

Effective Fall 2017

AP[®] CollegeBoard

AP United States History

Practice Exam and Notes

This exam may not be posted on school or personal websites, nor electronically redistributed for any reason. This exam is provided by the College Board for AP Exam preparation. Teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of this exam, teachers should collect all materials after their administration and keep them in a secure location.

Further distribution of these materials outside of the secure College Board site disadvantages teachers who rely on uncirculated questions for classroom testing. Any additional distribution is in violation of the College Board's copyright policies and may result in the termination of Practice Exam access for your school as well as the removal of access to other online services such as the AP Teacher Community and Online Score Reports.

UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

55 Questions

Directions: Each of the questions or incomplete statements is followed by 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 and 2 refer to the following excerpt.

“What induced [American] Indians to go out of their way to trap beaver and trade the skins for glass beads, mirrors, copper kettles, and other goods? . . . Recent scholarship on [American] Indians’ motives in this earliest stage of the trade indicates that they regarded such objects as the equivalents of the quartz, mica, shell, and other sacred substances that had formed the heart of long-distance exchange in North America for millennia. . . . While northeastern [American] Indians recognized Europeans as different from themselves, they interacted with them and their materials in ways that were consistent with their own customs and beliefs.”

Neal Salisbury, historian, “The Indians’ Old World: Native Americans and the Coming of Europeans,” 1996

1. Which of the following types of evidence would best support the argument in the excerpt?
 - (A) Shipping inventories from trade between Liverpool and Boston
 - (B) Diaries from British settlers in Philadelphia
 - (C) Artifacts from American Indian settlements
 - (D) Spanish government reports about American Indians
2. A direct result of European exploration of North America during the 1500s and early 1600s was the
 - (A) large-scale migration of American Indians to Europe
 - (B) introduction of new animals and crops to North America
 - (C) decline of African slavery in North America
 - (D) smaller role played by Spain in European affairs

GO ON TO THE NEXT PAGE.

Questions 3 - 6 refer to the following excerpt.

“The first we heard [while Smith was exploring the James River in May] was that 400 Indians the day before had assaulted the fort and surprised it. . . . With all speed we palisadoed [built barricades around] our fort; . . . The day before the ship’s departure the king of [the] Pamunkey sent [an] Indian . . . to assure us peace, our fort being then palisadoed round, and all our men in good health and comfort, albeit . . . it did not so long continue.

“[By September] most of our chiefest men [were] either sick or discontented, the rest being in such despair as they would rather starve and rot with idleness than be persuaded to do anything for their own relief without constraint. Our victuals being now within eighteen days spent, and the Indian trade decreasing, I was sent to the mouth of the river to Kegquouhtan, an Indian town, to trade for corn, and try the river for fish, but our fishing we could not effect by reason of the stormy weather. The Indians, thinking us near famished, with careless kindness offered us little pieces of bread and small handfuls of beans or wheat for a hatchet or a piece of copper. In like manner I entertained their kindness and in like . . . offered them like commodities, but the children, or any that showed extraordinary kindness, I liberally contented with free gift of such trifles as well contented them.”

John Smith, English explorer relating events in the Virginia colony, 1608

3. The Virginia colonists’ interactions with American Indians, as described in the excerpt, most directly contributed to which of the following?
- (A) English colonists became primarily concerned with converting American Indians to Christianity.
 - (B) English relations with American Indians became mostly hostile and characterized by conflict.
 - (C) The English sought political alliances with American Indians in an attempt to establish equal sovereignty for both groups.
 - (D) English colonists routinely intermarried with American Indians in an effort to blend the cultures of both groups.
4. Smith’s description of the Pamunkey people’s interactions with the Virginia colonists best serves as evidence of which of the following characteristics of American Indians along the Eastern Seaboard in the 1600s?
- (A) Complex societies with permanent settlements
 - (B) A dependence on English trade goods
 - (C) Decreased populations due to epidemic disease
 - (D) Elaborate caste systems

GO ON TO THE NEXT PAGE.

5. Smith most likely wrote his account for which of the following reasons?
- (A) To recruit missionaries to come to the Virginia colony
 - (B) To increase support for the colony from the monarchy and investors
 - (C) To promote an alliance between colonists in Virginia and colonists elsewhere in the Americas
 - (D) To encourage the Virginia colonists to abandon the colony
6. Smith's account of the hardships experienced in the Virginia colony most directly encouraged which of the following changes in subsequent settlements?
- (A) Intensified efforts to find gold and other precious metals
 - (B) Creation of the encomienda labor system
 - (C) Increased attention to farming and agriculture
 - (D) Expanded collaboration with the Spanish

GO ON TO THE NEXT PAGE.

Questions 7 - 9 refer to the following excerpt.

“For the increase of shipping . . . from thenceforward, no goods or commodities whatsoever shall be imported into or exported out of any lands, islands, plantations, or territories to his Majesty belonging . . . but in ships or vessels as do . . . belong only to the people of England . . . and whereof the master and three-fourths of the mariners at least are English. . . .

“And it is further enacted . . . that . . . no sugars, tobacco, cottonwool, indigos, ginger, fustic, or other dyeing wood, of the growth, production, or manufacture of any English plantations in America, Asia, or Africa, shall be . . . transported from any of the said English plantations [colonies] to any land . . . other than to such other English plantations as do belong to his Majesty.”

English Parliament, Navigation Act of 1660

7. Which of the following most likely motivated Parliament to pass the law in the excerpt?
- (A) The decline of a strong English identity among colonists
 - (B) The desire to pursue mercantilist goals
 - (C) The formation of colonial governments that differed from English models
 - (D) The desire to promote migration to the colonies
8. Which of the following most directly led to the passage of the Navigation Act of 1660 ?
- (A) The spread of Enlightenment ideas
 - (B) The development of the English system of slavery
 - (C) The emergence of an Atlantic economy
 - (D) The dominance of market capitalism
9. In the 1760s many English colonists in North America reacted to imperial governance by
- (A) opposing restrictions on religious worship
 - (B) protesting a lack of representation in Parliament
 - (C) refusing to adopt the English legal system
 - (D) demanding independence from England

GO ON TO THE NEXT PAGE.

