

AP[®]

 CollegeBoard

Effective
Fall 2017

AP[®] United States History Practice Exam

FROM THE COURSE AND EXAM
DESCRIPTION



About the College Board

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

AP® Equity and Access Policy

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 underrepresented. 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.

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About AP

The College Board's Advanced Placement Program® (AP) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.¹ Additional AP studies are available at www.collegeboard.org/research.

¹See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

Offering AP Courses and Enrolling Students

Each AP course and exam description details objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

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How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit collegeboard.org/apcommittees. AP Development Committees define the scope and expectations of the course, articulating through a course 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 coursework reflects scholarship and developments in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

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 converted into 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 Exam 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 or placement:

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

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

AP U.S. History Exam

Exam Overview

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

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	3 questions ♦ Required Question 1: periods 3–8 ♦ Required Question 2: periods 3–8 ♦ Choose between ♦ Question 3: periods 1–5 OR ♦ Question 4: periods 6–9	40 minutes	20%
II	Part A: Document-based question	1 question: periods 3–8	60 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: ♦ periods 1–3 ♦ periods 4–6 ♦ periods 7–9	40 minutes	15%

Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following section, question sets will be organized around two to five questions that focus on a primary or secondary source.

Questions 1–3 refer to the excerpt below.

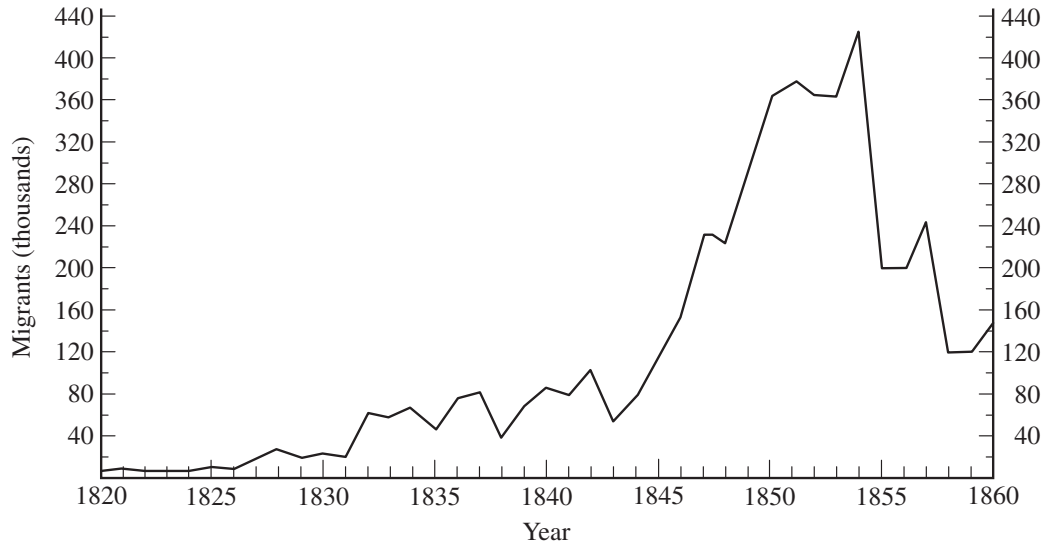
“In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach 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*

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

Questions 4–6 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 and political difficulties in Germany and Ireland
 - (C) Incentives offered by United States companies looking to hire skilled migrants
 - (D) Adoption of free trade policies by European governments

5. 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

6. 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

Questions 7–9 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

7. 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
8. 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) The formation of voluntary organizations and reform efforts
 - (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
9. 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

Questions 10 and 11 refer to the excerpt below.

“Governments 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

10. The excerpt was 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
11. The ideas about government expressed in the excerpt 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

Questions 12–14 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

12. 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.
13. 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
14. 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

Questions 15 and 16 refer to 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

15. 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
16. 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

Questions 17 and 18 refer to the excerpt 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

17. In his statement Truman had the 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
18. 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

Questions 19–21 refer to the late-nineteenth-century photograph below by journalist Jacob Riis.



© Bettmann/CORBIS

19. 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
20. The conditions shown in the image depict which of the following trends in the late nineteenth century?
- (A) The growing gap between wealthy people and people living in poverty
 - (B) The rise of the settlement house and Populist movements
 - (C) The increased corruption in urban politics
 - (D) The migration of African Americans to the North

-
21. 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.

