choice Section**

No.	Answer
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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.”

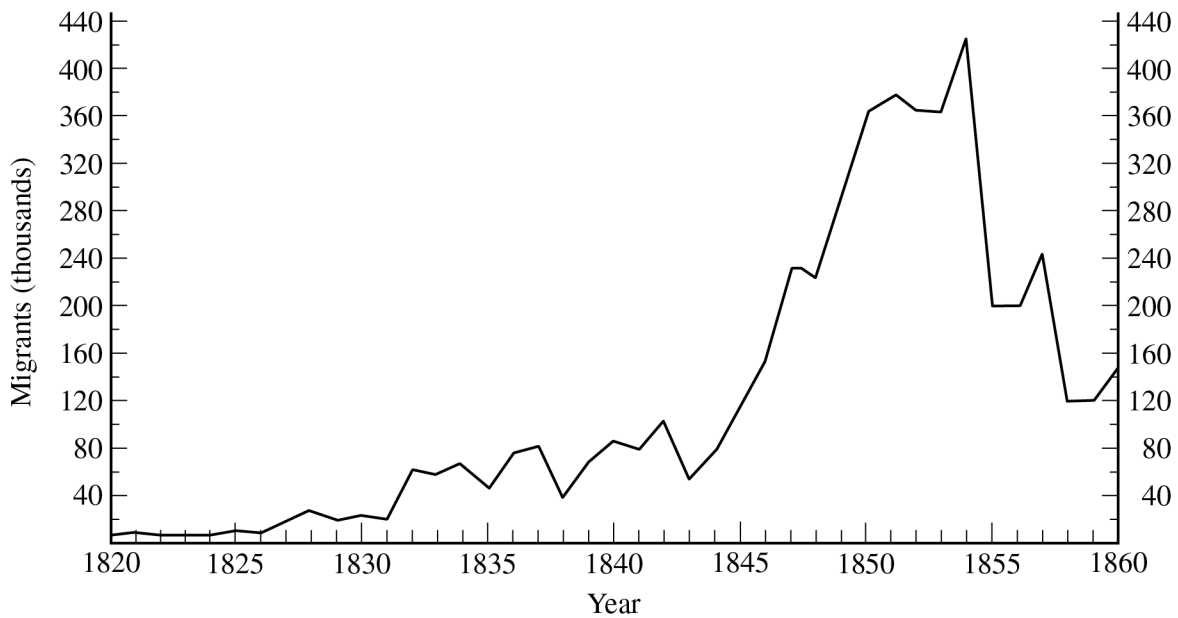
Benjamin Franklin, *The Autobiography of Benjamin Franklin*

- 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

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**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

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**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

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



© Bettmann/CORBIS

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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.

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**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.”

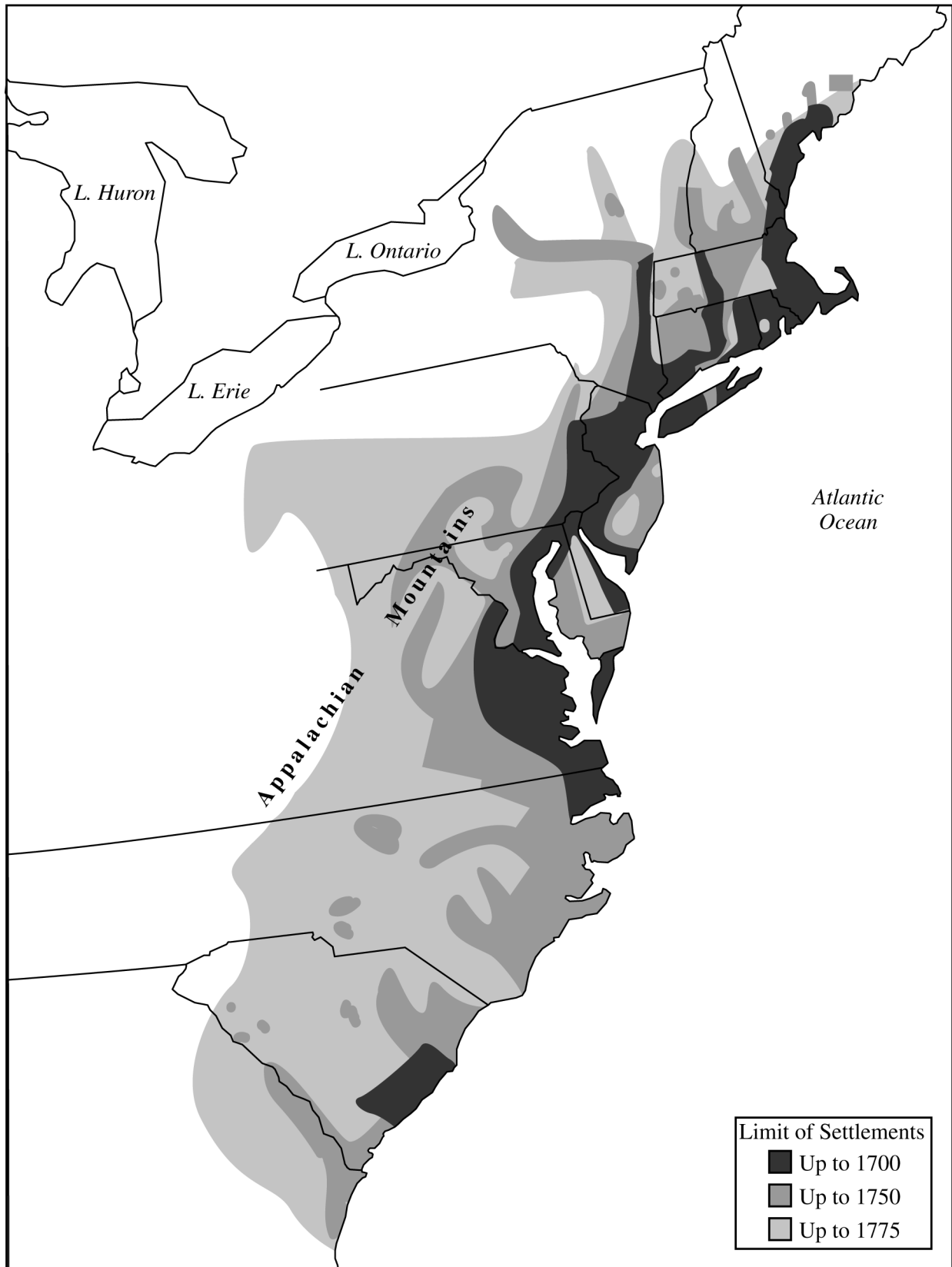
Alan Taylor, historian, *American Colonies*, 2001

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**

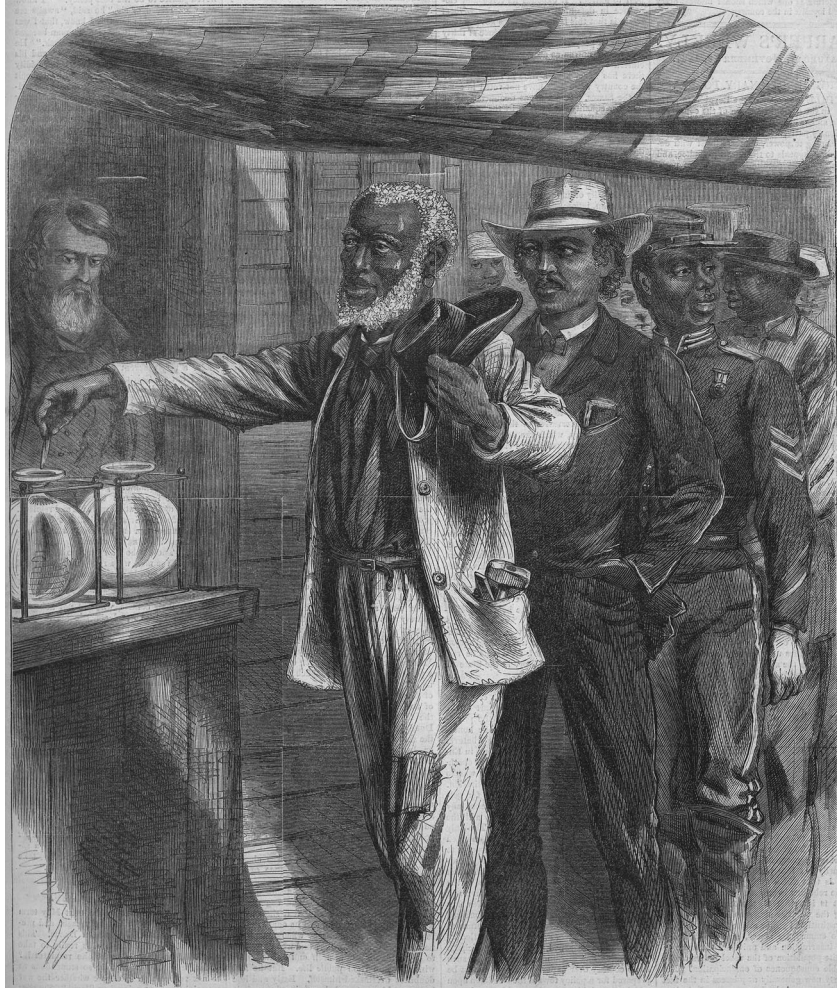
**4 Questions**

**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.**











# 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.

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

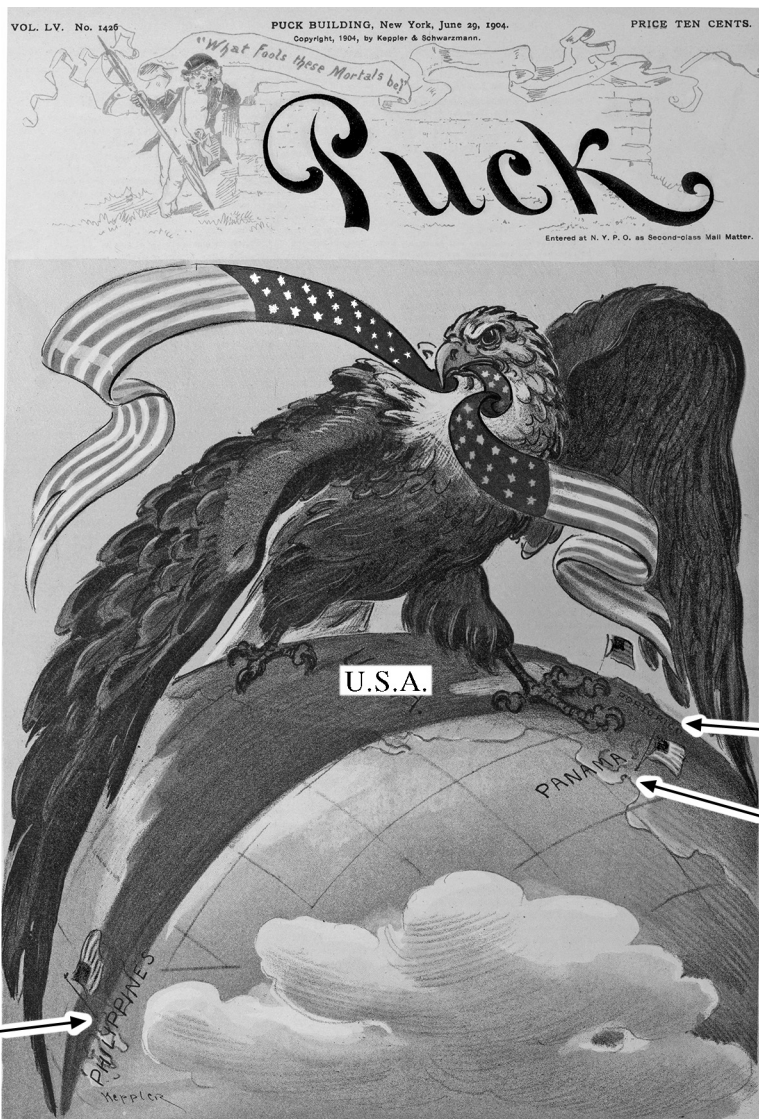
Source: William Jennings Bryan speech, campaign for the presidency, 1900.

