

PRACTICE TEST 1

AP UNITED STATES HISTORY EXAMINATION

Section I

Part A: Multiple-Choice Questions

Time—55 minutes

Number of Questions—55

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

Questions 1–3 are based on the following quotation.

“Texas has been absorbed into the Union as the inevitable fulfillment of the general law which is rolling our population westward....It was disintegrated from Mexico in the natural course of events, by a process perfectly legitimate on its own part, blameless on ours....California will, probably next fall away from...Mexico...imbecile and distracted...The Anglo-Saxon foot is already on its borders....All this without agency of our government, without responsibility of our people—in the natural flow of events, the spontaneous working of principles...”

Article from the Democratic Review (1845)

1. Despite the claims of the author of this passage, which of the following conflicts began almost immediately after the annexation of Texas?
 - (A) Bloody political conflict between abolitionist and pro-slavery forces
 - (B) Violent clashes between settlers and Native Americans
 - (C) The Mexican War
 - (D) The Civil War
2. One of the strongest arguments in favor of American westward expansion, as seen in this passage, was
 - (A) a desire to find new lands suitable for plantation style agriculture.
 - (B) protestant evangelical fervor seeking to Christianize the North American continent.
 - (C) a belief in American cultural and white racial superiority.
 - (D) moral opposition to the political systems of the Mexican government.
3. Which of the following developments of the late nineteenth century is most naturally supported by the ideology advanced by this passage?
 - (A) The abolition of slavery
 - (B) The expansion of the American industrial system
 - (C) The rapid population growth, bolstered by immigration
 - (D) The acquisition of territories outside the borders of the United States

Questions 4–7 are based on the following quotation.

“For the increase of shipping and encouragement of the navigation of this nation wherein... be it enacted by the king’s most excellent Majesty, and by the Lords and Commons in this present Parliament assembled...[that] no goods or commodities whatsoever shall be imported into or exported out of any lands, islands, plantations, or territories to his Majesty ...in any other ship ... but in such ships or vessels as do truly and without fraud belong only to the people of England or Ireland...and whereof the master and three fourths of the mariners at least are English.”

Navigation Act (1660)

4. Which of the following best explains the intent of the act of Parliament excerpted above and other similar acts of British Parliament as created in the seventeenth century?
(A) A desire to recoup financial losses stemming from poorly organized colonial ventures
(B) Fierce competition between the British and their growing colonial rivals in North America
(C) An organized effort to restore loyalty to the British crown among colonial inhabitants
(D) Open contempt for the economic well-being of the merchant class in favor of boosting the wealth of property holders
5. Which of the following best explains the result of the enactment of laws like the one excerpted above?
(A) A general disregard for the laws among colonists and a sense of indifference on the part of the British government
(B) Rapid rise in the profitability of the British colonies from the perspective of the British monarchy
(C) An increase in class and social divisions among British colonists, contributing to the significant diversity present within the North American colonies
(D) Intensifying hostility between American Indians and the British colonists as the settlers sought to expand their territorial control
6. Which of the following concepts is best represented by the content of the act in the passage above?
(A) Republicanism
(B) Laissez-faire
(C) Mercantilism
(D) Constitutional democracy
7. Which of the following developments most significantly affected colonial reaction to laws such as the one excerpted in the passage above?
(A) A history of self-government together with ideas of liberty gleaned from the Enlightenment
(B) A century of misrule by inept colonial governors
(C) Declining trade values as the British turned their attention to other colonies
(D) Experiences along the frontier, which distinguished the colonists from their British peers

Questions 8–11 refer to the following quotation.