Questions 10 and 11 refer to the following excerpt.

“New France enter[ed] its golden age in the first decades of the eighteenth century. . . . In Louisiana, the Illinois country, and the Great Lakes basin, French cities and villages developed alongside Indian villages. . . . Here, natives and Europeans found that their different goals were complementary. The French posed no demographic threat. . . . The landscape of Indian life had not been seriously altered. The fur trade depended on the integrity of that landscape.”

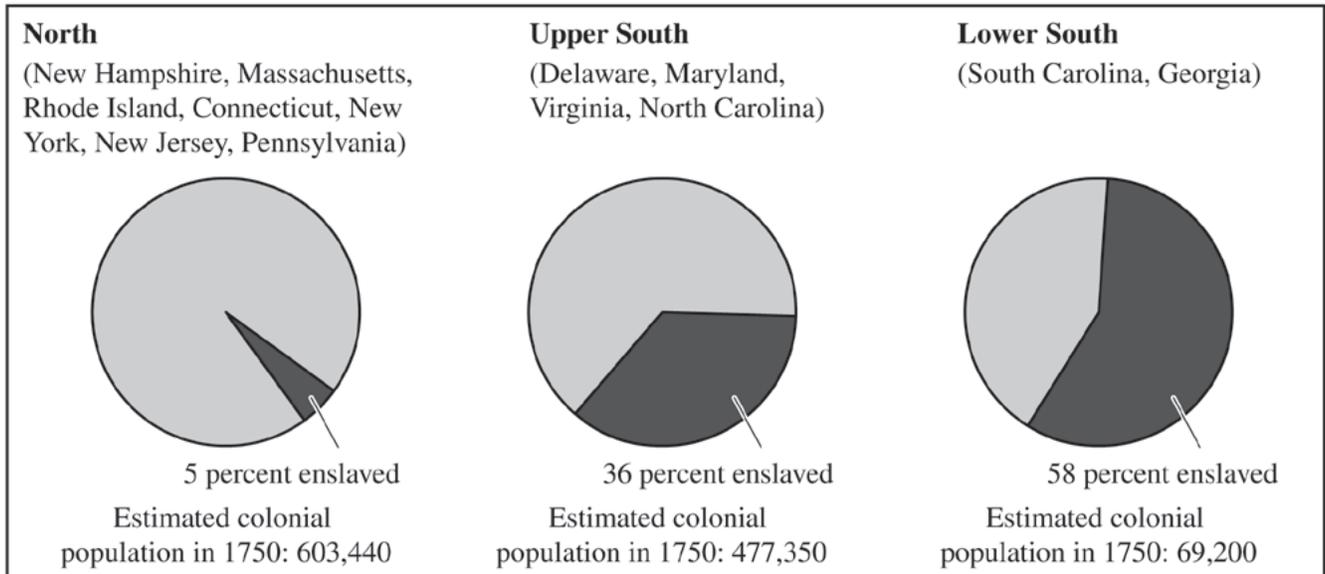
Jay Gitlin, historian, “Empires of Trade, Hinterlands of Settlement,” 1994

10. Which of the following evidence could best be used to support Gitlin’s argument in the excerpt?
- (A) European efforts to arm American Indians
 - (B) The use of slave labor to produce sugar in Louisiana
 - (C) Military conflicts between the French, Dutch, British, and Spanish
 - (D) Intermarriage between French colonists and American Indians
11. The relationship between American Indians and the French described in the excerpt was most similar to the relationship between American Indians and the
- (A) British
 - (B) Dutch
 - (C) Spanish
 - (D) Portuguese

GO ON TO THE NEXT PAGE.

Questions 12 - 14 refer to the following graphs.

ENSLAVED PEOPLE OF AFRICAN DESCENT IN EASTERN NORTH AMERICA, 1750



12. The difference in slave populations depicted in the graphs most directly resulted from differences in
- (A) climate and geographic conditions for cash crop agriculture
 - (B) the degree of participation in the Atlantic economy
 - (C) colonial relationships with American Indians
 - (D) structures of British imperial control
13. The demographics of the lower South colonies in 1750 most directly contributed to which of the following conditions for enslaved people?
- (A) Frequent conversion to evangelical Christianity
 - (B) Widespread opportunities for literacy
 - (C) Extensive apprenticeships in skilled trades
 - (D) Relative autonomy to preserve and adapt African traditions
14. In which of the following ways did slavery change in the late 1700s?
- (A) The expansion of slavery into the Northwest Territory became a divisive political issue in the new United States.
 - (B) The ideals of the American Revolution prompted some individuals and groups to call for the abolition of slavery.
 - (C) The argument that slavery was a positive social institution became widely accepted.
 - (D) The holding of slaves as property became a symbol of social status in the North.

GO ON TO THE NEXT PAGE.

Questions 15 - 17 refer to the following excerpt.

“The Anti-Federalists charged that the authors of the Constitution had failed to put up strong enough barriers to block this inevitably corrupting and tyrannical force. They painted a very black picture indeed of what the national representatives might and probably would do with the unchecked power conferred upon them under the provisions of the new Constitution. . . . But [the Anti-Federalists] lacked both the faith and the vision to extend their principles nationwide.”