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.
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.

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# Notes on the Practice Exam

## Introduction

This section provides a description of how the questions in the AP Practice Exam correspond to the components of the curriculum framework included in the *AP U.S. History Course and Exam Description*. For each of the questions in the AP Practice Exam, the learning objectives, historical thinking skills, and key concepts from the curriculum framework are indicated.

In addition, the multiple-choice and free-response questions include the following features:

- For multiple-choice questions, the correct response is indicated with a justification for why it is correct. There are additional explanations that address why the other responses are incorrect.
- Free-response questions include scoring guidelines that explain how students can use required and optional knowledge learned in the AP U.S. History course to answer the questions.

The AP U.S. History Exam is 3 hours and 15 minutes in length. There are two sections. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be scored, compiled, and weighted to determine an AP Exam score.

- Section I is 1 hour, 40 minutes long and consists of multiple-choice and short-answer questions.
- Section II is 1 hour, 35 minutes long and consists of a document-based question and a long essay question.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	45 minutes	20%
II	Part A: Document-based question	1 question	60 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

All of the questions on the exam are designed to measure students' achievement of the thematic learning objectives and their use of the historical thinking skills. Students' understanding of all nine periods of U.S. history will be assessed. No document-based question or long essay question will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9).

## Multiple-Choice and Short-Answer Section

In Section I, there are 55 multiple-choice questions (Part A) and four short-answer questions (Part B). **Part A** contains a number of sets of multiple-choice questions, with between two and five questions per set, that ask students to respond to stimulus material — a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. **Part B** includes four short-answer questions that ask students to write short responses to a set of tasks. These questions address one or more of the thematic learning objectives for the course and allow students flexibility in illustrating their answers using evidence explored during classroom instruction.

### Information for Multiple-Choice Questions 1–55

#### Question 1

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>CUL-4</b> Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.	Appropriate Use of Relevant Historical Evidence, Historical Causation	2.3 I
(A)	This option is incorrect. The Roman Catholic population in the British North American colonies was small and its influence was not generally substantial, except in the Maryland colony.	
(B)	This option is incorrect. The excerpt provides no evidence that interest in commerce and business shaped colonial religious culture, nor did it to any important degree.	
(C)	<b>This option is correct. Whitefield arrived in the British colonies in North America from Ireland, indicating the importance of trans-Atlantic exchanges to the shaping of religious culture in the colonies.</b>	
(D)	This option is incorrect. The excerpt provides no evidence that reliance on agriculture shaped colonial religious culture, nor did it to any important degree.	

Question 2

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.	Historical Causation	2.3 II
(A)	This option is incorrect. Whitefield’s preaching in 1739 did not have a significant influence on the development of the ideology of republican motherhood, nor did religious doctrine or practice generally.	
(B)	<b>This option is correct. That Whitefield was denied permission to speak in some churches indicates that his ideas were unwelcome in mainstream denominations, yet his popularity shows that colonists were embracing greater independence and diversity of thought with respect to religious culture.</b>	
(C)	This option is incorrect. While Whitefield’s preaching was popular in backcountry areas, his preaching did not contribute to the movement of settlers into those parts.	
(D)	This option is incorrect. Whitfield’s preaching most influenced the growth of the Great Awakening, which focused on spiritual zeal rather than social reform.	

Question 3

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.	Appropriate Use of Relevant Historical Evidence, Contextualization	2.3 I
(A)	This option is incorrect. Whitefield’s preaching did not speak to political ideas but to spiritual ones.	
(B)	This option is incorrect. There were few calls for the abolition of slavery in the 1730s, and Whitefield did not address or influence abolitionism.	
(C)	This option is incorrect. The evangelical spirit that Whitefield embraced was diametrically opposed to the secularism that characterized the Enlightenment.	
(D)	<b>This option is correct. Whitefield’s preaching is an example of the Protestant evangelism that historians often call “the Great Awakening,” a pietistic movement in the 18th century.</b>	

Question 4

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
PEO-2 Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population.	Appropriate Use of Relevant Historical Evidence, Historical Causation	4.2 III
(A)	This option is incorrect. The U.S. government did not actively encourage immigration in this period of time.	
(B)	<b>This option is correct. The trend shown in the graph was the result of increased immigration from Europe, where economic difficulties (e.g., Ireland’s potato famine) and political unrest (e.g., the revolutions of 1848) prompted people to relocate.</b>	
(C)	This option is incorrect. The majority of immigrants in this period were unskilled, and United States companies generally sought unskilled rather than skilled labor.	
(D)	This option is incorrect. European governments did not adopt free trade policies at this time.	

Question 5

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
PEO-2 Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population.	Appropriate Use of Relevant Historical Evidence, Contextualization	4.2 III
(A)	<b>This option is correct. Most immigrants entered the country through gateways in the Northeast, where most of them found employment and remained.</b>	
(B)	This option is incorrect. Immigrants seldom settled in the Southeast, due to a dislike of slavery and a fear of competition from slaves.	
(C)	This option is incorrect. Few of the immigrants represented in the graph settled in the Southwest, a distant locale that was not attractive for farming or employment.	
(D)	This option is incorrect. Because a majority of the immigrants represented in the graph entered the country through East Coast ports, a relatively small proportion of these immigrants settled on the West Coast.	

Question 6

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>PEO-6</b> Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	5.1 II
(A)	This option is incorrect. Although sectional tensions were building through the 1840s and early 1850s, those tensions did not affect the numbers of immigrants who crossed oceans to settle in the United States.	
(B)	This option is incorrect. Despite business recessions (e.g., the Panic of 1837) that contributed to nativist sentiment among American workers, no significant economic downturn slowed the rate of immigration after 1845.	
(C)	<b>This option is correct. As the tide of immigrants grew, an upsurge in nativist sentiment in the 1840s, including outbreaks of violence, led to a steep decline in immigration by the early 1850s.</b>	
(D)	This option is incorrect. The second party system did collapse in the early 1850s, but its demise did not directly impact the rate of immigration into the country.	

Question 7

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>PEO-6</b> Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	4.2 III
(A)	This option is incorrect. Cultural patterns in the United States between 1820 and 1860 grew more distinctively American, and, in any case, cultural convergence does not explain the main trend shown in the graph.	
(B)	<b>This option is correct. The main trend in the graph shows a marked increase in immigration over much of this period, which was directly associated with the emergence of an industrial economy that promised jobs for unskilled or low-skilled laborers.</b>	
(C)	This option is incorrect. American Indians in the Southeast, such as the Cherokee, were displaced in this era, but the issue has no significant association with the main trend shown in the graph.	
(D)	This option is incorrect. Evangelical Protestantism experienced resurgence in this period during the Second Great Awakening, but that fact does not help explain the main trend shown in the graph.	

Question 8

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.	Appropriate Use of Relevant Historical Evidence, Contextualization	4.2 III
(A)	This option is incorrect. The Declaration of Sentiments did in fact call for equal rights for women by pointing out many instances of discrimination based on gender.	
(B)	<b>This option is correct. The Declaration of Sentiments called for equal rights for women, the opposite of the prevailing ideal in the early 19th century that women should focus on the home and the domestic sphere.</b>	
(C)	This option is incorrect. The ability of women to earn wages was viewed negatively by much of society in the early 19th century, which valued women's domestic roles instead.	
(D)	This option is incorrect. The ideas expressed in the Declaration of Sentiments did not directly speak to, but also did not necessarily challenge, the ideal of republican motherhood, which held that women should educate their children about the responsibilities of citizenship.	

Question 9

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>POL-6</b> Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.	Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time	5.3 III
(A)	<b>This option is correct. Because the Declaration prominently urged the extension of the vote to women, the movement focused on women's voting rights best represents a continuation of the ideas expressed in that document.</b>	
(B)	This option is incorrect. The Declaration of Sentiments called for equality between men and women but did not directly address a need for social reform as did the Social Gospel.	
(C)	This option is incorrect. The Declaration of Sentiments did not directly address social reforms such as the outlawing of the production and sale of alcohol.	
(D)	This option is incorrect. The Declaration of Sentiments focused on the women's rights in the public sphere rather than on religious revivalism and personal conversion.	

Question 10

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>POL-6</b> Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>5.3.III</p>
(A)	<p>This option is incorrect. Social Darwinism did not directly address the rights of women and if anything supported a traditional view of their roles.</p>	
(B)	<p>This option is incorrect. Supporters of the Declaration were concerned about women’s rights, an issue that was not necessarily germane to questions of secession and states’ rights.</p>	
(C)	<p><b>This option is correct. By the 1870s, many supporters of the Declaration broke ranks with supporters of the Fifteenth Amendment because the amendment failed to extend voting rights to women.</b></p>	
(D)	<p>This option is incorrect. Isolationists took a stand on foreign policy, an issue that did not necessarily relate to the issues of women’s rights raised by the Declaration of Sentiments.</p>	

Question 11

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>CUL-4</b> Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>3.2 I</p>
(A)	<p><b>This option is correct. Both excerpts were written to protest the British government’s efforts to assert greater control over its North American colonies.</b></p>	
(B)	<p>This option is incorrect. Although some colonists were concerned with Britain’s failure to provide adequate defense against attack from American Indians, Paine and Jefferson were responding to the much larger issue of independence from British imperial control.</p>	
(C)	<p>This option is incorrect. The fact that colonial governments were implementing mercantilist policies was one of the issues that motivated Paine and Jefferson to write their documents.</p>	
(D)	<p>This option is incorrect. Paine and Jefferson were more concerned about colonial governments’ restrictions of political rights than efforts to extend rights to new groups.</p>	

Question 12

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>CUL-4</b> Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.	Appropriate Use of Relevant Historical Evidence, Contextualization	3.2 I
(A)	This option is incorrect. The ideas about government that Paine and Jefferson expressed were most consistent with concepts drawn from the Enlightenment and English Whig thinkers and not with ideas of hereditary rights and privileges.	
(B)	This option is incorrect. The ideas about government that Paine and Jefferson expressed have little to do with the belief in Manifest Destiny, which spoke to the issue of the expansion of American culture across the continent.	
(C)	This option is incorrect. While Jefferson was concerned about religious freedom, neither his excerpt nor Paine's refers to or suggests that religious freedom is a goal of government.	
(D)	<b>This option is correct. The ideas about government that Paine and Jefferson expressed were derived in large part from, and therefore most consistent with, ideas developed by Enlightenment thinkers.</b>	

Question 13

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>POL-5</b> Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.	Appropriate Use of Relevant Historical Evidence, Historical Causation	3.2 I
(A)	This option is incorrect. Nothing in either excerpt foreshadows the development of factions or the birth of political parties but rather both excerpts suggest a unified body politic.	
(B)	This option is incorrect. The principles expressed by Paine and Jefferson discuss the nature of government and neither excerpt suggests or directly supports the idea of the rapid expansion of frontier settlements.	
(C)	<b>This option is correct. Both principles expressed in the excerpts emphasize that government is designed to serve at the will of and to protect the governed, and therefore these principles best account for the relatively limited powers that the Articles of Confederation granted to its central government.</b>	
(D)	This option is incorrect. The principles expressed in the excerpts focus on the idea of a government that represents all of the governed and therefore does not foresee the growth of conflict between wealthy elites and poor farmers and laborers.	