Questions 22 and 23 refer to 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

22. 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
23. 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

Questions 24–27 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

24. 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
25. 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
26. 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

-
27. 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

Questions 28–30 refer to the excerpt below.

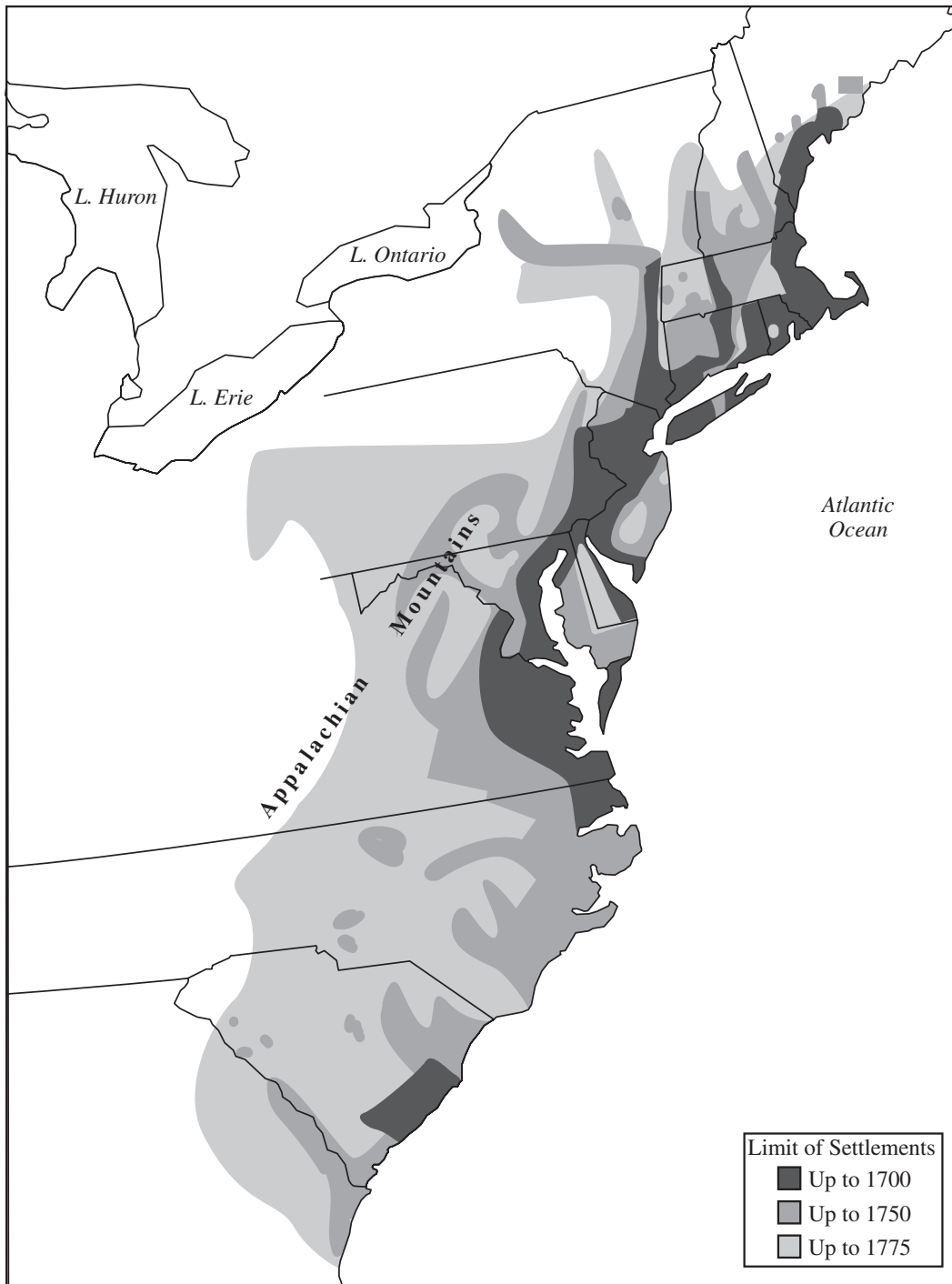
“The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, 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

28. 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
29. 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
30. 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

Questions 31–34 refer to the map below.