Cecelia M. Kenyon, historian, “Men of Little Faith: The Anti-Federalists on the Nature of Representative Government,” 1955

15. The Anti-Federalists’ view of government power during the 1780s, as described in the excerpt, is best reflected by which of the following?
- (A) Debates about the incorporation of new territories into the United States
 - (B) The expansion of women’s political roles as a result of the ideas of republican motherhood
 - (C) The existence of many state constitutions that limited executive authority
 - (D) The shift from emphasizing inherited wealth and status to emphasizing individual merit
16. By the 1790s the ideas of the Anti-Federalists contributed most directly to the
- (A) imposition of a protective tariff
 - (B) abolition of the trans-Atlantic slave trade
 - (C) continued use of property qualifications for voting in most states
 - (D) resistance of western farmers to federal oversight
17. During the constitutional ratification process, Anti-Federalists’ concerns, as described in the excerpt, were most directly addressed by an agreement to
- (A) grant citizenship rights to women and American Indians
 - (B) adopt the Bill of Rights
 - (C) expand the role of the states in foreign affairs
 - (D) allow the states to print money

GO ON TO THE NEXT PAGE.

Questions 18 - 20 refer to the following excerpt.

“What do we mean by the Revolution? The war? That was no part of the Revolution; it was only an effect and consequence of it. The Revolution was in the minds of the people, and this was effected from 1760 to 1775, in the course of fifteen years, before a drop of blood was shed at Lexington.”

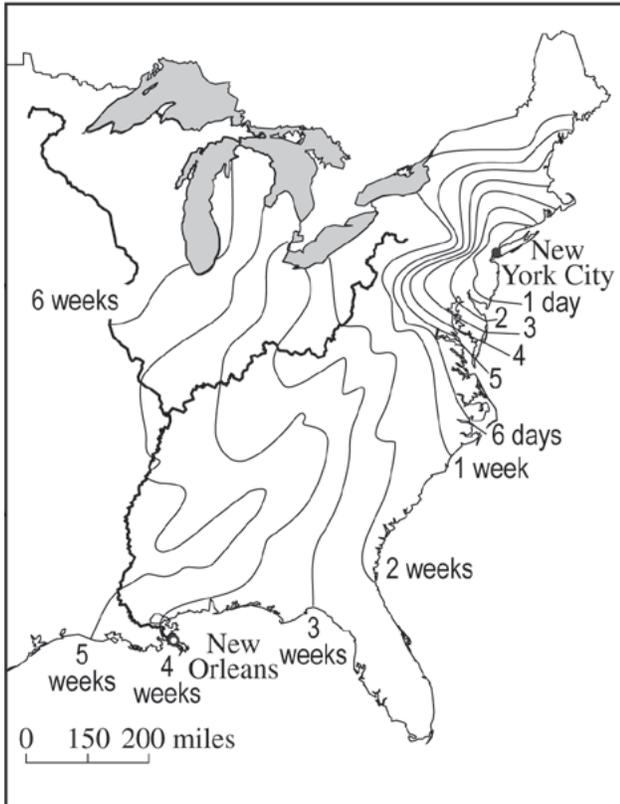
John Adams, former president of the United States, letter to Thomas Jefferson, former president of the United States, 1815

18. Which of the following is the most likely reason why Adams dates the beginning of the American Revolution to the 1760s?
- (A) Renewed efforts by Great Britain to consolidate imperial control over the colonies
 - (B) The forging of American Indian political alliances with European powers
 - (C) Increased involvement of colonial merchants in the Atlantic economy
 - (D) The expansion of the colonial population into the interior of the continent
19. Which of the following factors most directly contradicted Adams’ theory about the Revolution?
- (A) The existence of considerable Loyalist opposition to the Patriot cause
 - (B) The existence of significant social and economic divisions within the colonies
 - (C) The importance of colonial military victories in bringing about independence
 - (D) The importance of support from European allies in defeating the British
20. Which of the following aspects of life in the United States in the early nineteenth century most likely influenced Adams’ recollection of Revolutionary events?
- (A) The rapid development of the market revolution
 - (B) The development of a national culture and national identity
 - (C) The growing popularity of the idea of Manifest Destiny
 - (D) The rapid growth of a mass democracy

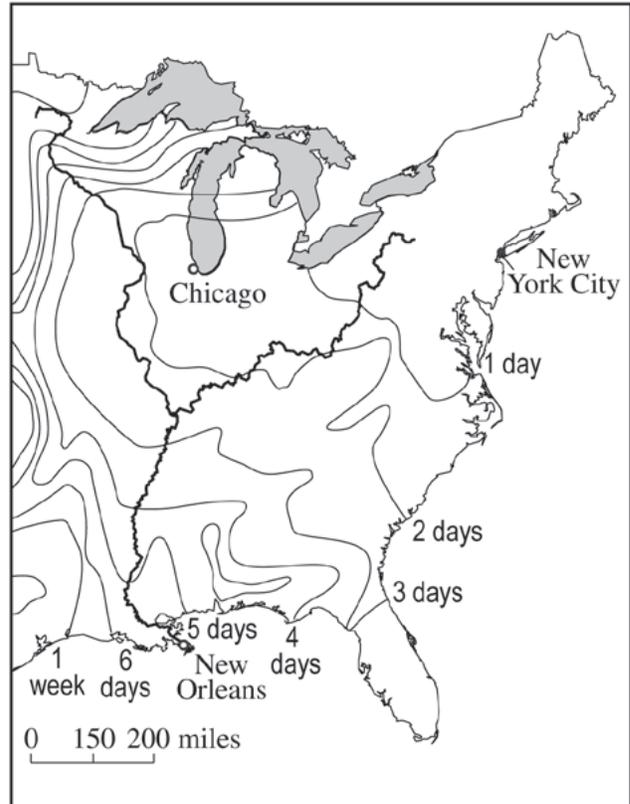
GO ON TO THE NEXT PAGE.

Questions 21 - 24 refer to the following maps.