Question 14

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	8.2 I
(A)	This option is incorrect. The Brown decision took the public by surprise because of its relative boldness, and therefore few voices were raised at the time contending that government did too little to disturb the status quo in race relations.	
(B)	This option is incorrect. At the time of the Brown decision, education advocates focused more on the topic of segregated schools than on the effects of poverty on students' opportunities.	
(C)	This option is incorrect. Later, civil rights advocates would become increasingly divided over tactics and philosophy, but these divisions were not especially apparent in 1954.	
(D)	<b>This option is correct. Immediately after the Brown decision was handed down, segregationists in southern states demonstrated their resistance to it by temporarily closing many public schools rather than integrate them.</b>	

Question 15

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.	Appropriate Use of Relevant Historical Evidence, Contextualization	8.2 I
(A)	<b>This option is correct. The decision reflected the fact that during World War II the belief grew in American society that it was a legitimate function of government to promote racial justice.</b>	
(B)	This option is incorrect. The Brown decision focused on the issue of segregation in public schools and did not address issues related to urban revitalization.	
(C)	This option is incorrect. The Brown decision focused on the issue of segregation in public schools and did not address issues of economic opportunity.	
(D)	This option is incorrect. The Brown decision in fact upset traditional notions of morality and behaviors by declaring unconstitutional the principle of "separate but equal."	

Question 16

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.	Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time	8.2 III
(A)	This option is incorrect. The Brown decision focused on questions of racial equality in the area of education and therefore did not address issues relevant to the topic of the death penalty (which was the focus of the <i>Gregg v. Georgia</i> decision).	
(B)	This option is incorrect. Decisions limiting affirmative action programs, such as <i>Regents of the University of California v. Bakke</i> , run counter to the principles supported by the Brown decision, which sought to open up educational opportunities to racial minorities.	
(C)	<b>This option is correct. Because the Brown decision affirmed rights and protections for African Americans in public schools, the decisions that demonstrate the strongest continuity with it are those that define individual rights and protections, such as <i>Miranda v. Arizona</i>.</b>	
(D)	This option is incorrect. The focus of the <i>Citizens United v. Federal Election Commission</i> decision was election laws, something unaddressed in the Brown decision.	

Question 17

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.	Patterns of Continuity and Change over Time	6.3 I
(A)	This option is incorrect. Nothing in the Brown decision reversed or was relevant to the principle of judicial review established in the <i>Marbury v. Madison</i> decision.	
(B)	This option is incorrect. Nothing in the Brown decision reversed or was relevant to the principle of the primacy of federal jurisdiction in American Indian affairs established in <i>Worcester v. Georgia</i> .	
(C)	This option is incorrect. Nothing in the Brown decision reversed or was relevant to the principle established in <i>Dred Scott v. Sandford</i> with respect to slavery and citizenship.	
(D)	<b>This option is correct. In 1896 the Supreme Court decision in <i>Plessy v. Ferguson</i> upheld the constitutionality of the separate but equal doctrine that the Brown decision explicitly overturned.</b>	

Question 18

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
PEO-7 Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.	Historical Causation	7.2 II
(A)	This option is incorrect. The Immigration Act of 1924 did not create a guest worker program.	
(B)	This option is incorrect. The Immigration Act of 1924 used a quota system rather than literacy tests or physical examinations as a basis for restricting immigration.	
(C)	<b>This option is correct. The Immigration Act of 1924 did place restrictions on immigration based on the national origin, ethnicity, and/or race of the immigrant group through a quota system.</b>	
(D)	This option is incorrect. The Immigration Act of 1924 did not encourage immigration but was instead a restrictive measure, as noted in option (C).	

Question 19

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
PEO-7 Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.	Appropriate Use of Relevant Historical Evidence, Contextualization	7.2 II
(A)	This option is incorrect. The tensions between scientific modernism and religious fundamentalism existed at the time but did not most directly influence the passage of this act.	
(B)	This option is incorrect. The migration of African Americans out of the South and into northern urban areas occurred but did not most directly influence the passage of this act.	
(C)	This option is incorrect. An increasingly national culture shaped by art, cinema, and mass media emerged in the 1920s but did not most directly influence the passage of this act.	
(D)	<b>This option is correct. Social tensions brought on by U.S. participation in World War I fed nativist fears about the number of recent immigrants who did not share a northern or western European cultural background.</b>	

Question 20

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
PEO-7 Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.	Historical Argumentation, Appropriate Use of Relevant Historical Evidence	7.2 II
(A)	<b>This option is correct. Census data from 1920 and 1930 would show the impact of the restrictive quota system implemented by the act, which supports Ngai’s analysis.</b>	
(B)	This option is incorrect. Information about the challenges to family life would not provide the best evidence to support Ngai’s analysis about the provisions and effects of the act.	
(C)	This option is incorrect. Information about diplomatic correspondence relevant to isolationism would not supply the best evidence to support Ngai’s analysis about the provisions and effects of the act.	
(D)	This option is incorrect. Information about the Great Migration would not provide information directly relevant to the topic of immigration restriction.	

Question 21

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
WOR-7 Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.	Appropriate Use of Relevant Historical Evidence, Comparison	8.1 I, 9.2 I
(A)	<b>This option is correct. Both speeches were intended to restrain communist military power and ideological influence.</b>	
(B)	This option is incorrect. Neither speech was directed toward creating alliances with decolonized nations.	
(C)	This option is incorrect. Both speeches spoke to maintaining or increasing U.S. involvement in the world rather than to isolationism.	
(D)	This option is incorrect. Both speeches employed strong rhetoric directed against Soviet policy which likely heightened rather than lessened the possibility of a military confrontation.	

Question 22

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>8.1 I</p>
(A)	<p>This option is incorrect. Truman’s address was motivated by a desire to support an anticommunist policy, not to support decolonization.</p>	
(B)	<p>This option is incorrect. The context of Truman’s address involved U.S. concerns about the spread of communism primarily in Europe rather than on alliances in Latin America.</p>	
(C)	<p>This option is incorrect. The context of Truman’s speech focused on anticommunist concerns primarily in Europe rather than on U.S. interests in the Middle East.</p>	
(D)	<p><b>This option is correct. The context of Truman’s address involved a perceived need to bolster non-communist nations, particularly in Europe, in order to contain communism.</b></p>	

Question 23

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>9.2 I</p>
(A)	<p>This option is incorrect. Reagan’s speech did not sound a cautionary note but was instead assertive and bellicose.</p>	
(B)	<p><b>This option is correct. Reagan’s address employed rhetoric that reflected an increased assertiveness and bellicosity with respect to relations with the Soviet Union.</b></p>	
(C)	<p>This option is incorrect. Reagan’s speech did not look to expand peacekeeping efforts but instead risked offending the Soviet Union.</p>	
(D)	<p>This option is incorrect. Reagan’s address was not focused on the expansion of free trade worldwide but rather presented a challenge to the Soviet system of control in East Germany and elsewhere.</p>	

Question 24

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>POL-3</b> Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.	Appropriate Use of Relevant Historical Evidence, Historical Causation	7.1 II
(A)	This option is incorrect. The conditions exhibited in the Riis photograph contributed most directly to supporting Progressive reforms rather than restrictive immigration laws.	
(B)	<b>This option is correct. The conditions exhibited in the Riis photograph contributed most directly to an increase in calls for Progressive reforms.</b>	
(C)	This option is incorrect. One of the responses to the conditions exhibited in the Riis photograph was to increase, not decrease, efforts to Americanize immigrants.	
(D)	This option is incorrect. The conditions exhibited in the Riis photograph did not weaken labor unions like the American Federation of Labor and in many cases increased concern for the plight of labor.	

Question 25

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>WXT-5</b> Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives.	Appropriate Use of Relevant Historical Evidence, Historical Causation	7.1 I
(A)	<b>This option is correct. Low wages earned by workers in the late 19th century contributed most directly to the conditions exhibited in the Riis photograph.</b>	
(B)	This option is incorrect. The conditions shown in the Riis photograph were most directly a result of low wages, as mentioned in option (A), and were not caused by either the rise of the settlement house movement or Populism.	
(C)	This option is incorrect. Corruption in urban politics did increase in the late 19th century, but it was not the most direct cause of the conditions shown in the Riis photograph.	
(D)	This option is incorrect. The migration of African Americans to the North in the late 19th century did not most directly influence the development of the conditions exhibited in the Riis photograph.	

Question 26

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>POL-3</b> Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.	Historical Argumentation, Appropriate Use of Relevant Historical Evidence	7.1 II
(A)	This option is incorrect. Advocates for individuals such as those shown in the image would have most likely disagreed with the <i>Plessy v. Ferguson</i> decision, which upheld the practice of racial segregation.	
(B)	This option is incorrect. Advocates for individuals such as those shown in the image would have most likely supported government regulation of capitalism and business.	
(C)	This option is incorrect. Advocates for individuals such as those shown in the image would have most likely have disagreed with the Social Darwinist theory that wealth and poverty resulted from natural selection.	
(D)	<b>This option is correct. Advocates for individuals such as those shown in the image generally supported government action to eliminate the worst abuses in industrial society.</b>	

Question 27

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ENV-5</b> Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.	Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time	6.1 III
(A)	This option is incorrect. The idea that wilderness areas were worthy subjects for artistic works was popular before 1909, as evidenced by the Hudson River School in the mid-19th century.	
(B)	This option is incorrect. The idea that wilderness areas served as evidence of divine creation did not originate with Muir.	
(C)	<b>This option is correct. Muir supported the idea that government should preserve wilderness areas in a natural state, which was a major change in views about the natural environment.</b>	
(D)	This option is incorrect. American artists, for example, had long chosen to portray mountainous scenery as picturesque and beautiful.	

Question 28

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
ENV-5 Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.	Appropriate Use of Relevant Historical Evidence, Contextualization	6.1 III
(A)	<b>This option is correct. Muir was part of an emerging environmental movement concerned about the increasing usage and especially the exploitation of western landscapes.</b>	
(B)	This option is incorrect. Muir’s ideas were most directly a reaction to forces that were degrading the natural environment in the wilderness, not in urban settings.	
(C)	This option is incorrect. The westward migration of groups seeking religious refuge was not the most direct contributor to the concerns that motivated Muir.	
(D)	This option is incorrect. Muir’s beliefs were not a reaction to processes in recently annexed territories, which were located in the Caribbean and Asia.	

Question 29

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
ENV-5 Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.	Appropriate Use of Relevant Historical Evidence, Contextualization	6.1 III
(A)	This option is incorrect. Most individuals who supported the Progressive movement were either sympathetic to Muir’s position or more focused on the social impact of industrialization and therefore did not voice the strongest objections to Muir’s position.	
(B)	This option is incorrect. Urban political bosses were not directly impacted by Muir’s position on wilderness and were not the strongest opponents of his position.	
(C)	This option is incorrect. American Indians living on reservations were not significantly impacted by Muir’s position on wilderness and did not strongly oppose it.	
(D)	<b>This option is correct. Muir argued for preservation of wilderness, a position that ran counter to the purposes of companies that extracted natural resources.</b>	



Question 30

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>WOR-5</b> Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.	Appropriate Use of Relevant Historical Evidence, Contextualization	3.1 III
(A)	This option is incorrect. The proper context of Washington’s address concerns debates over the French Revolution in Europe rather than the treatment of American Indian tribes.	
(B)	This option is incorrect. Washington was not motivated by debates over the issue of annexing Canada, as his address emphasized the need to avoid international entanglements.	
(C)	<b>This option is correct. Washington’s remarks were made in the context of debates over the issue of supporting the revolutionary government in France.</b>	
(D)	This option is incorrect. Washington’s address was not responding to conflicts with Great Britain over the treatment of Loyalists but rather the issue of the French Revolution, as mentioned in option (C).	