BRITISH SETTLEMENT OF THE THIRTEEN COLONIES 1700–1775



31. The map most directly depicts the
- (A) inland expansion of the colonial population
 - (B) effects of industrialization
 - (C) pattern of American Indian resistance
 - (D) decline of tobacco production
32. 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
33. 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
34. 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

Questions 35–37 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

35. 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
36. 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.
37. 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

Questions 38–40 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

38. The excerpt suggests that promoters such as Smith most typically presented migration as a means for
- (A) workers to achieve social mobility and economic opportunity
 - (B) people to earn wages to send home to their families
 - (C) countries to acquire new sources of mineral wealth
 - (D) joint-stock companies to generate profits
39. 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
40. Which of the following was a major contrast between the New England colonies and the colonies of France?
- (A) The New England colonies were based on more diverse agriculture and commerce.
 - (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.

Questions 41–43 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

41. 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
42. 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
43. 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

Questions 44–46 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

44. 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
45. 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
46. 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 collective security organization
 - (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

Questions 47–49 refer to the poster below.



Courtesy of Library of Congress, LC-USZ62-117090

47. 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

-
48. 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
49. Which of the following represents a later example of the change highlighted in the poster?
- (A) Feminist calls for equal economic opportunities in 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

Questions 50 and 51 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

50. 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
51. 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

Questions 52–55 refer to the excerpt below.

“Shortly after this, my mother’s widowed sister, . . . who kept a factory boarding house in Lowell [Massachusetts], advised her to come to that city. . . .

“My mother, feeling obliged to have help in her work besides what I could give, and also needing the money which I could earn, allowed me . . . to go to work in the mill. . . .

“The working hours of all the girls extended from five o’clock in the morning until seven in the evening, with one half hour for breakfast and dinner. . . .

“I cannot tell you how it happened that some of us knew about the English factory children, who as it was said, were treated so badly. . . .

“In contrast to this sad picture, we thought of ourselves as well off . . . enjoying ourselves in our own good way, with our good mothers and our warm suppers awaiting us.”

Harriet Hanson Robinson, *Loom and Spindle, or Life Among Early Mill Girls*,
describing events in the 1830s, published in 1898

52. Which of the following most directly contributed to the developments described in the excerpt?
- (A) The concept of republican motherhood after the American Revolution
 - (B) Large-scale immigration from southern and eastern Europe
 - (C) The expansion and increased organization of industrial production
 - (D) The wartime need for women to fill jobs previously held by men
53. The developments described in the excerpt most directly reflect which of the following changes in the first half of the 1800s?
- (A) The sharp increase in the number of workers making goods for distant markets
 - (B) Women’s acquisition of new legal rights independent of their fathers and husbands
 - (C) The emergence of a larger and more distinct middle class
 - (D) Many women’s embrace of the idea of separate spheres

54. Which of the following was a major difference in economic development between the Northeast and the South in the first half of the 1800s?
- (A) Southern exports had a far lower value than exports from the Northeast.
 - (B) Banking and shipping grew more rapidly in the South than in other regions.
 - (C) The South relied much less on wage labor than the Northeast.
 - (D) The South had few commercial connections with other regions of the United States.
55. Robinson's assertion that she and the other workers were "well off" would be challenged during the second half of the nineteenth century by which of the following?
- (A) The growing corporate need for clerical workers that brought many women into office jobs
 - (B) Declining household incomes of working families as a result of businesses' unwillingness to employ children
 - (C) The expanded access to company-sponsored pensions and healthcare for most employees
 - (D) Confrontations between unions and factory management over wages and working conditions

Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer Question 1 and Question 2. They then choose to answer either Question 3 or Question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