TRAVEL TIMES FROM NEW YORK CITY, 1800



TRAVEL TIMES FROM NEW YORK CITY, 1857



21. Which of the following most directly contributed to the change over time depicted on the two maps?

- (A) The construction of a national highway system
- (B) The establishment of different time zones across the country
- (C) The building of canals and roads
- (D) The use of diesel engines

22. The change depicted on the maps most directly contributed to which of the following?

- (A) The drawing of a boundary line to discourage settlers from moving west of the Appalachians
- (B) The establishment of a national bank to promote more stability in financial transactions
- (C) The calls for the United States annexation of French and Spanish territories in the Mississippi River valley
- (D) The creation of more interconnected and efficient markets for consumer goods

GO ON TO THE NEXT PAGE.

23. In the 1850s, which of the following groups would have been most likely to benefit from the changes depicted on the maps?
- (A) Immigrants from western Europe
 - (B) American Indians
 - (C) Mexicans who remained in the southwestern United States
 - (D) African Americans
24. By the 1870s, which of the following most reflected the continuation of the trend depicted on the maps?
- (A) The purchase of automobiles by most households in the United States
 - (B) The extension of electrical power to most homes in the United States
 - (C) The completion of transcontinental railroads
 - (D) The development and use of the cotton gin in the South

GO ON TO THE NEXT PAGE.

Questions 25 - 27 refer to the following image.

Alfred R. Waud, "The Freedmen's Bureau," 1868



Courtesy of the Library of Congress #LC-USZ62-105555

GO ON TO THE NEXT PAGE.

25. The image most strongly supports the argument that Reconstruction
- (A) led to the unfair punishment of White Southerners by the North
 - (B) encouraged large-scale rebellions by former slaves
 - (C) involved unconstitutional abuses of government power
 - (D) temporarily altered race relations in the South
26. The situation depicted in the image best serves as evidence of the
- (A) expansion of federal power
 - (B) decline of an agrarian economy
 - (C) increase in sectional divisions
 - (D) institutionalization of racial segregation
27. During Reconstruction, which of the following was a change that took place in the South?
- (A) Many African Americans found manufacturing employment.
 - (B) Many White Southerners supported African Americans' rights.
 - (C) African Americans favored the Democratic Party.
 - (D) African Americans were able to exercise political rights.

GO ON TO THE NEXT PAGE.

Questions 28 - 31 refer to the following excerpt.

“So many people ask me what they shall do; so few tell me what they can do. Yet this is the pivot wherein all must turn.

“I believe that each of us who has his place to make should go where men are wanted, and where employment is not bestowed as alms. Of course, I say to all who are in want of work, Go West! . . .

“On the whole I say, stay where you are; do as well as you can; and devote every spare hour to making yourself familiar with the conditions and dexterity required for the efficient conservation of out-door industry in a new country. Having mastered these, gather up your family and Go West!”

Horace Greeley, editor of the *New York Tribune*,
letter to R. L. Sanderson, 1871

28. The advice in the excerpt most directly reflects the influence of which of the following prevailing American ideas?
- (A) Nationalism
 - (B) Popular sovereignty
 - (C) Manifest Destiny
 - (D) Isolationism
29. Which of the following late-nineteenth-century federal actions most directly supported the ideas expressed in the excerpt?
- (A) The passage of antitrust legislation
 - (B) The sale of land to settlers at low cost
 - (C) The exclusion of immigrants from Asia
 - (D) The purchase of silver by the United States Treasury
30. The fulfillment of advice such as that in the excerpt most directly contributed to which of the following in the late nineteenth century?
- (A) The economic decline and depopulation of eastern cities
 - (B) Competition for resources among White settlers and American Indians
 - (C) The outbreak of war with Mexico over control of territory
 - (D) Restrictions on immigration from eastern and southern Europe
31. Which of the following most accurately describes a group who acted on ideas such as those in the excerpt?
- (A) Business leaders planning to promote philanthropy
 - (B) Activists calling for preservation of the western wilderness
 - (C) Southern European immigrants seeking opportunity in urban areas
 - (D) Northern European immigrants pursuing mining, farming, and ranching

GO ON TO THE NEXT PAGE.

Questions 32 - 34 refer to the following excerpt.

“The Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Now the training of men is a difficult and intricate task. Its technique is a matter for educational experts, but its object is for the vision of seers. If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools—intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it.”

W. E. B. Du Bois, “The Talented Tenth,” 1903

32. The perspective expressed in the excerpt most directly supported the national expansion of
- (A) vocational job training
 - (B) financial aid for college
 - (C) exams for civil service jobs
 - (D) access to higher education
33. The ideas expressed in the excerpt most directly contributed to the
- (A) emergence of organizations pursuing equality for African Americans
 - (B) large-scale African American migration to northern cities
 - (C) expansion of legal segregation by the Supreme Court
 - (D) persistence of economic discrimination based on race
34. Which of the following best describes the relationship of ideas such as those in the excerpt to the broader Progressive reform movement of the era?
- (A) The ideas in the excerpt were adopted widely by Progressive reformers as worthy objectives.
 - (B) Progressive presidents supported the ideas in the excerpt while social reformers tended to reject them.
 - (C) State laws addressing Progressive reform issues tended to incorporate ideas like those in the excerpt.
 - (D) The ideas in the excerpt challenged the racial stereotypes held by many White Progressive reformers.

GO ON TO THE NEXT PAGE.

Questions 35 and 36 refer to the following excerpt.

“The remedy for . . . inefficiency lies in systematic management. . . . The fundamental principles of scientific management are applicable to all kinds of human activities, from our simplest individual acts to the work of our great corporations. . . . At the works of Bethlehem Steel, for example, . . . thousands of stop-watch observations were made to study just how quickly a laborer . . . can push his shovel into the pile of materials and then draw it out properly loaded. . . . With data of this sort before him, . . . the man who is directing shovelers can first teach them the exact methods which should be employed to use their strength to the very best advantage.”