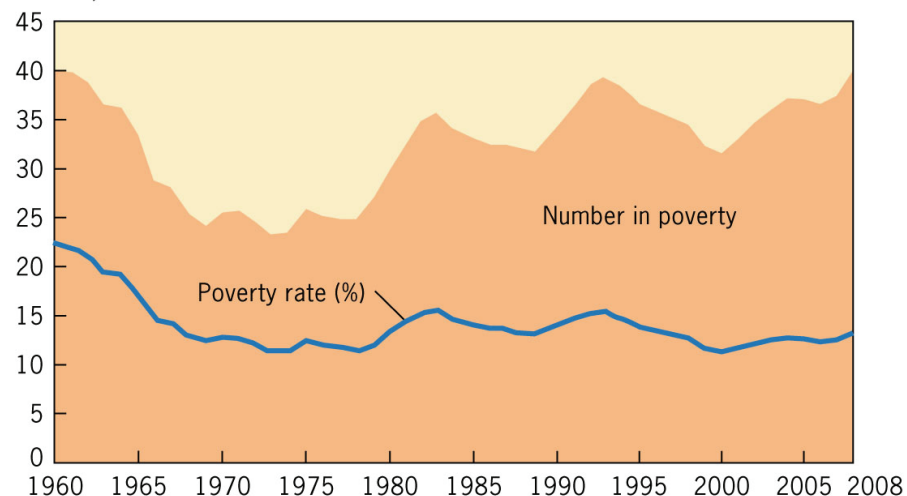
“Between 1500 and 1800, Western Europe experienced a historically unprecedented period of sustained growth, perhaps the ‘First Great Divergence,’ making this area substantially richer than Asia and Eastern Europe by the beginning of the 19th century... This pattern, at least in part, reflects the direct effects of ‘Atlantic trade’ between Europe and America ... Profits from Atlantic trade and colonialism strengthened new merchant groups, and opened the way for changes in political institutions, which constrained expropriation by the monarchy and other established groups, encouraged commerce and production for the market, and enabled the emergence of new organizational forms and technologies.”

Daron Acemoglu, Simon Johnson, and James Robinson,
*“The Rise Of Europe: Atlantic Trade, Institutional Change,
 And Economic Growth,” American Economic Review (2005, v95)*

8. Which of the following developments best supports the authors’ claim that the Atlantic trade made Western Europe “substantially richer” beginning in the sixteenth century?
 - (A) The rise of the African slave trade
 - (B) The decimation of the indigenous populations of North and South America
 - (C) The importation of crops and resources from the New World
 - (D) The growth of new systems of venture finance
9. Which of the following most strongly motivated Western European powers like the Spanish and Portuguese to initiate the colonization of the New World?
 - (A) A desire to form settlements to relieve European population pressure
 - (B) Competition among rival nations for power and prestige
 - (C) Intense internal pressure from the rising merchant class
 - (D) Revolutionary zeal among political reformers
10. Which of the following developments made possible the economic developments described in the passage?
 - (A) Native resistance to European colonization
 - (B) The development of a belief in white superiority
 - (C) Improvements in maritime technology
 - (D) Fragmentation of power among European monarchs
11. As European colonization of the New World progressed, the most significant ethical debate surfaced over the issue of
 - (A) the desirability of allowing long-term agricultural colonies.
 - (B) prohibiting the importation of slaves into New World settlements.
 - (C) opening trade with competing colonial powers.
 - (D) the treatment of the Native Americans whom explorers encountered in the New World.

Questions 12–15 are based on the following graph.

Millions/Percent



Source: U.S. Bureau of the Census, <http://www.census.gov/hhes/www/poverty/histpov/hstpov2.html>

12. Which of the following programs was most clearly focused on reducing the problems that resulted from the trend in the graph above?
 - (A) The Great Society
 - (B) The policy of containment
 - (C) The Republican resurgence of the 1980s
 - (D) The civil rights movement
13. The federal response to data represented by this graph fueled which of the following national conflicts?
 - (A) Clashes between the executive and legislative branches
 - (B) Renewed attempts to restrict immigration
 - (C) Questions over the proper scope of national authority
 - (D) Generational tensions made worse by partisan politics
14. Which of the following contributed to the increase in the number of Americans living in poverty after 1980?
 - (A) A sharp drop in the number of employed women
 - (B) The growth of low-paying manufacturing jobs
 - (C) The decline in the influence of unions
 - (D) The elimination of many New Deal-era social programs
15. Questions about income inequality in America from 1960 to 2008 revived debates about
 - (A) the legacy of racial discrimination in the United States.
 - (B) the nature of the American Dream.
 - (C) the protection of civil liberties.
 - (D) the government's role as a center of national morality.

Questions 16–19 are based on the following quotation.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, 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)