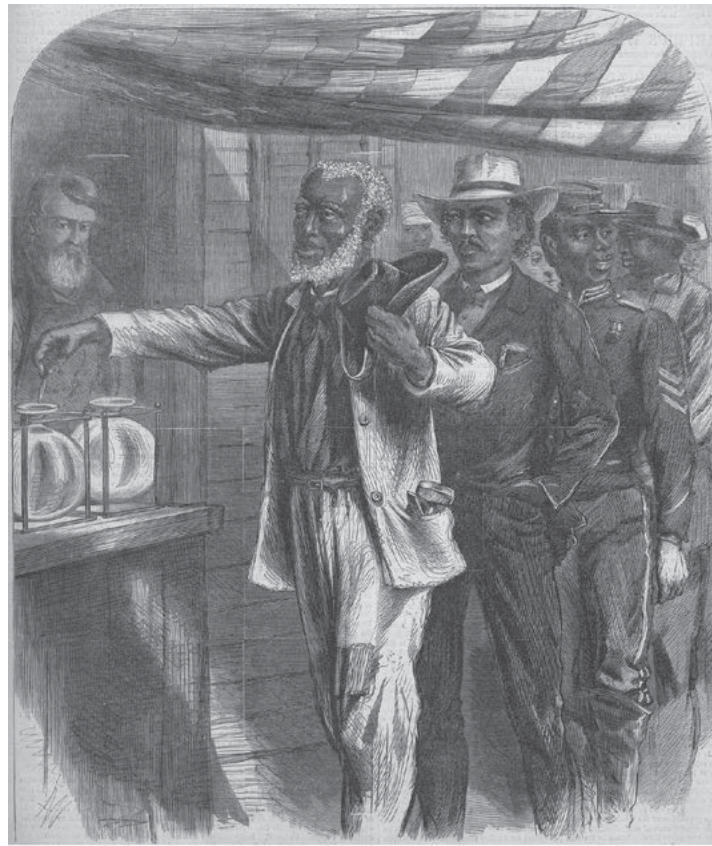
“[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a 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

1. Using the excerpts above, answer (a), (b), and (c).
 - (A) Briefly describe ONE major difference between Turner’s and Limerick’s historical interpretations of the West.
 - (B) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Turner’s interpretation.
 - (C) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Limerick’s interpretation.



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

Courtesy of the Library of Congress

2. Using the post-Civil War image above, answer (a), (b), and (c).
 - (A) Briefly describe ONE perspective about citizenship expressed in the image.
 - (B) Briefly explain ONE specific historical development that led to the change depicted in the image.
 - (C) Briefly explain ONE way in which the historical change depicted in the image was challenged in the period 1866 to 1896.

Choose EITHER Question 3 OR Question 4.

3. Answer (a), (b), and (c).
- (A) Briefly describe ONE specific historical difference between the antislavery movement in the period 1780–1810 and in the period 1830–1859.
 - (B) Briefly describe ONE specific historical similarity between the antislavery movement in the period 1780–1810 and in the period 1830–1859.
 - (C) Briefly explain ONE specific historical effect of the antislavery movement in either the period 1780–1810 or the period 1830–1859.
4. Answer (a), (b), and (c).
- (A) Briefly describe ONE specific historical similarity between mass media in the 1920s and in the 1950s.
 - (B) Briefly describe ONE specific historical difference between mass media in the 1920s and in the 1950s.
 - (C) Briefly explain ONE specific historical effect of mass media in either the 1920s or the 1950s.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

Section II

Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is **comparison**, though the document-based question on the exam may focus on other skills.

Question 1. Evaluate the extent to which differing ideas of national identity shaped views of United States overseas expansion in the late nineteenth and early twentieth centuries.

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.

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.

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.