Frederick Winslow Taylor, *The Principles of Scientific Management*, 1911

35. Taylor’s ideas expressed in the excerpt emerged most directly in response to which of the following developments in the United States?
- (A) The need for rebuilding infrastructure after the Civil War
 - (B) The rise of industrial capitalism
 - (C) An increase in the standard of living
 - (D) Excessive government regulation of business
36. Which of the following groups of people would have been most likely to oppose Taylor’s management ideas?
- (A) Tenant farmers
 - (B) Owners of large businesses
 - (C) Factory workers
 - (D) White-collar professionals

GO ON TO THE NEXT PAGE.

Questions 37 and 38 refer to the following excerpt.

“If we do not follow the most scientific approved methods, the most modern discoveries of how to conserve and propagate and renew wherever possible those resources which Nature in her providence has given to man for his use but not abuse, the time will come when the world will not be able to support life, and then we shall have no need of conservation of health, strength, or vital force because we must have the things to support life or everything else is useless. . . . [D]o not forget that the conservation of life itself must be built on the solid foundation of conservation of natural resources, or it will be a house built upon the sands that will be washed away.”

Marion Crocker, General Federation of Women’s Clubs, 1912

37. Based on the excerpt, Marion Crocker was most likely
- (A) a Progressive Era reformer
 - (B) an advocate for an expansion of the New Deal
 - (C) an advocate for African American civil rights
 - (D) a member of the Populist Party
38. People who shared Crocker’s ideas at the time most typically sought to achieve their goals by
- (A) proposing the use of new technologies to reduce pollution
 - (B) seeking partnerships with business leaders to manage emissions
 - (C) promoting federal legislation to protect the environment
 - (D) creating alliances with politicians to promote sustainable farming

GO ON TO THE NEXT PAGE.

Questions 39 - 41 refer to the following excerpt.

“Is a tractor bad? Is the power that turns the long furrows wrong? If this tractor were ours, it would be good—not mine, but ours. . . . We could love that tractor then as we have loved this land when it was ours. But this tractor does two things—it turns the land and turns us off the land. There is little difference between this tractor and a tank. The people are driven, intimidated, hurt by both.”

John Steinbeck, novelist, *The Grapes of Wrath*, 1939

39. Which of the following was the most direct effect of conditions such as those described in the excerpt?
- (A) Internal migration in search of better economic opportunities
 - (B) Earlier marriages and an increase in family size
 - (C) A middle-class movement to the suburbs
 - (D) Conservative opposition to an increased government role in the economy
40. Situations such as those described in the excerpt were most directly addressed by
- (A) Progressive Era reforms
 - (B) First World War economic production
 - (C) New Deal government programs
 - (D) Great Society efforts to end poverty
41. Which of the following movements expressed ideas most similar to the ideas expressed in the excerpt?
- (A) Abolitionism in the 1830s and 1840s
 - (B) Nativism in the 1840s and 1850s
 - (C) Populism in the 1890s and early 1900s
 - (D) The counterculture of the 1960s and 1970s

GO ON TO THE NEXT PAGE.

Questions 42 - 44 refer to the following excerpt.

“[W]e must, by means of a rapid and sustained build-up of the political, economic, and military strength of the free world, and by means of an affirmative program intended to wrest the initiative from the Soviet Union, confront it with convincing evidence of the determination and ability of the free world to frustrate the Kremlin design of a world dominated by its will. Such evidence is the only means short of war which eventually may force the Kremlin to abandon its present course of action and to negotiate acceptable agreements on issues of major importance.

“The whole success of the proposed program hangs ultimately on recognition by this Government, the American people, and all free peoples, that the cold war is in fact a real war in which the survival of the free world is at stake. . . . The prosecution of the program will require of us all the ingenuity, sacrifice, and unity demanded by the vital importance of the issue and the tenacity to persevere until our national objectives have been attained.”

NSC-68: United States Objectives and Programs for National Security, 1950

42. Which of the following United States actions most directly resulted from the goals expressed in the excerpt?
- (A) Passage of new immigration laws
 - (B) Intervention in the conflict in Korea
 - (C) Application of federal power to try to end poverty
 - (D) Investigations to find communist subversives in government jobs
43. The policies expressed in the excerpt contributed most directly to debates in the United States about the
- (A) response to decolonization
 - (B) role of the president in setting foreign policy
 - (C) best means to combat communism
 - (D) mass mobilization of civilian resources
44. The excerpt most directly reflects the United States efforts to
- (A) build an international security system
 - (B) maintain an isolationist position
 - (C) acquire new territories
 - (D) gain access to Eastern European markets

GO ON TO THE NEXT PAGE.

Questions 45 - 47 refer to the following excerpt.

“Current sit-ins and other demonstrations are concerned with something much bigger than a hamburger. . . . Whatever may be the difference in approach to their goal . . . students, North and South, are seeking to rid America of the scourge of . . . discrimination—not only at lunch counters, but in every aspect of life.”

Ella Baker, “Bigger Than a Hamburger,” Raleigh, NC, 1960

45. The excerpt best serves as evidence of which of the following developments during the 1960s?
- (A) New demands for economic rights by Latino Americans
 - (B) Efforts to combat racism in the labor movement
 - (C) Increased conflict over the role of women in society
 - (D) Growing pressure to eliminate racial inequalities in society
46. The tactics described in the excerpt best represent which of the following?
- (A) Filing legal challenges
 - (B) Using nonviolence
 - (C) Learning self-defense
 - (D) Petitioning government officials
47. The events described in the excerpt contributed most directly to the
- (A) desegregation of the armed services
 - (B) ratification of the Fifteenth Amendment to the United States Constitution
 - (C) passage of the Civil Rights Act of 1964
 - (D) Supreme Court decision in *Brown v. Board of Education of Topeka*

GO ON TO THE NEXT PAGE.