16. Which of the following developments most strongly prompted the colonists to express the sentiments in the passage?
 - (A) Frustration over the failure of the British Crown to protect the colonists’ property from the expansionary tactics of the French
 - (B) British efforts to dissolve colonial charters as the Crown attempted to consolidate its political power
 - (C) A growing cultural divide between the colonists and the British, leading to an almost total lack of common ground despite a common heritage
 - (D) Attempts by the British to reinvigorate the mercantilist system of trade to the detriment of colonial economic growth
17. In what way did the Enlightenment influence the colonists as they united under the ideology expressed in this passage?
 - (A) It emphasized the value of the individual and proclaimed the doctrine of natural rights.
 - (B) It united the colonists under a sense of entitlement as a people uniquely blessed by Divine Providence.
 - (C) It rejected the legitimacy of any government based in heredity in favor of direct democratic rule.
 - (D) It introduced for the first time the concept of limited government and self-rule.
18. Despite declaring their commitment to the ideas of the Declaration of Independence as illustrated in the passage, debate continued into the nineteenth century over
 - (A) the legitimacy of any government born in revolution.
 - (B) the extent to which the new nation was willing to grant liberty and equality to all.
 - (C) the role of economic liberty in a republic founded upon the ideals of egalitarianism.
 - (D) the wisdom of the republican system as the government attempted to secure stability for the new nation.
19. Which of the following developments of the early American republic most directly contradicted the philosophy advanced by the passage?
 - (A) The gradual reduction of property qualifications for voting
 - (B) The continued disenfranchisement of black and female Americans
 - (C) The open debate between advocates of limited government and advocates of a strong federal system
 - (D) The repeated attempts by the national government to secure the economic growth of the nation

Questions 20–23 are based on the following quotation.

“New Deal policy-makers were beginning to address the needs of blacks. The Public Works Administration, for example, mandated the proviso: ‘There shall be no discrimination on account of race, creed or color.’ Blacks praised the WPA for prohibiting racial discrimination and for giving them a chance to participate in the program...The Democratic Party’s strategy...paid off. The massive migration of blacks to northern cities had led to a national political realignment.”

Ronald Takaki, *A Different Mirror* (1993)

20. Which of the following best explains the migration of blacks referenced in this passage?
- (A) Widespread discrimination in the South, forcing many blacks to flee
 - (B) Long years of drought, challenging the viability of agriculture in the South
 - (C) Growth in available jobs due to the rise in the industrial economy
 - (D) An end to segregation in major Northern cities, attracting those who sought a new start
21. What would be the political impact of the realignment that Takaki describes?
- (A) The Democratic Party’s liberalization and willingness to push ever more extensive reforms
 - (B) A shift in the balance of power in the House of Representatives, due to significant apportionment changes
 - (C) A series of increasingly favorable Supreme Court decisions throughout the 1930s and 1940s
 - (D) The decline in the impact of industrial interest groups in the face of campaigns that reached out to the working class
22. Which of the following best describes the philosophical shift embodied by the actions of the Democratic Party described in the passage?
- (A) A turn from laissez-faire policies and toward political support for security for all citizens
 - (B) A renewed effort to limit the power of industrial and political elites
 - (C) An intense commitment to the ideas of racial and social equality
 - (D) An abandonment of the traditional political coalitions that had been in place since the 1870s
23. The efforts of the Democratic Party described in the passage would be more fully realized through the programs of
- (A) Woodrow Wilson
 - (B) Franklin D. Roosevelt
 - (C) Lyndon B. Johnson
 - (D) Ronald Reagan

Questions 24–25 refer to the following quotation.

“After the shock of September 11, Americans rallied around the flag in support of their country and their government. Unfortunately, that commendable sentiment brought a blind loyalty, an unquestioning willingness to accept whatever the leadership said was necessary to fight terrorism...Far from [maintaining this unity] in efforts to defend our country, the Bush administration has divided the nation by contorted legal doctrines that seek to allow searches without prior judicial review [and that] deny American citizens their constitutional rights.”

Richard A. Clarke, *Against All Enemies: Inside America’s War on Terror* (2004)

24. The ideas expressed in the passage most directly reflect which of the following continuities in United States history?
- (A) Debates about the balance between civil liberties and national security
 - (B) Debates about America’s role in the international community
 - (C) Debates about the proper extent of federal authority
 - (D) Debates about American treatment of minorities and immigrants

25. Which of the following foreign policy initiatives was intended to fight terrorism in the wake of September 11?
- (A) The liberation of Kuwait
(B) The invasion of Afghanistan

- (C) The use of sanctions against dictators in North Africa and the Middle East
(D) The opening of diplomatic talks between Israel and Egypt

Questions 26–28 are based on the following map.



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26. Based on the movement of the colonial frontier in the eighteenth century and the information in the map, which of the following conclusions can best be drawn?
- (A) The British government had no interest in expanding beyond the coastal territories they had originally colonized.
(B) The presence of the French as colonial rivals limited the ability of the British to claim the territory inland of the Appalachian Mountains.
(C) The colonists' expansionism would result in an increase in costly clashes with Native Americans.
(D) Fur trading and trapping would soon outpace the economic value of cash crops for the British colonies in North America.