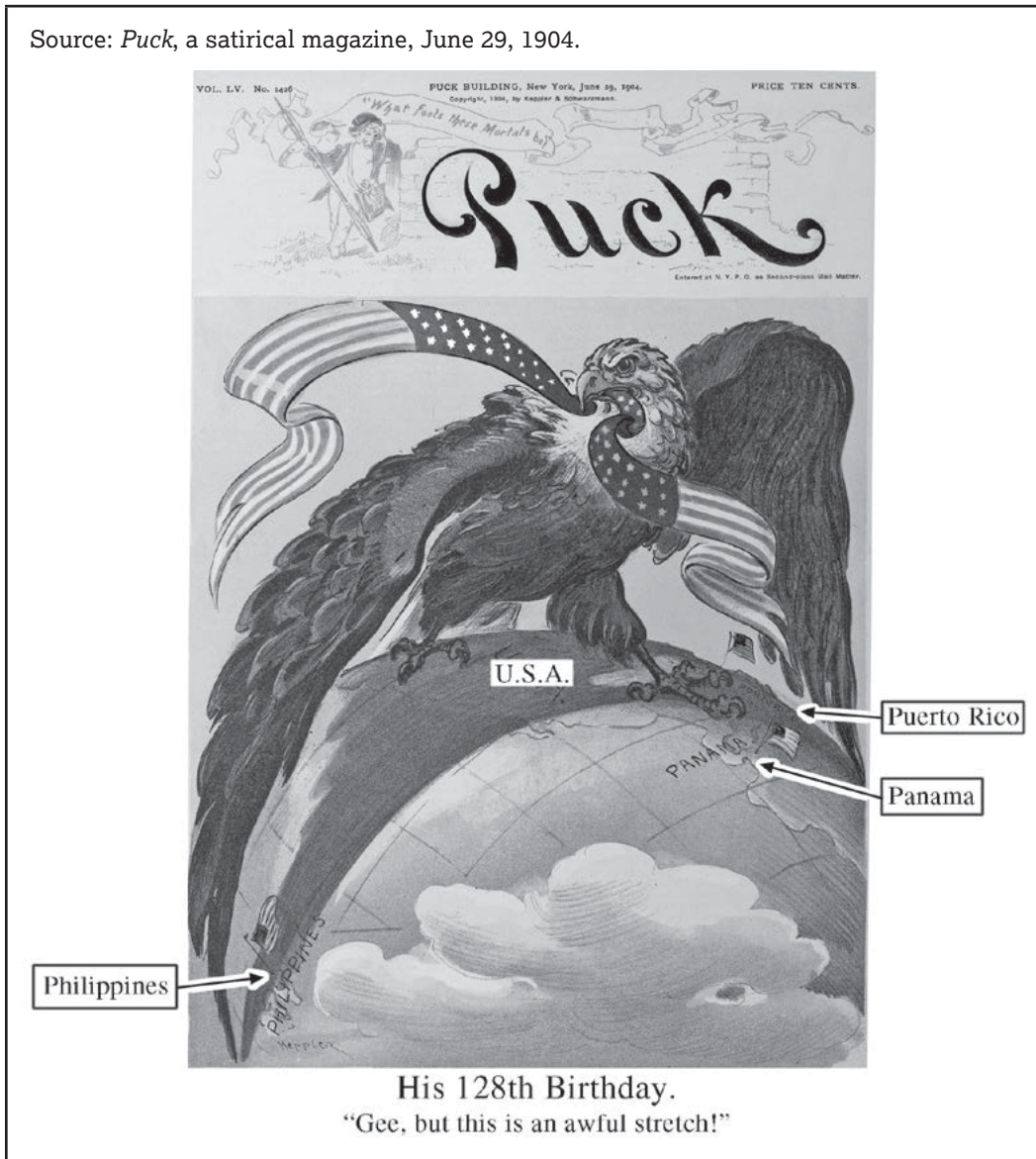
Document 6

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.

Document 7

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



Scoring the Response

For the document-based question, a good response should:

- contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the document's point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

Part B: Long Essay Questions

Students will choose one of three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the following questions, students will analyze an issue using the reasoning skill of **continuity and change over time**.

The three questions focus on the same reasoning skills but apply them to different time periods. This allows students to choose which time period and historical perspective they are best prepared to write about.

Question 2. Evaluate the extent to which trans-Atlantic interactions fostered change in labor systems in the British North American colonies from 1600 to 1763.

Question 3. Evaluate the extent to which new technology fostered change in United States industry from 1865 to 1900.

Question 4. Evaluate the extent to which globalization fostered change in the United States economy from 1945 to 2000.

Scoring the Response

For the long essay question, a good response should:

- contain an evaluative thesis that establishes the student's argument and responds to the question. The thesis should make a claim that addresses the skill indicated in the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.

Further exam resources such as sample student responses, scoring guidelines, and past exam questions can be found on AP Central.