Question 31

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>WOR-4</b> Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes.	Appropriate Use of Relevant Historical Evidence, Comparison	7.3 II
(A)	This option is incorrect. Washington’s address supported an isolationist policy, while membership in the United Nations was an internationalist policy.	
(B)	This option is incorrect. Washington’s address supported isolation from controversies in Europe, while the NATO alliance tied U.S. interests more closely to European controversies.	
(C)	<b>This option is correct. The refusal to join the League of Nations was an isolationist position, in keeping with the spirit of Washington’s address.</b>	
(D)	This option is incorrect. Washington spoke in favor of maintaining commercial relations with other nations in this address.	

Question 32

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>POL-2</b> Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.</p>	<p>Appropriate Use of Relevant Historical Evidence, Comparison</p>	<p>4.1 I</p>
(A)	<p><b>This option is correct. The Democratic-Republicans were strongly in favor of supporting the French Revolution, a position that ran counter to Washington’s point of view.</b></p>	
(B)	<p>This option is incorrect. New England merchants were largely supportive of Washington’s position, which encouraged commercial relations abroad.</p>	
(C)	<p>This option is incorrect. Southern plantation owners were dependent on commercial relations with Europe and were not most strongly opposed to Washington’s point of view.</p>	
(D)	<p>This option is incorrect. Federalists largely embraced Washington’s point of view on this subject.</p>	

Question 33

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p>	<p>Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time</p>	<p>7.3 III</p>
(A)	<p>This option is incorrect. 19th-century westward expansion did not bring about a change in the isolationist foreign policy Washington recommended, as the U.S. government continued to avoid alliances and political connections with other nations.</p>	
(B)	<p>This option is incorrect. Support for Cuban revolutionaries led to U.S. involvement in the Spanish-American War but did not produce changes in the isolationist foreign policy laid out in the Farewell Address.</p>	
(C)	<p>This option is incorrect. Woodrow Wilson’s support for international democratic principles during World War I led to temporary alliances, but U.S. foreign policy remained isolationist in the years after the conflict.</p>	
(D)	<p><b>This option is correct. Most historians argue that Washington’s recommendations ceased to influence U.S. foreign policy as a result of involvement in World War II, which marked an embrace of internationalist policy that continued through the Cold War and beyond.</b></p>	

Question 34

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>WXT-1</b> Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.	Historical Causation	1.2 II
(A)	<b>This option is correct. The export of New World crops to the Old World most significantly improved diets in Europe, contributing to population growth.</b>	
(B)	This option is incorrect. The export of New World crops to the Old World did not encourage the enclosure movement or push workers off of farms in Europe.	
(C)	This option is incorrect. The export of New World crops to the Old World did not have a significant impact on exploration of the interior of the American continents.	
(D)	This option is incorrect. European powers did develop conflicts as a result of exploration and settlement in the New World, but access to new sources of food was not a significant cause.	

Question 35

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ENV-1</b> Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.	Historical Argumentation, Appropriate Use of Relevant Historical Evidence	1.2 I
(A)	This option is incorrect. The spread of maize cultivation northward from present-day Mexico into the American Southwest was occurring prior to the arrival of Europeans.	
(B)	<b>This option is correct. The Columbian Exchange that Taylor describes ultimately led to a steep decline in the population of Native American societies.</b>	
(C)	This option is incorrect. European economies did gradually shift from feudalism to capitalism, but not as a result of the process Taylor describes.	
(D)	This option is incorrect. Racially mixed populations arose, especially in the Spanish colonies, but not as a result of the process Taylor describes.	

Question 36

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ENV-1</b> Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.	Appropriate Use of Relevant Historical Evidence, Contextualization	1.2 I
(A)	This option is incorrect. Taylor describes the transference of plants, animals, and pathogens from Old World to New, trends not most directly connected to the issue of trans-Atlantic mercantile empires.	
(B)	This option is incorrect. The trends Taylor describes do not most directly illustrate the eventual Anglicization of the English colonies.	
(C)	<b>This option is correct. Historians refer to the process Taylor describes as the Columbian Exchange, which was a major historical development in the Atlantic world.</b>	
(D)	This option is incorrect. The trends Taylor describes do not directly illustrate the eventual rise of the trans-Atlantic slave trade.	

Question 37

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>WXT-1</b> Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.	Appropriate Use of Relevant Historical Evidence, Historical Causation	3.2 I
(A)	This option is incorrect. The British colonial populations were not large relative to Native American populations in the areas of colonial settlement up to 1700.	
(B)	This option is incorrect. The British generally did not recognize Native American sovereignty in this period.	
(C)	<b>This option is correct. The pattern of colonial settlement illustrated by the map was most directly a result of the orientation of the British colonies toward producing commodities for export to Europe.</b>	
(D)	This option is incorrect. Attempts by the British government to impose greater control over the colonies in the late 1600s did not most directly influence the pattern of colonial settlement.	

Question 38

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	3.3 I
(A)	This option is incorrect. The change in settlement patterns between 1700 and 1775 did not decrease the coastal population, which continued to grow.	
(B)	<b>This option is correct. The change in settlement patterns between 1700 and 1775 led to increased conflicts between British settlers and American Indians as colonial settlements spread.</b>	
(C)	This option is incorrect. The change in settlement patterns between 1700 and 1775 saw an increase in the economic importance of slavery and other forms of coerced labor.	
(D)	This option is incorrect. The change in settlement patterns between 1700 and 1775 did not lead to an increase in trade with French Canada.	

Question 39

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	3.3 I
(A)	This option is incorrect. The change in settlement patterns between 1700 and 1775 does not provide significant evidence about the rise of economic differences between northern and southern colonies.	
(B)	This option is incorrect. The change in settlement patterns between 1700 and 1775 did not reduce the colonists' ability effectively to resist the British military in the American Revolution.	
(C)	This option is incorrect. The change in settlement patterns between 1700 and 1775 does not provide useful evidence about Loyalists in the American Revolution.	
(D)	<b>This option is correct. Social tensions between backcountry settlers and coastal elites did increase as colonial settlement patterns expanded between 1700 and 1775, as the map indicates.</b>	

Question 40

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.	Appropriate Use of Relevant Historical Evidence	5.2 I
(A)	This option is incorrect. Members of nativist political parties would have been more concerned about immigration issues than about race relations between White and Black populations in the South.	
(B)	This option is incorrect. Members of the Whig Party increasingly grew to oppose the system of race relations Calhoun praised.	
(C)	<b>This option is correct. Because Calhoun’s excerpt spoke about Southern race relations in positive terms, Southern plantation owners, who typically owned slaves, would have been most likely to support his point of view.</b>	
(D)	This option is incorrect. Northern industrialists did not necessarily have strong motivations to support the viewpoint Calhoun expressed.	

Question 41

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.	Historical Argumentation, Appropriate Use of Relevant Historical Evidence	5.2 I
(A)	This option is incorrect. That some slaves adopted elements of Christianity would support rather than undermine Calhoun’s assertions about the effects of race relations.	
(B)	<b>This option is correct. The fact that many slaves engaged in forms of resistance undercuts Calhoun’s implication that slaves were happy with and profited from their situation.</b>	
(C)	This option is incorrect. The difficulty abolitionists encountered in organizing in Southern states is not directly relevant to Calhoun’s excerpt.	
(D)	This option is incorrect. The fact that a majority of White Southerners were not slaveholders is not directly relevant to the claims Calhoun made in this excerpt.	

Question 42

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	5.2 I
(A)	This option is incorrect. The views Calhoun expressed may have encouraged but did not contribute most directly to the acquisition of new territory in the West.	
(B)	<b>This option is correct. Calhoun’s assertions of the superiority of Southern culture served to inflame the sectional divisions that would grow throughout the 1840s and 1850s.</b>	
(C)	This option is incorrect. The views Calhoun expressed did not have direct causal connections to the development of sharecropping and tenant farming in the South.	
(D)	This option is incorrect. Voluntary organizations that promoted religious reform, many of which were in the North, did not necessarily accept Calhoun’s views about Southern culture.	

Question 43

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>PEO-1</b> Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).	Appropriate Use of Relevant Historical Evidence	2.1 I
(A)	This option is incorrect. This excerpt does not shed light on relations between English settlers and the American Indian population, so it would not be helpful to a historian seeking to know more about that topic.	
(B)	This option is incorrect. Smith’s excerpt avoids discussing issues such as disease and mortality in the colonies, so it would not be helpful to a historian seeking to know more about that topic.	
(C)	<b>This option is correct. The Smith excerpt would be most helpful to a historian seeking to demonstrate the role appeals and advertising played in attracting people to participate in colonial ventures, because Smith’s purpose was to do just that.</b>	
(D)	This option is incorrect. Although Smith does mention masters and apprentices, this excerpt does not shed light on the nature of the relationship between the two groups, so it would not be helpful to a historian seeking to know more about that topic.	

Question 44

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>PEO-1</b> Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).</p>	<p>Appropriate Use of Relevant Historical Evidence, Comparison</p>	<p>2.1 I</p>
(A)	<p><b>This option is correct. In comparison to the French colonies, the English colonies in North America contained larger populations of colonists and were more gender balanced.</b></p>	
(B)	<p>This option is incorrect. In comparison to French colonists, English colonists settled more frequently in towns and cities.</p>	
(C)	<p>This option is incorrect. French colonists in general had better relations with native peoples than did English colonists.</p>	
(D)	<p>This option is incorrect. The racial hierarchy in New England was in fact more rigid than the race relations that characterized the French colonies.</p>	

Question 45

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>POL-5</b> Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.  <b>CUL-2</b> Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>5.3 II</p>
(A)	<p>This option is incorrect. Schurz’s analysis is not especially germane to the debates over the industrialization of the South or the creation of a New South.</p>	
(B)	<p>This option is incorrect. Schurz’s report is not directly related to the issue of debates over the Emancipation Proclamation.</p>	
(C)	<p><b>This option is correct. Schurz’s analysis most directly illustrates the debates that occurred over the process of readmitting Confederate states to the Union.</b></p>	
(D)	<p>This option is incorrect. Schurz’s report does not focus on issues related to debates over the power of the federal government to legislate.</p>	



Question 46

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ID-5</b> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.	Appropriate Use of Relevant Historical Evidence, Historical Causation	5.3 II
(A)	This option is incorrect. White Southerners did not as a rule sell former plantations to African Americans during Reconstruction.	
(B)	<b>This option is correct. The attitudes of White Southerners that Schurz described contributed to the development of sharecropping, in which former slaves worked the land but did not own it.</b>	
(C)	This option is incorrect. The Nullification Crisis occurred prior to the events that Schurz described in his report.	
(D)	This option is incorrect. The Whig Party had dissolved several years before Schurz wrote his report.	

Question 47

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>POL-5</b> Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.	Patterns of Continuity and Change over Time	5.3 II
(A)	This option is incorrect. Schurz’s report indicated that there was “no danger of another insurrection,” and Republicans did not generally fear a revival of the secession movement.	
(B)	This option is incorrect. In fact, Republican support for, not opposition to, African American rights alienated many White Southerners.	
(C)	<b>This option is correct. Republican efforts to establish a base for the party in the South ultimately failed in the face of determined Southern resistance and a lack of Northern resolve.</b>	
(D)	This option is incorrect. Republicans did not generally express concerns about withdrawing from the South in order to avoid being corrupted by Southern politics.	