27. After American independence was achieved, the continuation of the settlement trends illustrated by this map resulted in
- (A) the development of a homogenous, national culture.
(B) reduced conflicts between settlers and Native Americans.
(C) isolation from conflict with European powers.
(D) an increase in support for a centralized government.

28. Which of the following developments prompted the British to prohibit colonial expansion beyond the Proclamation Line of 1763?
- (A) Continued conflict between American colonists and French settlers
(B) A series of Native American uprisings that destabilized the frontier
(C) British inability to effectively govern the inland areas of the continent
(D) Threats by the Spanish against westward-moving colonists

Questions 29–34 are based on the following quotation.

“In the years from the Civil War to the end of the nineteenth century, bold new men of industry, primitive in morals but mature in the techniques of exploitation, remade the United States both physically and socially. ...But at the same time the ravages of industry were painfully evident...The heterogeneous millions of immigrants who streamed in to fill the need for a new labor force were not welcomed by the native population and often found only the most dismal living conditions...The farmer, especially in the West and South, was finding himself at an increasing disadvantage in the economy...At the close of the century, with ...reform defeated and conservatives in firm control of all three divisions of the federal government, few men could have foreseen the immense burst of successful reform which was to come.”

Richard Hofstadter, “Industrialism and Social Reform,”
Great Issues in American History (1969)

29. Which of the following developments most directly contributed to the economic conditions described in the passage?
 - (A) The growth of the middle class
 - (B) The closing of the American frontier in 1890
 - (C) The rapid advances in technology and systems of finance
 - (D) The rise of popular democratic movements
30. Which of the following ideologies would most strongly have justified the stark contrasts described in the passage?
 - (A) Social Darwinism
 - (B) Nativism
 - (C) Populism
 - (D) The Americanization movement
31. Which of the following most accurately characterizes the responses of Americans to the rise of industrialism and the changes that accompanied it?
 - (A) Farmers actively resisted the mechanization of their labor
 - (B) Political machines developed to advance the interests of the industrial powerhouses
 - (C) Legislators interested in re-election strongly opposed any attempts by the government to favor industry
 - (D) Workers’ unions organized to confront corporate power and demand better conditions
32. By what methods did industrial leaders consolidate their power in the second half of the nineteenth century?
 - (A) Elimination of competition and consolidating control over both resource and labor markets
 - (B) Avoidance of political entanglements in favor of operating exclusively in the realm of finance
 - (C) Negotiation with labor organizations to avoid the inefficiencies of strikes and unrest
 - (D) Reliance upon a large body of skilled laborers to produce higher quality products
33. What impact would the industrial growth described in the passage have upon the geography and demography of the United States?
 - (A) A decline in the population of the old Northeast in favor of the rapidly growing Midwest
 - (B) Significantly accelerated urbanization, led by rapidly growing numbers of immigrants
 - (C) Rapid population growth in the “New South,” supported by the construction of new factories
 - (D) A slowing of westward migration as opportunities in the east presented a chance at wealth for people of all stations
34. Which of the following movements would ultimately achieve the “successful reforms” that followed on the heels of the industrial era as described by the passage?
 - (A) Populism
 - (B) Progressivism
 - (C) Nativism
 - (D) Conservationism

Questions 35–36 refer to the following quotation.

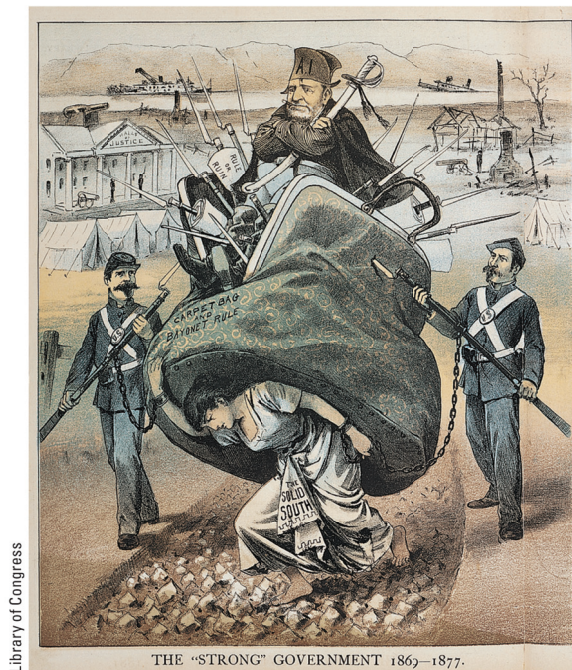
“When it shall please God to send you on the coast of Virginia, you shall do your best endeavour to find out a safe port in the entrance of some navigable river, making choice of such a one as runneth farthest into the land...For if you sit down near the entrance...an enemy that may approach you on even ground, may easily pull you out; ... In all your passages you must have great care not to offend the naturals [natives], if you can eschew it; and imploy some few of your company to trade with them for corn ...