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Main Practice/Skill Assessed	Learning Objective	Key Concepts
1	C	Causation	CUL-1.0	2.2.I.B
2	B	Causation	CUL-1.0	2.2.I.A
3	D	Contextualization	CUL-1.0	2.2.I.B
4	B	Causation	MIG-1.0	5.1.II.A
5	C	Causation	CUL-4.0	5.1.II.A
6	B	Contextualization	MIG-1.0	4.2.III.A
7	B	Contextualization	CUL-3.0	4.2.II.C
8	A	Continuity and Change over Time	POL-2.0	6.3.II.B
9	C	Contextualization	CUL-3.0	5.3.II.B
10	A	Analyzing Historical Evidence	WOR-1.0	3.1.I.B
11	D	Contextualization	NAT-1.0	3.2.I.B
12	D	Causation	NAT-4.0	8.2.I.C
13	A	Contextualization	POL-2.0	8.2.I.B
14	D	Continuity and Change over Time	NAT-2.0	6.3.II.C
15	D	Contextualization	MIG-1.0	7.2.II.A
16	A	Analyzing Historical Evidence	MIG-1.0	7.2.II.A
17	A	Analyzing Historical Evidence	WOR-2.0	8.1.I.B, 9.3.I.A
18	D	Analyzing Historical Evidence	WOR-2.0	8.1.I.A
19	B	Causation	POL-2.0	7.1.II.A
20	A	Contextualization	WXT-2.0	6.1.I.C
21	D	Contextualization	POL-3.0	7.1.II.B
22	C	Continuity and Change over Time	GEO-1.0	7.1.II.C
23	A	Contextualization	GEO-1.0	6.2.II.A
24	C	Contextualization	WOR-1.0	3.3.II.B
25	C	Continuity and Change over Time	WOR-2.0	7.3.II.C
26	A	Contextualization	POL-1.0	3.2.II.B
27	D	Continuity and Change over Time	WOR-2.0	7.3.III
28	A	Causation	WOR-1.0	1.2.I.B
29	B	Continuity and Change over Time	GEO-1.0	1.2.II.A

Multiple-Choice Question	Answer	Main Practice/Skill Assessed	Learning Objective	Key Concepts
30	C	Contextualization	GEO-1.0	1.2.II
31	A	Analyzing Historical Evidence	MIG-2.0	3.3.I.B
32	C	Causation	WXT-2.0	2.2.I.B
33	B	Causation	WOR-1.0	2.1.III.E
34	D	Causation	MIG-2.0	3.3.I.B
35	C	Contextualization	WXT-1.0	5.2.I.A
36	B	Analyzing Historical Evidence	WXT-1.0	5.2.I.B
37	B	Causation	NAT-1.0	5.2.I
38	A	Analyzing Historical Evidence	MIG-1.0	2.1.I.C
39	C	Analyzing Historical Evidence	MIG-1.0	2.1.I.C
40	A	Comparison	MIG-1.0	2.1.I.C
41	C	Contextualization	POL-3.0	5.3.II.C
42	B	Causation	WXT-1.0	5.3.II.D
43	C	Continuity and Change over Time	POL-3.0	5.3.II.C
44	A	Comparison	WOR-2.0	7.3.II.E
45	D	Analyzing Historical Evidence	WOR-2.0	7.3.II.E
46	B	Continuity and Change over Time	WOR-2.0	8.1.I.A
47	A	Contextualization	NAT-3.0	7.3.III.B
48	D	Analyzing Historical Evidence	CUL-3.0	7.3.III.C
49	A	Continuity and Change over Time	CUL-3.0	8.2.II.A
50	B	Contextualization	POL-3.0	9.1.I.C
51	B	Comparison	POL-3.0	9.1.I.B
52	C	Causation	WXT-2.0	4.2.I.A
53	A	Contextualization	WXT-1.0	4.2.II.A
54	C	Comparison	WXT-2.0	4.2.III.C
55	D	Analyzing Historical Evidence	WXT-1.0	6.1.II.C

Short-Answer Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Analyzing Secondary Sources	GEO-1.0, MIG-2.0	6.2.II
2	Causation	NAT-2.0	5.3.II.A, 5.3.II.C, 5.3.II.E
3	Comparison	NAT-1.0	3.2.I.C, 5.2.I.B
4	Comparison	CUL-2.0	7.2.I.A, 8.3.II.A

Document-Based Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Comparison	WOR-2.0, NAT-3.0	7.3.I.A, 7.3.I.B, 7.3.I.C

Long Essay Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
2	Continuity and Change over Time	WXT-2.0	2.2.I.A, 2.2.I.B, 2.2.I.C, 2.2.I.D, 3.1.I.A, 3.1.I.B
3	Continuity and Change over Time	WXT-3.0	6.1.I.B, 6.1.I.C, 6.1.I.D, 6.1.III.A, 7.1.I.A
4	Continuity and Change over Time	WXT-2.0, WXT-3.0	8.3.I.A, 8.3.I.C, 9.3.I.A, 9.3.I.B, 9.3.I.C