Questions 48 - 50 refer to the following excerpt.

“Our nation is moving toward two societies, one black, one white—separate and unequal.

“Reaction to last summer’s disorders has quickened the movement and deepened the division. . . .

“Segregation and poverty have created in the racial ghetto a destructive environment totally unknown to most white Americans.

“What white Americans have never fully understood—but what the Negro can never forget—is that white society is deeply implicated in the ghetto. White institutions created it, white institutions maintain it, and white society condones it.

“It is time now to turn with all the purpose at our command to the major unfinished business of this nation. . . . It is time to make good the promises of American democracy to all citizens.”

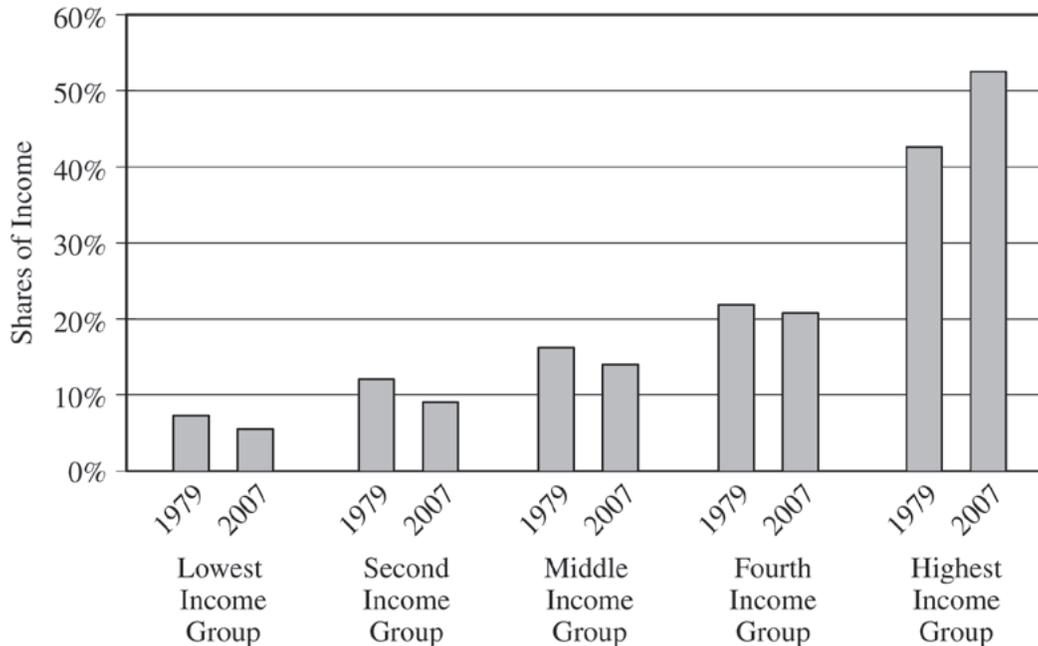
Report of the National Advisory Commission on Civil Disorders, also known
as the Kerner Commission, 1968

48. Which of the following examples best supports the Kerner Commission’s argument that two separate societies were emerging in the United States?
- (A) The movement of many families to the suburbs
 - (B) The emergence of a youth culture
 - (C) The arrival of new immigrants from around the world
 - (D) The existence of racial segregation in the military
49. The events that led to the Kerner Commission report most directly contributed to
- (A) the emergence of protests against the Vietnam War
 - (B) women’s demands for equal rights
 - (C) conservative calls for a new emphasis on law and order
 - (D) the decline of union membership in manufacturing industries
50. The Kerner Commission would most likely have attributed the “disorders” mentioned in the excerpt to
- (A) high levels of unemployment among African Americans
 - (B) the failure to pass civil rights legislation
 - (C) the influence of a delinquent subculture
 - (D) urban police forces’ failure to reduce high crime rates

GO ON TO THE NEXT PAGE.

Questions 51 and 52 refer to the following graph.

SHARES OF PERSONAL INCOME IN THE UNITED STATES
(AFTER TRANSFERS AND FEDERAL TAXES),
1979 AND 2007



Congressional Budget Office

51. The major trend depicted in the graph most directly reflects which of the following developments in the United States during the late twentieth century?
- (A) Wages stagnated for most Americans.
 - (B) Immigration from Latin America increased.
 - (C) More women participated in the paid workforce.
 - (D) Labor union membership grew.
52. Which of the following factors contributed most to the major trend depicted in the graph?
- (A) The increase in United States trade with eastern Europe after the Cold War
 - (B) The declining number of manufacturing jobs in the United States
 - (C) The expansion of the social safety net through programs like Social Security
 - (D) The construction of the interstate highway system

GO ON TO THE NEXT PAGE.

Questions 53 - 55 refer to the following excerpt.

“It’s been quite a journey this decade, and we held together through some stormy seas. And at the end, together, we’re reaching our destination. The fact is, from Grenada to the Washington and Moscow summits, from the recession of ’81 to ’82, to the expansion that began in late ’82 and continues to this day, we’ve made a difference. The way I see it, there were two great triumphs, two things that I’m proudest of. One is the economic recovery, in which the people of America created—and filled—nineteen million new jobs. The other is the recovery of our morale. America is respected again in the world and looked to for leadership.”