Question 48

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p>	<p>Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time</p>	<p>7.3 II</p>
(A)	<p><b>This option is correct. In this excerpt, Roosevelt argued for an expansion of the United States role in the world, a position diametrically opposed to the prevailing foreign policy of non-intervention and neutrality.</b></p>	
(B)	<p>This option is incorrect. Roosevelt’s speech in fact encouraged the United States to play a larger role in world affairs.</p>	
(C)	<p>This option is incorrect. The context of Roosevelt’s speech involved growing crises in Asia and Europe rather than in Latin America.</p>	
(D)	<p>This option is incorrect. In this speech Roosevelt made no reference to a desire for new laws that would give the United States international police power, let alone unilateral power.</p>	

Question 49

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>7.3 III</p>
(A)	<p>This option is incorrect. The Treaty of Versailles had already been rejected by the U.S. Congress in 1919 and was not at issue in 1937.</p>	
(B)	<p>This option is incorrect. Roosevelt’s speech neither addressed Latin American issues nor sought to promote the acquisition of territories.</p>	
(C)	<p>This option is incorrect. During World War II the United States and the Soviet Union were ultimately allied, and the policy of containment of communism did not emerge in U.S. foreign policy until the end of the war.</p>	
(D)	<p><b>This option is correct. Delivered in 1937, Roosevelt’s speech was an effort to overcome isolationist opposition to a U.S. response to the rising tensions in Asia and Europe that would erupt into World War II.</b></p>	

Question 50

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>WOR-8</b> Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century.	Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time	8.1 I
(A)	This option is incorrect. Roosevelt’s speech was directed at circumstances abroad rather than within the United States and did not address issues of espionage.	
(B)	<b>This option is correct. U.S. membership in an international peacekeeping body best represented a continuation of Roosevelt’s ideas about encouraging greater U.S. involvement in world affairs.</b>	
(C)	This option is incorrect. The context of Roosevelt’s address did not concern the ideology of communism or Soviet power but rather Japanese militarism and Hitler’s rise in Germany.	
(D)	This option is incorrect. In his speech Roosevelt spoke of the possibility of economic sanctions but did not suggest that American military power be curtailed.	

Question 51

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>ID-3</b> Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.	Appropriate Use of Relevant Historical Evidence	7.3 III
(A)	This option is incorrect. The poster was intended to encourage women’s participation in efforts on the home front, not necessarily in the military, as evidenced by the portrayal of the woman in the poster dressed for and engaged in manual labor.	
(B)	This option is incorrect. The poster does not speak to the concept of motherhood at all, let alone the ideals of republican motherhood, which emphasized the need for women to raise children with republican values.	
(C)	This option is incorrect. The text on the poster does not reference the issue of sex discrimination in employment, and the portrayal of the woman suggests she is employed in a non-traditional role.	
(D)	<b>This option is correct. The purpose of the poster was to encourage women on the home front to support the war effort through participation in the workforce, even in jobs not traditionally held by women.</b>	

Question 52

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>ID-3</b> Analyze how U.S. involvement in international crises such as the Spanish American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.</p>	<p>Appropriate Use of Relevant Historical Evidence, Contextualization</p>	<p>7.3 III</p>
(A)	<p><b>This option is correct. The poster most directly reflects the wartime mobilization of U.S. society on both the battle front and especially the home front.</b></p>	
(B)	<p>This option is incorrect. The poster does not suggest the extent of American military power or the role of the United States in the world, and the text and the image focus on the theme of women's roles.</p>	
(C)	<p>This option is incorrect. The poster does not reference consumer goods in either its images or text.</p>	
(D)	<p>This option is incorrect. The poster does not reference the suppression of civil liberties in either its images or text.</p>	

Question 53

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>ID-7</b> Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.</p>	<p>Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time</p>	<p>8.3 III</p>
(A)	<p><b>This option is correct. The change highlighted in the poster, with its image of a wage-earning woman, is best exemplified in later years by the increased number of women in the paid workforce in the 1970s.</b></p>	
(B)	<p>This option is incorrect. The main change exhibited in the poster concerns the employment of women in non-traditional occupations during the war and is not related to the issue of feminist protests against U.S. military engagements abroad in the 1970s.</p>	
(C)	<p>This option is incorrect. The manufacturing sector did create jobs for women in the 1970s and 1980s.</p>	
(D)	<p>This option is incorrect. During the 1980s and the 1990s attitudes about the appropriate roles for women grew more divisive rather than formed a consensus.</p>	

Question 54

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>WXT-3</b> Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.	Appropriate Use of Relevant Historical Evidence, Contextualization	9.3 I
(A)	This option is incorrect. The excerpt spoke about domestic issues related to the role of the federal government rather than foreign policy issues such as peacekeeping interventions in the Balkans and Somalia.	
(B)	<b>This option is correct. The enactment of welfare reform to restrict benefits and encourage self-reliance was in keeping with the ideas about the scope of government expressed in the excerpt.</b>	
(C)	This option is incorrect. Clinton’s speech addressed domestic issues related to the role of the federal government rather than the issue of international economic agreements.	
(D)	This option is incorrect. The failed efforts by the Clinton administration to enact universal health care reform would have dramatically expanded the role of government rather than contract or limit it.	

Question 55

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>POL-4</b> Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government’s role in U.S. political, social, and economic life.	Appropriate Use of Relevant Historical Evidence, Comparison	9.1 II
(A)	This option is incorrect. Lyndon Johnson believed in the need to expand the role of government, not contract it, as evidenced by Great Society legislation and policies.	
(B)	<b>This option is correct. Clinton’s assertion in the excerpt that “the era of big government is over” was most similar to the philosophy of Ronald Reagan.</b>	
(C)	This option is incorrect. Franklin Roosevelt believed in the need to expand the role of government, not contract it, as evidenced by New Deal legislation and policies.	
(D)	This option is incorrect. Woodrow Wilson believed in the need to expand the role of government, not contract it, as evidenced by his efforts to create the Federal Reserve Board and the Federal Trade Commission.	

## Answers to Multiple-Choice Questions

1 - C	18 - C	35 - B	52 - A
2 - B	19 - D	36 - C	53 - A
3 - D	20 - A	37 - C	54 - B
4 - B	21 - A	38 - B	55 - B
5 - A	22 - D	39 - D	
6 - C	23 - B	40 - C	
7 - B	24 - B	41 - B	
8 - B	25 - A	42 - B	
9 - A	26 - D	43 - C	
10 - C	27 - C	44 - A	
11 - A	28 - A	45 - C	
12 - D	29 - D	46 - B	
13 - C	30 - C	47 - C	
14 - D	31 - C	48 - A	
15 - A	32 - A	49 - D	
16 - C	33 - D	50 - B	
17 - D	34 - A	51 - D	

## Information for Short-Answer Questions 1–4

### Short-Answer Question 1

<b>Learning Objective</b>	<b>POL-6</b> Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.
<b>Historical Thinking Skill</b>	Periodization
<b>Key Concepts in the Curriculum Framework</b>	4.1 I, 4.1 II

### Scoring Guidelines for Short-Answer Question 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.

### SCORING GUIDE

0–3 points

A1. The response explains why one of the listed developments is best. The explanation must employ appropriate understanding of the period.

0–1 point(s)

A2. The response provides one piece of evidence from the period to support the explanation.

0–1 point(s)

B. The response explains why one of the other options is not as persuasive. The comparison must employ appropriate historical knowledge.

0–1 point(s)

## SCORING NOTES

### Option 1: The rise of political parties in the 1790s

A1. The beginning of the political system provided stability that lasted until the 1830s, allowing peaceful transfers of power.

A2. Evidence may include the rise of the Federalists and the Democratic-Republicans, whose conflict culminated in the election of 1800. These parties represented varied regional interests on matters of economics, politics, and foreign policy.

B. Property and wealth qualifications for voting restricted White males from exercising full citizenship; women, slaves, free Black people, and American Indians were excluded altogether from voting and citizenship; and political factions and parties were contrary to the vision of some of the Republic's founders.

### Option 2: The development of voluntary social-reform organizations between the 1820s and 1840s

A1. Organizations promoted the abolition of slavery and the expansion of women's rights.

A2. There were also efforts to expand citizenship and rights to those who had been excluded during the years of the Revolution. These included the writing of the Declaration of Independence and the Constitution and the efforts that led to the formation of the new Republic. Other possible topics include the efforts that supported public education, prison reform, and the Second Great Awakening.

B. Slavery remained in place, and women could not vote and had few rights under the law. Other possible topics include temperance, nativism, the persecution of Mormons, and American Indian removal.

### Option 3: The emergence of the Democratic Party and the Whig Party in the 1830s

A1. Voting rights were expanded to include most White males, and property and wealth qualifications were removed.

A2. Possible examples include the emergence of widespread appeals to the common man, and the rise of mass political parties and organized campaigning and financing (including the use of banners, songs, rallies, etc.).

*Note: Responses that merely list the Democratic Party or the Whig Party will not earn credit.*

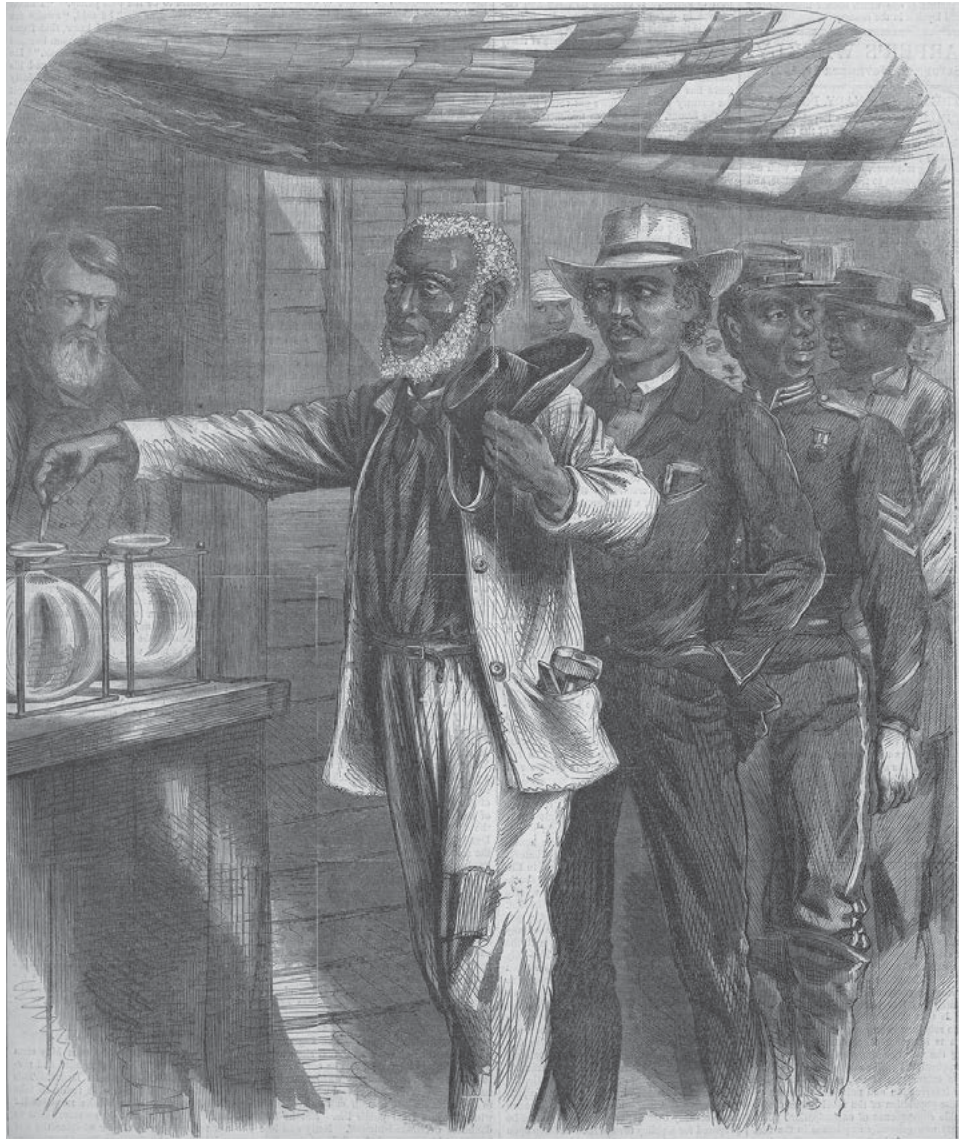
B. The expanded democracy still excluded enslaved people, free Black people, women, and American Indians from voting and citizenship; both parties tried to avoid addressing the institution of slavery and radical economic reform.