You shall do well to send a perfect relation by Captaine Newport of all that is done...and to suffer no man to return but by pasport from the President and Counsel, nor to write any letter of anything that may discourage others.”

Instructions for the Virginia Colony (1606)

35. Which of the following characteristics of early English colonization is best described in the passage above?
- (A) Generally low desire on the part of English citizens to settle the New World in large numbers
 - (B) Struggles to identify a significant labor source to support an agricultural colonial economy
 - (C) Failure to secure the support of the Crown for exploratory ventures, resulting in economic ruin
 - (D) Particularly hostile relations with the American Indians encountered by settlers
36. Unlike the British settlers, the Spanish and French colonists tended to
- (A) intermarry with the native people they encountered.
 - (B) avoid over-reliance on an export-based economy within their colonies.
 - (C) focus heavily on identifying and mining mineral resources.
 - (D) operate in relative independence of their respective monarchical governments.

Questions 37–40 are based on the following cartoon.



37. Widespread support for this cartoonist's viewpoint about Reconstruction most directly led to
- (A) the withdrawal of federal troops from the South following strong Democratic opposition to Reconstruction.
 - (B) the creation of the Freedman's Bureau and other agencies intended to protect the rights of former slaves.
 - (C) the ratification of the Fourteenth Amendment as a measure to protect the rights of American citizens.
 - (D) the solidification of the system of sharecropping as a means of controlling Southern labor problems.

38. Which of the following gradually weakened the “strong government” pictured in the cartoon in the years leading up to the 1876 election?
- (A) The incompetency of most Southern Republican legislators
 - (B) A decline in the political will of the North to continue to enforce Reconstruction governments
 - (C) Persistent violence on the part of Southern landowners against former slaves
 - (D) Widespread resistance encountered in attempting to ratify the Thirteenth Amendment
39. Which of the following groups would most clearly have supported this cartoonist’s opinion on Reconstruction?
- (A) Republicans
 - (B) Freedmen
 - (C) Immigrants
 - (D) Democrats
40. This cartoon most strongly challenges the idea that
- (A) the national government has the authority to intervene in regional affairs.
 - (B) the role of violence can be legitimized in protecting economic interests.
 - (C) foreign affairs naturally influence the policies of an ambitious nation.
 - (D) the needs of the general population outweigh the interests of a minority group.

Questions 41–45 refer to the following quotation.

“The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government’s authority at a number of points, particularly along the northern boundaries... Meanwhile, the Greek Government is unable to cope with the situation.... 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.... The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world. And we shall surely endanger the welfare of this nation.”

Harry Truman, Speech before a Joint Session of Congress
(March 12, 1947)

41. Which of the following best summarizes the foreign policy objective of the United States, as stated here by President Truman?
- (A) To commit superior military force to liberate the Communist-dominated areas of Eastern Europe
 - (B) To use the nation’s economic capital to secure resources and markets for generations to come
 - (C) To maintain a position of power in the Mediterranean as a check on the growth of new dictatorial regimes
 - (D) To stop the spread of Communist military power and ideological influence
42. Which of the following best explains the reason for President Truman’s commitment to the policy he describes in the passage?
- (A) A desire to expand American territorial holdings while discouraging further colonization by European powers
 - (B) The necessity of free markets for American goods along with fears of a world dominated by totalitarianism
 - (C) An overwhelming commitment to the spread of democracy across all nations in the world
 - (D) Unwillingness on the part of the American public to commit United States resources to another international conflict

43. What was the result of the United States's adherence to the policies prescribed by President Truman in this passage?
- (A) The avoidance of armed conflict for the two decades following World War II
 - (B) The growth of the United States's military-industrial complex
 - (C) A decline in the significance of international coalitions
 - (D) A relaxation in trade barriers among nations throughout the world
44. Domestically, what was the impact on the United States of the policy described in the passage?
- (A) A more open, tolerant society committed to the ideals of liberty, individuality, and democracy
 - (B) A reduction in political participation, given the new focus of the national government on foreign policy
 - (C) A gradual economic decline, brought on by low consumer confidence amid uncertain times
 - (D) The rapid growth of consumer technology, spurred on by advances in military and scientific capabilities
45. Which of the following events is most directly related to the policy declaration made in the passage?
- (A) The Korean conflict of the 1950s
 - (B) The desegregation efforts of the 1960s
 - (C) The oil shocks of the 1970s
 - (D) The Middle East conflicts of the 1980s

Questions 46–50 are based on the following quotation.