President Ronald Reagan, Farewell Address to the Nation, January 1989

53. Reagan’s reference to renewed respect for the United States most directly reflects the belief that his administration solved the problems caused by
- (A) past foreign policy failures
 - (B) urban poverty
 - (C) the budget deficit
 - (D) racial inequality
54. Which of the following best represents an important aspect of Reagan’s views about economic growth?
- (A) Deregulating industry
 - (B) Addressing economic inequality
 - (C) Reducing government defense spending
 - (D) Increasing manufacturing employment
55. Reagan’s reference to “reaching our destination” most directly reflects which of the following political changes?
- (A) The expanded influence of young people in politics
 - (B) Bipartisan support for reform of the United States financial system
 - (C) The rise of a new conservatism that challenged liberal views about the role of government
 - (D) Increased political mobilization of labor unions

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—40 minutes

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“By the 1920s the United States possessed the most prolific production technology the world has ever known. . . . [Henry] Ford’s work and the emulation of it by other manufacturers led to the establishment of what could be called an ethos of mass production in America. The creation of this ethos marks a significant moment. . . . Certain segments of American society looked at Ford’s and the entire automobile industry’s ability to produce large quantities of goods at surprisingly low costs. . . . When they did so, they wondered why [other goods] could not be approached in precisely the same manner in which Ford approached the automobile. . . . The ethos of mass production, established largely by Ford, will die a hard death, if it ever disappears completely.”

David A. Hounshell, historian, *From the American System to Mass Production*, 1984

“The impact of Fordism on the worker was debilitating. The individual became an anonymous, interchangeable robot who had little chance on the job to demonstrate his personal qualifications for upward mobility into the echelons of management. Thus, the American myth of unlimited individual social mobility, based on ability and the ideal of the self-made man, became a frustrating impossibility for the assembly-line worker. As the job became a treadmill to escape from rather than a calling in which to find fulfillment, leisure began to assume a new importance. The meaning of work, long sanctified in the Protestant ethic, was reduced to monetary remuneration. The value of thrift and personal economy became questionable, too, as mass consumption became an inevitable corollary of mass production.”

James J. Flink, historian, *The Automobile Age*, 1988

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly describe ONE major difference between Hounshell’s and Flink’s historical interpretations of mass production.
 - b) Briefly explain how ONE specific historical event or development during the period 1890 to 1945 that is not explicitly mentioned in the excerpts could be used to support Hounshell’s interpretation.
 - c) Briefly explain how ONE specific historical event or development during the period 1890 to 1945 that is not explicitly mentioned in the excerpts could be used to support Flink’s interpretation.

GO ON TO THE NEXT PAGE.

“King Andrew the First,” an image of President Andrew Jackson, 1833



Courtesy of the Library of Congress #LC-DIG-ppmsca-15771

2. Using the image above, answer (a), (b), and (c).
 - a) Briefly describe ONE perspective about politics in the 1830s expressed in the image.
 - b) Briefly explain ONE specific event or development that led to the perspective expressed in the image.
 - c) Briefly explain ONE specific effect of the political developments referenced by the image.

GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1785 to 1840.
- a) Briefly describe ONE specific historical similarity between the United States settlement of the Northwest Territory and the settlement of the land acquired through the Louisiana Purchase.
 - b) Briefly describe ONE specific historical difference between the United States settlement of the Northwest Territory and the settlement of the land acquired through the Louisiana Purchase.
 - c) Briefly explain ONE specific historical reason for a difference between the United States settlement of the Northwest Territory and the settlement of the land acquired through the Louisiana Purchase.
4. Answer (a), (b), and (c).
- a) Briefly describe ONE specific historical similarity between the women's rights movement of the 1890s through the 1910s and the women's rights movement of the 1960s through the 1970s.
 - b) Briefly describe ONE specific historical difference between the women's rights movement of the 1890s through the 1910s and the women's rights movement of the 1960s through the 1970s.
 - c) Briefly explain ONE specific historical reason for a difference between the women's rights movement of the 1890s through the 1910s and the women's rights movement of the 1960s through the 1970s.

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[®] 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 and 40 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

**Question 1 (DBQ):
Mandatory****Suggested Reading and
Writing Time**

1 hour

Reading Period

15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.

Suggested Writing Time

45 minutes

Percent of Total Score

25%

**Question 2,
3, or 4: Choose
One Question**

Answer Question 2, Question 3, or Question 4

Suggested Writing Time

40 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 this booklet. You may use the pages on which the questions and documents are printed to organize your answers and for scratch work, but you must write your answers on the lined pages provided after the questions. No credit will be given for any work written on the pages on which the questions and documents are printed.

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 (DBQ). If you have time, you may also read Questions 2, 3, and 4. You may begin writing your responses before the reading period is over.

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, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. Evaluate the extent of change in the domestic United States during the Second World War from 1939 to 1945.

Document 1

Source: Editorial, “New National Policy,” *Washington Post*, September 17, 1940.

President Roosevelt issued a proclamation fixing October 16 as the date of registration for all men between the ages of 21 and 35. In doing so he acted with the promptness which the situation demands. Compulsory training for military service is now our national policy.

Because of the world crisis, which has set in motion forces of a magnitude and ferocity never before witnessed, the United States must acquire the most powerful naval and military defense system it has ever possessed. We can no longer depend on the voluntary method to build up our armed forces. So it is important that the whole Nation cheerfully accept the selective service system. After all, it is the fairest method by which an army of the size we need can be recruited.

Document 2

Source: Ted Nakashima, “Concentration Camp: U.S. Style,” *The New Republic*, 1942.

Unfortunately in this land of liberty, I was born of Japanese parents; born in Seattle of a mother and father who have been in this country since 1901. Fine parents, who brought up their children in the best American way of life. . . .

Now that you can picture our thoroughly American background, let me describe our new home.

The resettlement center is actually a penitentiary—armed guards in towers with spotlights and deadly tommy guns, fifteen feet of barbed wire fences, everyone confined to quarters at nine, lights out at ten o’clock. The guards are ordered to shoot anyone who approaches within twenty feet of the fences. No one is allowed to take the two-block-long hike to the latrines after nine, under any circumstances. . . .