## Short-Answer Question 2

<b>Learning Objective</b>	<b>POL-6</b> Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.
<b>Historical Thinking Skill</b>	Appropriate Use of Relevant Historical Evidence
<b>Key Concepts in the Curriculum Framework</b>	5.3 II, 5.3 III

Scoring Guidelines for Short-Answer Question 2  
Question 2



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

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.

## SCORING GUIDE

0–3 points

- A. The response explains one point of view suggested by the image about emancipation, citizenship, or political participation.  
0–1 point(s)
- B. The response explains one outcome of the Civil War that led to the historical change depicted in the image.  
0–1 point(s)
- C. The response explains one way in which the historical change explained in part b was challenged in the period between 1866 and 1896.  
0–1 point(s)

## SCORING NOTES

A. Points of view suggested by the image could include the following.

- Emancipation resulted in positive outcomes, including freedom for slaves and citizenship for African Americans by allowing African Americans to vote, serve in the military, and participate in business and the economy.
- Political participation, as illustrated in the image of the men voting, was a fundamental aspect of the freedom and rights of citizenship granted to former slaves and other African Americans.

B. Relevant outcomes of the Civil War could include the following.

- During Radical Reconstruction, the federal government attempted to protect African Americans' rights in the South.
- The Thirteenth Amendment, passed in 1865, abolished slavery; the Fourteenth Amendment, passed in 1868, guaranteed federal citizenship to African Americans and stated that rights cannot be abridged by the states; and the Fifteenth Amendment, passed in 1870, stated that male voting rights could not be denied based on race, color, or previous condition of servitude.
- The Emancipation Proclamation still affected post–Civil War culture even though it was issued during the Civil War.

C. Examples of challenges to the point of view of the image could include the following.

- The Black Codes that restricted the rights of African Americans in the South
- Grandfather clauses, poll taxes, literacy tests, and other ways of disenfranchising African Americans in the South despite the passage of the Fifteenth Amendment
- The formation of the Ku Klux Klan and other white-supremacist groups
- Terror, lynching, and violence against African Americans and their supporters
- Failure to enforce the Civil Rights Act of 1866
- Failure to implement the Enforcement Act of 1870 (Civil Rights Act of 1870)

- The Supreme Court decision *United States v. Cruikshank* (1876), which limited defense of African American citizenship rights
- The Supreme Court decision *Plessy v. Ferguson* (1896), which allowed racial segregation despite the Fourteenth Amendment
- Passage of Jim Crow laws in Southern states
- Sharecropping (when linked to challenges to emancipation) that limited African Americans' freedom and kept most Southern African Americans in poverty

### Short-Answer Question 3

<b>Learning Objective</b>	ENV-5 Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.
<b>Historical Thinking Skill</b>	Interpretation
<b>Key Concept in the Curriculum Framework</b>	6.2 II

### Scoring Guidelines for Short-Answer Question 3

“[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. In these terms, it has distinctive features as well as features it shares with the histories of other parts of the nation and the planet. . . . 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

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

- Briefly explain ONE major difference between Turner’s and Limerick’s interpretations.
- 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.
- 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.

## SCORING GUIDE

0–3 points

- A. The response explains one major difference between the two interpretations.  
0–1 point(s)
- B. The response explains how one appropriate piece of evidence supports Turner’s interpretation.  
0–1 point(s)
- C. The response explains how one appropriate piece of evidence supports Limerick’s interpretation.  
0–1 point(s)

## SCORING NOTES

A. Major differences between interpretations could include the following.

- Turner sees westward expansion as a positive good, essential to the development of American character and democracy (the frontier spirit). He also sees westward expansion as a civilizing force, taming the primitive savagery of the West. Finally, he sees the Great West as an open, untamed space and makes no mention of the many peoples already living there (American Indians, Mexicans, etc.); he casts westward expansion as an Anglo-dominated narrative, without any reference to the diversity of the West, and sees Western settlement as a safety valve for United States society.
- Limerick sees westward expansion as characterized by conquest, contest, intermixing, and diversity. Westward expansion is not a positive good but a series of challenges and uneasy bargains. She paints the West as diverse, noting Latino, African American, White American, and Asian cultures and people as important influences. She presents the West as a populated place. To her, the West is a fixed geographic location but not a culturally static one; it is a place where evolving social and cultural processes constantly happen.

B. Evidence supporting Turner could include the following.

- Frontier settlers continued their trek West during the late nineteenth century, and homesteaders sought to establish themselves or make a new life in the West.
- The frontier was fluid and the edge of civilization as defined in the period. The idea of taming the Wild West was widespread.
- The United States brought railroads, towns, the telegraph, resource extraction, the herding of cattle, and agribusiness to the West.
- Westward expansion and Manifest Destiny shaped American ideas and policies in the second half of the 19th century, as an extension of American democratic ideals.

C. Evidence supporting Limerick could include the following.

- Wars carried out by White settlers and the United States government, as well as broken treaties, decimated American Indian groups from 1860 to 1890.

- The displacement of American Indians, Mexicans, and other groups by White American expansion signals that the West was characterized by contest and intermixing and that the West was not an empty space.
- “Borders crossing people” took place, as demonstrated by Mexicans living in former Mexican territories that had been incorporated into the United States.
- African American and Mexican cowboys, Asian laborers, and other cultures all contributed to the great diversity of the West.
- The forcible conquest and annexation of the West were expressions of American expansionism and imperialism, which had outcomes antithetical to democracy and the democratic spirit.

### Short-Answer Question 4

<b>Learning Objective</b>	CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.
<b>Historical Thinking Skill</b>	Comparison
<b>Key Concepts in the Curriculum Framework</b>	7.2 I, 8.3 I

### Scoring Guidelines for Short-Answer Question 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.

### SCORING GUIDE

0–3 points

- A. The response briefly explains one important similarity in the way that new forms of mass culture emerged in the United States in the 1920s and 1950s.  
0–1 point(s)
- B. The response briefly explains one important similarity in the effects of new forms of mass culture on the United States in the 1920s and 1950s.  
0–1 point(s)
- C. The response explains one way in which some Americans responded critically to new forms of mass culture in either the 1920s or the 1950s.  
0–1 point(s)

### SCORING NOTES

- A. Reasons that new forms of mass culture emerged in the 1920s and 1950s could include the following.
- The increasing use of new forms of technology
    - 1920s: radio and movies
    - 1950s: television
  - The growth of consumer culture, advertising, and marketing
  - The booming economy, an improved standard of living, and increases in personal expendable income
  - The growth of the suburbs



- The growing significance of the automobile to American life
- The development of new artistic, cultural, and political movements and expressions
  - 1920s: the Harlem Renaissance/New Negro, Jazz Age, and Black nationalism (e.g., Marcus Garvey)
  - 1950s: rock 'n' roll, the Beat Generation, Abstract Expressionism, bebop, and the Civil Rights movement
- The increased focus on youth and teenage culture in popular culture

B. Similarities in the effects in the two periods could include the following.

- The expansion of the middle class
- Increasing cultural homogenization and conformity
- The increasing dominance of national culture by White Anglo-Saxon Protestant (WASP) and middle-class ideals (e.g., the nuclear family, consumerism, suburbanization, and home ownership)
- The growth of mass entertainment: radio (1920s), television (1950s), sports, and movies/talkies
- The growth of suburbs as a result of people's attempts to escape urban problems and acquire a middle-class lifestyle
- The spread of businesses and consumer culture as connected to the use of the automobile
- The growth of a widespread discontent with mass culture
- A rise in the overt expression of sexuality (e.g., flappers, *Playboy*, and the Kinsey Report)

C. Ways that Americans responded critically to either period could include the following.

1920s:

- Nativism in the 1920s and the National Origins Act (1924)
- Racism in the 1920s and the rise of the Ku Klux Klan
- Responses of traditionalists who feared threats to family and customs, and challenges to modernism (e.g., Prohibition)
- Reactions to urbanization through suburbanization and political opposition to urban political machines
- The rise of Fundamentalism and Evangelicalism (e.g., Billy Sunday)
- Challenges to evolutionary theory (e.g., Scopes trial)
- Disillusionment versus idealism (for example, the adoption of the Roaring Twenties ethos and a decline in political reform movements)
- Antilabor perspective of management (open-shop campaign, the use of court injunctions, and company unions)
- Antiradicalism (e.g., the Sacco and Vanzetti case)

1950s:

- Criticism of unprecedented affluence and rebellion against conformity (e.g., the Beat Generation)
- The rise of the women's movement and the critique of women's isolation in suburban life and their relegation to the domestic sphere
- The rise of Fundamentalism and Evangelicalism
- The widespread fear of perceived communist influence throughout culture and politics (e.g., the McCarthy period, blacklists, loyalty oaths, and the Rosenberg case)

## Free-Response Section

Section II is the free-response part of the exam. This section contains two types of free-response questions — a document-based question and a long essay question — and the student will have a total of 1 hour and 35 minutes to complete them both.

The **document-based question** measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence. The documents included in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Where suitable, the documents will include charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents. The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into the student's essay to earn the highest scores.

To provide opportunities for students to demonstrate what they know best, they will be given a choice between two comparable **long essay questions**. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline, but framed to allow student answers to include in-depth examples of large-scale phenomena, either drawn from the concept outline or from topics discussed in the classroom.

## Information for Document-Based Question 1

<b>Timing</b>	The student should spend approximately 55 minutes on this question.
<b>Learning Objective</b>	<b>WOR-6</b> Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century. <b>WOR-7</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.
<b>Historical Thinking Skill</b>	Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Comparison, Contextualization, Synthesis
<b>Key Concepts in the Curriculum Framework</b>	7.3 I

## Scoring Guidelines for Document-Based Question 1

Compare and contrast views of United States overseas expansion in the late 19th and early 20th centuries. Evaluate how understandings of national identity at the time shaped these views.

**Maximum Possible Points: 7**

### **A. Thesis: 0–1 point**

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

**1 point**

**B. Analysis of historical evidence and support of argument: 0–4 points**

Skills assessed: Use of Evidence, Argumentation, + targeted skill (e.g., Comparison)

<b>Analysis of documents (0–3 points)</b>				
Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument          <b>1 point</b>	<b>OR</b>	Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;  AND at least one of the following for the <u>majority</u> of the documents: <ul style="list-style-type: none"><li>• intended audience,</li><li>• purpose,</li><li>• historical context, and/or</li><li>• the author’s point of view</li></ul> <b>2 points</b>	<b>OR</b>	Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;  AND at least one of the following for <u>all</u> or <u>all but one</u> of the documents: <ul style="list-style-type: none"><li>• intended audience,</li><li>• purpose,</li><li>• historical context, and/or</li><li>• the author’s point of view</li></ul> <b>3 points</b>

AND/OR

<b>Analysis of outside examples to support the thesis/argument (0–1 point)</b>
Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. <b>1 point</b>

**C. Contextualization: 0–1 point**

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes. <b>1 point</b>
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**D. Synthesis: 0–1 point**

Skill assessed: Synthesis

<b>Response synthesizes the argument, evidence, an analysis of the documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:</b>					
Appropriately extends or modifies the stated thesis or argument		Recognizes and effectively accounts for disparate, sometimes contradictory evidence		Appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
	<b>OR</b>	from primary sources and/or secondary works in crafting a coherent argument	<b>OR</b>		
<b>1 point</b>		<b>1 point</b>		<b>1 point</b>	<b>1 point</b>

**SCORING NOTES**

**Thesis**

Possible thesis statements could include the following.

- Arguments about overseas expansionism tended to be framed in terms of who Americans were and what the United States stood for, whether or not one supported or opposed expansionism and imperialists and anti-imperialists.
- Contrasting views about United States expansion were linked to different notions of the United States mission.
- Positive views of expansion were linked to national ideals.
- Debates over expansionism hinged on the role of the United States as a world power.
- Negative views of expansion framed national identity in terms of the long-standing isolationist and anticolonial traditions of the United States.
- The prevalent racist notions of national identity shaped the views of both proponents and opponents of expansionism.
- The tendency of expansionism to become the dominant policy reflected a long-standing tendency in United States culture to link American identity with a mission to proselytize for the values of the United States, but expansionism also conflicted with the national history of anticolonialism and revolution.

## Analysis of Documents

As explained in the scoring notes, to earn full credit for analyzing documents, responses must include at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, author's point of view. Although examples of these elements are listed below, these examples of analysis must explicitly be used in support of a stated thesis or a relevant argument.

### 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.

Components of document analysis may include the following.

- Intended audience: African American newspaper readers
- Purpose: to support African American military service
- Historical context: written during the same year as the outbreak of the Spanish-American War, prior to the United States acquisition of the Philippines, and two years after the *Plessy v. Ferguson* decision
- The author's point of view: written by an educated African American male with a sense of leadership of people, who presents African American participation in the Spanish-American War as a positive good for race relations and portrays patriotism and the United States as being a multiracial brotherhood

## 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.

Components of document analysis may include the following.

- Intended audience: a speech to a university audience and population who were presumably educated, mostly White, and mostly affluent
- Purpose: to criticize imperialism
- Historical context: stated after the outbreak of the Spanish-American War and prior to the United States acquisition of the Philippines
- The author’s point of view: written by a White American intellectual, who was an opponent of imperialism and a proponent of Social Darwinism, skeptical about imperialism and the concept of exporting United States values via military force, and concerned that doing so would make the United States similar to Spain



### 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!

Components of document analysis may include the following:

- Intended audience: the American church delegation, magazine readers, and the general United States public
- Purpose: to justify the United States acquisition of the Philippines
- Historical context: stated soon after the conclusion of the Spanish-American War and the debates about the United States acquisition of the Philippines (but some questions exist as to whether McKinley really made the statement)
- The author's point of view: stated by a United States president who was a White male, holding leadership of people, who perhaps held a sense of religious mission, and who was explaining his thought process leading to the decision to annex the Philippines for the United States by considering the options available, suggesting that Filipinos were unfit for self-government and needed United States intervention, and ultimately suggesting that the United States had a Christian mission to uplift the Philippine people

## 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.

Components of document analysis may include the following:

- Intended audience: excerpt from a speech to an audience that is uncertain but were likely similar-minded supporters of social reform, isolationism, and peace
- Purpose: to criticize the Spanish-American War and the militarism it encouraged in the United States
- Social context: stated soon after the conclusion of the Spanish-American War and immediately after the United States acquisition of the Philippines and reflects urban perspective
- The author’s point of view: stated by a White American female, who was a social activist and a progressive reformer based in Chicago and a pacifist who asserts that United States participation in the Spanish-American War had undermined support for ideals of peace and had possibly encouraged more violence among Americans on the streets of Chicago

## 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 scanted 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.

Components of document analysis may include the following:

- Intended audience: excerpt from a speech to business owners and local leaders in Chicago, presumably White males who embraced a mainstream understanding of national politics
- Purpose: to justify the United States acquisition of the Philippines
- Historical context: stated soon after the conclusion of the Spanish-American War and immediately after the United States acquisition of the Philippines
- The author’s point of view: stated by a White American male political leader (the governor of New York at the time), an advocate of assertive late-nineteenth-century masculinity, imperialism, and militarism, who expresses that the United States had an obligation to provide government for the Philippines and criticizes opponents of the acquisition of the Philippines as being fearful and “unwilling . . . to play the part of men.”

## Document 6

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

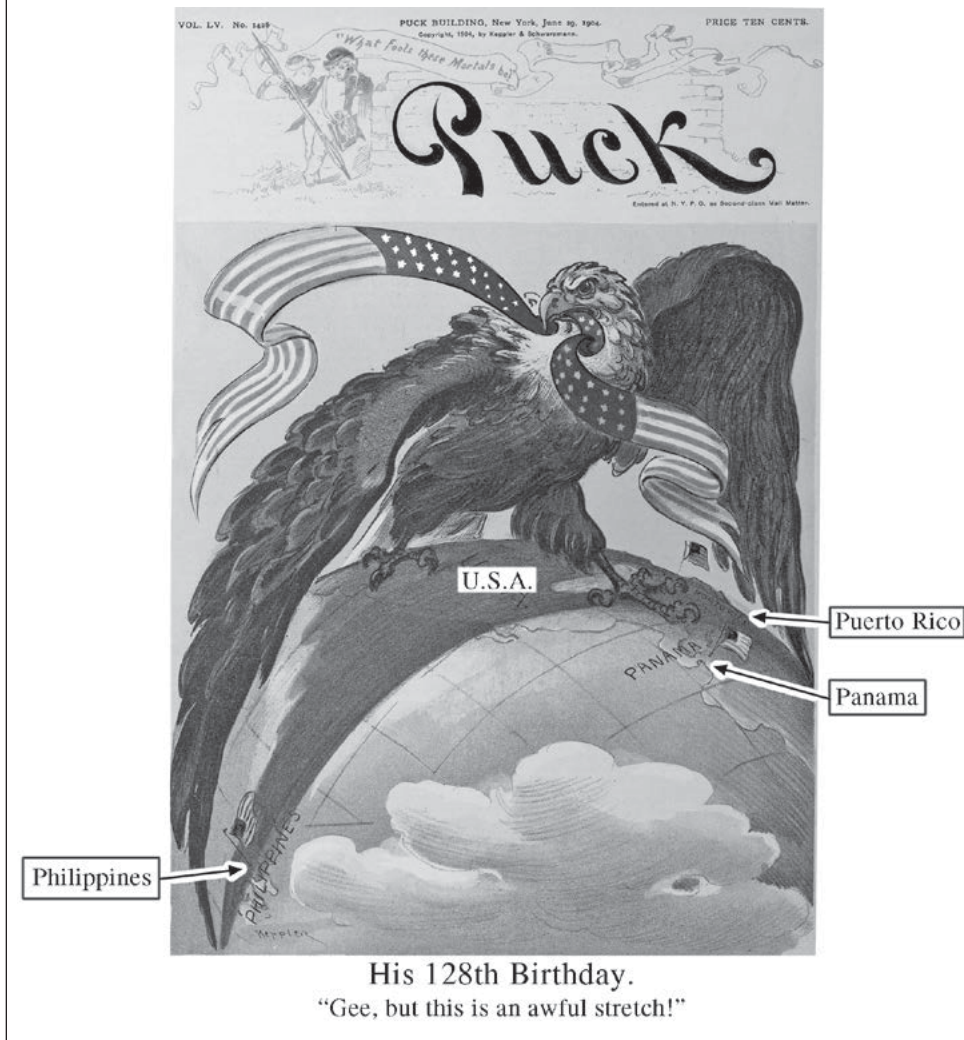
Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the government and colonialism violates 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.

Components of document analysis may include the following.

- Audience: an excerpt from a speech given while Bryan was campaigning for president to an audience that is unclear but presumably made up of his political supporters
- Purpose: to condemn the United States acquisition of the Philippines, to make a case for ending colonialism, and to make a case for his own campaign for the presidency
- Historical context: stated soon after the conclusion of the Spanish-American War and soon after the United States acquisition of the Philippines
- The author's point of view: stated by a White American male political leader (a United States representative from Nebraska at the time), an opponent of imperialism who was supportive of Populist ideas, critical of United States imperialism and condemnatory of United States colonialism but at same time, critical of the notion of incorporating Filipinos as citizens

## Document 7

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



Components of document analysis may include the following.

- Audience: a cartoon published on the cover of *Puck*, a satirical magazine whose audience is unclear but presumably the American reading public
- Purpose: to humorously critique the irony of an American symbol of liberty encompassing non-United States territories and to suggest that American interests may be overextended
- Historical context: published soon after the conclusion of the Spanish-American War and the United States acquisition of the Philippines and Panama and in the same year as the Roosevelt Corollary
- The author's point of view: unclear but seems to be critical of United States expansionism and presents the United States as a quasi-imperial power in the Western Hemisphere and as protective but with talons

## Analysis of outside examples to support thesis/argument

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include the following.

- The Monroe Doctrine, 1823
- The doctrine of Manifest Destiny
- The formulation of the Roosevelt Corollary, 1904
- The American victory in the Spanish-American War leading to the following outcomes.
  - The United States acquisition of island territories
  - Expanded United States economic and military presence in the Caribbean and Latin America
  - The United States engagement in a protracted insurrection in the Philippines
  - Increased United States involvement in Asia
  - Widespread public support for expansionism in the late nineteenth century
- The active role of the press in mobilizing support for expansionism (e.g., yellow journalism and William Randolph Hearst)
- The opposition of some African American leaders to the war in the Philippines (e.g., W. E. B. Du Bois)
- Knowledge of the details of expansionism in the Pacific and the Caribbean (e.g., how United States sovereignty was extended to Hawaii and Samoa)
- Later events or topics related to United States overseas expansion
  - Dollar diplomacy
  - Moral diplomacy
  - The United States intervention in Mexico

## Contextualization

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following.

- Debates and policies about race, immigration, nativism, and United States society in the late 19th century
  - Popular social-scientific theories including Social Darwinism and scientific racism
  - Codification of Jim Crow laws (segregation) de facto and de jure in the late nineteenth century; race riots and lynching
  - Rise of the Niagara Movement and the NAACP
  - Growth of the Social Gospel in the late nineteenth century
  - The Progressive reform movement
  - The perception in the 1890s that the western frontier was closed
- Contemporary debates over late-19th-century and early-20th-century imperialism
  - Yellow journalism and prevalent public support for expansionism
  - The desire to have outposts and coaling stations in the Pacific to facilitate commerce in Asia
  - The severe depression of the 1890s (the Panic of 1893) and the need to open up foreign commercial markets
  - Prior public support for the Cuban nationalists and revolutionaries
  - Distinctions in popular attitudes between support for the Spanish-American War and greater opposition to the subsequent war in the Philippines
  - The long history of the United States territorial expansion and conquest and debates over the United States role as a global power
  - Isolationism, the Monroe Doctrine, and the Roosevelt Corollary
  - Division of Africa on the part of European powers and imperial competition
  - The naval buildup in Europe, the rise of imperial Japan, and the subsequent American response to increase naval power
  - Arguments that Americans were destined to expand their culture and norms to others, especially the non-White nations of the globe
  - The notion of Christian evangelism contributing to a duty to expand United States influence in the world

## Synthesis

- Essays can earn the point for synthesis by crafting a persuasive and coherent essay. This can be accomplished providing a conclusion that extends or modifies the analysis in the essay, by using disparate and sometimes contradictory evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include, but are not limited to, the following.
  - Linking the argument to earlier debates about United States involvement in European affairs, from George Washington's Farewell Address through the Monroe Doctrine
  - Linking the argument to debates about territorial expansion prior to the Civil War, including issues surrounding the Louisiana Purchase and the Mexican Cession
  - Linking the argument to later twentieth-century debates about expansionism and isolationism
  - Linking the argument to the rise of the United States as a world power following the Second World War



## Information for Long Essay Question 2

<b>Timing</b>	The student should spend approximately 30 minutes on this question. (This is one of two possible choices in this section.)
<b>Learning Objective</b>	<b>WXT-1</b> Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
<b>Historical Thinking Skill</b>	Patterns of Continuity and Change over Time
<b>Key Concepts from the Curriculum Framework</b>	2.3 I, 3.1 II

## Scoring Guidelines for Long Essay Question 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.

**Maximum Possible Points: 6**

### A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question
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<b>1 point</b>
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### B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence	<b>OR</b>	Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument
<b>1 point</b>		<b>2 points</b>

**C. Application of targeted historical thinking skill: 0–2 points**

Skill assessed: Targeted skill

<b>For questions assessing CONTINUITY AND CHANGE OVER TIME</b>		
Describes historical continuity AND change over time  <b>1 point</b>	<b>OR</b>	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time  <b>2 points</b>

<b>For questions assessing COMPARISON</b>		
Describes similarities AND differences among historical developments  <b>1 point</b>	<b>OR</b>	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments  <b>2 points</b>

<b>For questions assessing CAUSATION</b>		
Describes causes AND/OR effects of a historical development  <b>1 point</b>	<b>OR</b>	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development  <b>2 points</b>

<b>For questions assessing PERIODIZATION</b>		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed  <b>1 point</b>	<b>OR</b>	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis  <b>2 points</b>

**D. Synthesis: 0–1 point**

Skill assessed: Synthesis

<b>Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.</b>						
Appropriately extends or modifies the stated thesis or argument		Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt		The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument	
<b>1 point</b>	<b>OR</b>	<b>1 point</b>	<b>OR</b>	<b>1 point</b>	<b>OR</b>	<b>1 point</b>

## SCORING NOTES

Thesis: Possible thesis statements addressing continuity and change include the following.