The food and sanitation problems are the worst. We have had absolutely no fresh meat, vegetables or butter since we came here. Mealtime queues extend for blocks; standing in a rainswept line, feet in the mud, waiting for the scant portions of canned wieners and boiled potatoes, hash for breakfast or canned wieners and beans for dinner. . . .

Can this be the same America we left a few weeks ago?

From *The New Republic*, 6/15/1942 ©1942 The New Republic. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

GO ON TO THE NEXT PAGE.

Document 3

Source: Editorial, *Pittsburgh Courier*, an African American newspaper, 1942.

Americans all, are involved in a gigantic war effort to assure victory for the cause of freedom—the four freedoms that have been so nobly expressed by President Roosevelt and Prime Minister Churchill. We, as colored Americans, are determined to protect our country, our form of government and the freedoms which we cherish for ourselves and for the rest of the world, therefore we have adopted the . . . war cry—victory over our enemies at home and victory over our enemies on the battlefields abroad. Thus in our fight for freedom we wage a two-pronged attack against our enslavers at home and those abroad who would enslave us. **WE HAVE A STAKE IN THIS FIGHT. . . . WE ARE AMERICANS, TOO!**

GO ON TO THE NEXT PAGE.

Document 4

Source: Office of War Information, a United States government agency, 1943.



The more **WOMEN at work
the sooner we **WIN!****

WOMEN ARE NEEDED ALSO AS:

FARM WORKERS	WAITRESSES	TIMEKEEPERS	LAUNDRESSES
TYPISTS	BUS DRIVERS	ELEVATOR OPERATORS	TEACHERS
SALESPeOPLE	TAXI DRIVERS	MESSENGERS	CONDUCTORS

—and in hundreds of other war jobs!

SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE

Courtesy of the Library of Congress #LC-USZCN4-203

GO ON TO THE NEXT PAGE.

Document 5

Source: Corporal Rupert Trimmingham, letter to *Yank*, a magazine produced by the United States military, published in April 1944.

Dear *Yank*,

Here is a question that each Negro soldier is asking. What is the Negro soldier fighting for? On whose team are we playing? Myself and eight other soldiers were on our way from Camp Claiborne, [Louisiana], to the hospital here at Fort Huachuca [Arizona]. We had to lay over until the next day for our train. On the next day we could not purchase a cup of coffee at any of the lunchrooms around there. As you know, Old Man Jim Crow rules. The only place where we could be served was at the lunchroom at the railroad station but, of course we had to go into the kitchen. But that's not all; 11:30 a.m. about a two dozen German prisoners of war, with two American guards, came into the station. They entered the lunchroom, sat at the tables, had their meals served, talked, smoked, in fact had quite a swell time. I stood on the outside looking on, and I could not help but ask myself these questions: Are these men sworn enemies of this country? Are they not taught to hate and destroy . . . all democratic governments? Are we not American soldiers, sworn to fight for and die if need be for this our country? Then why are they treated better than we are? Why are we pushed around like cattle? If we are fighting for the same thing, if we are to die for our country, then why does the Government allow such things to go on? Some of the boys are saying that you will not print this letter. I'm saying that you will.

GO ON TO THE NEXT PAGE.

Document 6

Source: Carey McWilliams, “Watch the West Coast,” *The Nation*, September 1944.

A spectacular population increase has accompanied the west coast’s industrial revolution. The Portland metropolitan area showed a 31 per cent increase in population since 1940; the Seattle area shows an increase in population for the same period of 200,000; and an estimated 1,500,000 people have entered California since 1940. Since most industrial activity on the west coast is confined to the manufacture of aircraft and the construction of ships, sharp curtailment of employment is threatened in the post-war period. With a population increase of 14 per cent, California, for example, faces the problem of shifting 1,500,000 workers from war activities to civilian jobs after the war. . . .

The typical white defense migrant is a young man, twenty-five years of age or younger, married, from a small town or rural area in the Pacific Northwest, anxious to settle in the area, and primarily interested in industrial employment in the post-war period. A study made recently in the Kaiser yards in Portland indicates that only 23.6 per cent of the migrants expressed a definite intention to leave after the war; that only a very few have maintained economic ties elsewhere or have jobs to which they might return; that considerable numbers have purchased property in the area; that a majority have their families with them; and that 86 per cent must find new employment immediately after their present employment terminates.

From *The Nation*, 9/2/1944 © 1944 The Nation Company, LLC. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

Document 7

Source: Bernhard J. Stern, “The Challenge of Advancing Technology,” *The ANNALS of the American Academy of Political and Social Science*, 1945.

Even before the announcement of the unlocking of atomic energy, it could be said that advances in technology during the years of the war had been far greater than during many preceding decades. . . .

With the development of prefabricated houses, transport and passenger planes and helicopters, quick-frozen, dehydrated, and other processed and packaged foods, improved gasoline, and new and improved types of power for industrial production, for transportation, for illumination, and for easing household burdens, cities can be freer to develop functionally in terms of the harmonious living of their populations. Advances in public health and in medicine have made possible precipitous declines in death and morbidity rates, so that healthy city populations can enjoy the leisure which shorter working hours make available to them. Illiteracy and ignorance, long anachronisms in industrial societies, can more easily be liquidated through advances in human psychology and in educational processes.

The tools are ready. Will we be thwarted in their use?

Stern, B. J. (1945). The Challenge of Advancing Technology. *The ANNALS of the American Academy of Political and Social Science* Vol. 242(1) p. 46–52. Copyright © 1945 by American Academy of Political and Social Science. Reprinted by permission of SAGE Publications, Inc.

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the extent to which religion shaped political ideas in British North America from 1730 to 1783.

3. Evaluate the extent to which the emergence of regional identities shaped the political development of the United States from 1800 to 1848.

4. Evaluate the extent to which debates over religious or moral values shaped political ideas in the United States from 1960 to 2000.

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

GO ON TO THE NEXT PAGE.

STOP

END OF EXAM