- Trans-Atlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1763 but also fostered change in the kinds of labor systems in use.
- Trans-Atlantic interactions fostered continuity in the need for labor in the British North American colonies from 1600 to 1763 but also fostered change in the use of race-based labor.
- Trans-Atlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1763 but also fostered change in the sources of labor.
- Trans-Atlantic interactions fostered changes in labor systems from 1600 to 1763 but the conditions of labor systems remained constant.
- Trans-Atlantic interactions fostered continuity in the importation of labor to the British North American colonies from 1600 to 1763 but also fostered change in the types of crops planted and the organization of labor systems.

Support for Argument: Possible evidence that could be used for an argument stressing continuity over time includes the following.

- Demand for labor in the colonies remained high throughout the period.
- The harsh conditions of indentured servitude remained the same throughout the period.
- English beliefs in the superiority of European peoples was maintained by colonists throughout the period.
- Systems of coerced labor (English indentured labor, bound labor, African slave labor, and Native American forced labor) remained the same throughout the period.
- People were imported for labor throughout the period; both forced migration and voluntary migration characterized the importation of labor throughout the period.
- Farming and/or other types of labor focused primarily on cash crops (tobacco, indigo, rice, and cotton) throughout the period.
- Family-farm labor and subsistence farming characterized the organization of labor in the colonies throughout the period.
- The Portuguese played a role in the slave trade throughout the period.

Support for Argument: Possible evidence that could be used for an argument stressing change over time includes the following.

- European demands for colonial cash crops and staple crops rose during the period.
- Employers sought out new sources of labor during the period.
- Employers shifted from using indentured servitude to African slave labor.
- Indentured servitude decreased along with the increase in the use of African slave labor.
- Race-based labor systems rose in the colonies during the period.

- The plantation labor system emerged in the colonies during the period.
- The use of racial stereotyping and racial hierarchies rose among British colonists during the period.
- European imperial systems shifted from mercantilism to capitalism during the period.
- The triangular trade/trans-Atlantic slave trade rose during the period.
- The shift from the Dutch to the English as the primary slave traders took place during the period.
- British colonists shifted from farming varied cash crops to farming monoculture cash crops, especially tobacco and cotton, which impacted labor systems.

### Application of Historical Thinking Skills

- Essays earn points by using the evidence offered in support of their argument to identify and illustrate continuity and change over time. Examples include, but are not limited to, the following.
  - The high demand for labor in the colonies is identified and illustrated as a continuity throughout the period, while the shift from White indentured servitude to African slave labor is identified and illustrated as an important change.
  - The constant need for labor in the colonies is identified and illustrated as a continuity throughout the period, while the shift in the kinds of crops planted and the rise of plantation labor systems are identified and illustrated as important changes.
  - The shift from White indentured servitude to African slave labor is identified and illustrated as an important change during the period, while the harsh conditions in labor systems are identified and illustrated as remaining constant.

### Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period or context. Examples include, but are not limited to, the following.
  - Explaining how continuity and change in labor systems introduced a race-based labor system with long-term impact for the British North American colonies and the United States
  - Connecting the continuity and change in labor systems to a broader analysis about the exploitation of labor
  - Connecting the time period discussed in the essay to other periods or events, such as the American Revolution, sectionalism in the antebellum period, the Civil War, or Reconstruction
  - Explaining how continuity and change in labor systems proved a long-term economic benefit or boon to the British North American colonies and/or had long-term political implications for the colonies

### Information for Long Essay Question 3

<b>Timing</b>	The student should spend approximately 30 minutes on this question. (This is one of two possible choices in this section.)
<b>Learning Objective</b>	<b>WOR-3</b> Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century.
<b>Historical Thinking Skill</b>	Patterns of Continuity and Change over Time
<b>Key Concepts from the Curriculum Framework</b>	8.3 I, 9.3 I

### Scoring Guidelines for Long Essay Question 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.

**Maximum Possible Points: 6**

#### A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question
--

**1 point**

#### B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence	<b>OR</b>	Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument
<b>1 point</b>		<b>2 points</b>

**C. Application of targeted historical thinking skill: 0–2 points**

Skill assessed: Targeted skill

<b>For questions assessing CONTINUITY AND CHANGE OVER TIME</b>		
Describes historical continuity AND change over time  <b>1 point</b>	<b>OR</b>	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time  <b>2 points</b>

<b>For questions assessing COMPARISON</b>		
Describes similarities AND differences among historical developments  <b>1 point</b>	<b>OR</b>	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments  <b>2 points</b>

<b>For questions assessing CAUSATION</b>		
Describes causes AND/OR effects of a historical development  <b>1 point</b>	<b>OR</b>	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development  <b>2 points</b>

<b>For questions assessing PERIODIZATION</b>		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed  <b>1 point</b>	<b>OR</b>	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis  <b>2 points</b>

**D. Synthesis: 0–1 point**

Skill assessed: Synthesis

<b>Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.</b>						
Appropriately extends or modifies the stated thesis or argument		Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt		The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument	
<b>1 point</b>	<b>OR</b>	<b>1 point</b>	<b>OR</b>	<b>1 point</b>	<b>OR</b>	<b>1 point</b>



## SCORING NOTES

Thesis: Possible thesis statements addressing continuity and change include the following.

- Increasing integration of the United States into the world economy contributed to continuity in the standard of living for people living in the United States but has also fostered changes for the middle class since the 1970s.
- Increasing integration of the United States into the world economy contributed to maintaining continuity in consumption but also fostered an economic downturn and led to the closing of factories in the United States.
- Increasing integration of the United States into the world economy contributed to maintaining continuity in defense spending but also fostered debates about the size and scope of the federal government from the 1970s to the present.
- Increasing integration of the United States into the world economy contributed to maintaining the social safety net and the welfare state but also fostered new conservative challenges to social programs from the 1970s to the present.
- Increasing integration of the United States into the world economy contributed to maintaining the demand for oil but also fostered debates about dependence on fossil fuels and threats to foreign policy.

Support for Argument: Possible evidence that could be used for an argument stressing continuity over time includes the following.

- Relatively high standards of living persisted in United States society throughout the period.
- Access to modest prosperity was a constant for most of United States society throughout the period.
- United States society maintained a large middle class throughout the period.
- Social mobility was a feature of United States society throughout the period.
- Technological developments spurred continued economic growth in United States society throughout the period.
- A large federal government and federal budget in the United States were constants throughout the period.
- High levels of defense spending in the United States persisted throughout the period.
- A large military-industrial complex existed throughout the period.
- A social safety net and welfare state existed for United States society throughout the period. (Popular programs were hard to reform.)
- The prevalence and persistence of inequalities and poverty were constants in United States society throughout the period.
- Liberalism and liberal programs remained largely in place in the United States throughout the period.
- The demand for oil and petroleum remained high in the United States throughout the period.

Support for Argument: Possible evidence that could be used for an argument stressing change over time includes the following.

- United States society changed through experiencing economic instability and downturn in the 1970s.
- A new conservatism rose in response to economic, social, and cultural challenges.
- Tax revolts and the reform of tax codes took place in the 1970s and 1980s.
- Deregulation of industries was a change for United States society in the late 1970s and 1980s.
- High inflation and high unemployment were changes for United States society in the 1970s (stagflation).
- Increased consumption of imported goods, especially manufactured products like electronics and automobiles, took place from the 1970s to the present.
- United States society experienced increased economic inequality in wages and the standard of living after 1980.
- Many United States manufacturing jobs were eliminated in the 1970s and 1980s.
- Union membership declined during the 1980s.
- The middle class experienced stagnating wages from the 1970s to the present.
- Liberal policies and the welfare state were challenged by conservatives during the late 1960s through the present.
- Debates about limiting the size and scope of the federal government occurred during the 1970s and 1980s.
- Debates about maintaining the social safety net and programs like Social Security occurred during the 1980s.
- Welfare reforms enacted in the 1990s brought change for United States society.
- Debates about free-trade agreements occurred in the 1990s.
- Concerns about the impact of economic growth on the environment and United States society occurred during the 1970s.
- Concerns about dependence on fossil fuels and oil supplied from foreign states, especially those in the Middle East, occurred during the 1970s.
- The spread of computer technology and the Internet changed United States society from the 1970s to the present.
- The South and the West (Sun Belt) became new sources of economic power after the 1960s.
- Surges in migration after 1965 from regions like Latin America and Asia occurred as people took advantage of economic opportunity.
- New migrants increasingly became an important part of the labor force after 1965.
- Sharp debates about the economic and social impact of immigration, especially illegal immigration, occurred from the 1980s to the present.
- Increasing numbers of women entered the paid workforce from the 1970s to the present.
- Dual-income families increased from the 1970s to the present.

## Application of Historical Thinking Skills

- Essays can earn points by using the evidence offered in support of their argument to identify and illustrate continuity and change over time. Examples include, but are not limited to, the following.
  - General economic growth and a relatively high standard of living are identified and illustrated as social continuities throughout the period, while stagnating and declining real wages for the middle class are identified and illustrated as important changes in United States society since the 1970s.
  - The persistence and prevalence of social inequality in United States society are identified and illustrated as continuities throughout the period, while economic instability and downturn are identified and illustrated as important changes during the 1970s.
  - High levels of consumption are identified and illustrated as important continuities throughout the period, while increasing reliance on foreign suppliers since the 1970s are identified and illustrated as changes.
  - High levels of demand for oil and petroleum are identified and illustrated as important continuities throughout the period, while concerns about dependence on fossil fuels and foreign suppliers since the 1970s are identified and illustrated as changes.

## Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period or context. Examples include, but are not limited to, the following.
  - Explaining how the integration of the United States into the global economy and the impact that has had on United States society have important connections to changes in production and labor in foreign economies such as China
  - Connecting the integration of the United States into the global economy and the impact that has had on United States society to an analysis about the exploitation of labor
  - Connecting the integration of the United States into the global economy and the impact that has had on United States society to an analysis about changing gender roles and family structures during the period
  - Connecting the time period discussed in the essay to other periods or events, such as the United States recession since 2008 and the implementation of austerity measures in many European economies during the same period
  - Explaining how the integration of the United States into the global economy and the impact that has had on United States society has had a lasting impact on the role of the United States as a world power

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