"It is Marshall who is praised for clearly establishing the supremacy of the federal government and for drawing well-defined lines around state power. And although the Justice lived in a day when the national government had little interest in directly exerting its own power, he is credited with having staked out for it such broad areas of permissible authority that when federal agencies did wish to move...the way was open without legal obstacles...Marshall's view of political nationalism and his interpretation of judicial authority conveniently harmonized with his economic outlook. Rampant localism and its threat of 'dismemberment' had economic implications which Marshall found dangerous."

Paul L. Murphy, "The Marshall Court and American Nationalism,"
Main Problems in American History (1964)

46. Which of the following trends in the rulings of the Supreme Court of the early American republic most closely demonstrates the ideas expressed in the passage?
- (A) Increased recognition for the rights of property holders
 - (B) Commitment to the development of the nation's commercial interests
 - (C) The assertion of federal power over state laws
 - (D) Hostility to the attempts of abolitionists to defy Constitutional protections of slavery
47. Which of the following political parties of the late eighteenth and early nineteenth centuries would most strongly have agreed with the actions of Chief Justice John Marshall, as described in the passage?
- (A) The Federalists
 - (B) The Democratic-Republicans
 - (C) The Democrats
 - (D) The Know-Nothing Party
48. Which of the following debates rose out of a significant challenge to the ideology of the Marshall Court as expressed in this passage?
- (A) Controversy over Indian policy on the western frontier
 - (B) Southern opposition to the enactment of protective tariffs
 - (C) Elite fears of "mob-ocracy" and the growth in power of the un-propertied classes
 - (D) Insistence by Second Great Awakening reformers on the extension of rights to women and minorities

49. Considering the position of John Marshall, as described in the passage, which of the following events would he most strongly have opposed?
- (A) The rise of the American System
 - (B) The Louisiana Purchase
 - (C) The Missouri Compromise
 - (D) The attempted defeat of the national bank
50. Which of the following twentieth-century movements owes the most to the ideology of John Marshall as described in the passage?
- (A) The expansion of economic and social programs of the 1960s
 - (B) The growth of environmental protectionism in the 1970s
 - (C) The resurgence of conservatism in the 1980s
 - (D) The reduction in social welfare programs initiated in the 1990s

Questions 51–55 are based on the following image.



51. The performers pictured here most likely
- (A) experienced little racism as the jazz age melted prejudices in the United States.
 - (B) served to build support for the American efforts in World War I.
 - (C) benefited from the changes brought by urbanization and wartime migrations.
 - (D) openly opposed the reform efforts of the Democratic Party.
52. Which of the following contributed most to the growing popularity of jazz bands such as this one?
- (A) The surge in immigration in the years following World War I
 - (B) The end to Prohibition and the reinvigoration of jazz clubs in New York City and other urban areas
 - (C) Significant successes achieved by unions, resulting in increased leisure time
 - (D) Modern technologies and better communication systems, which helped build a national cultural revival
53. Which of the following movements best characterizes the image pictured here?
- (A) Harlem Renaissance
 - (B) Great Migration
 - (C) Scientific Modernism
 - (D) Progressivism

54. Which of the following best describes the long-term impact of the popularity of bands such as this one?
- (A) The success of musicians like these bolstered the efforts of fundamentalist groups in reshaping the American culture.
 - (B) Southern outrage at the idea of mixed-race entertainment venues resulted in a strengthening of segregationist policies across the United States.
 - (C) The acceptance of jazz led to a flowering of cultural expression across the African American community and to the development of a sense of racial pride and identity.
 - (D) The experimental nature of jazz encouraged other forms of experimentation, especially among veterans of World War I.
55. Which of the following debates best characterizes the controversy that arose over movements such as this one?
- (A) Fundamentalism versus scientific modernism
 - (B) Nativism versus the new immigration
 - (C) Traditionalism versus urban innovation
 - (D) Idealism versus disillusionment

STOP
END OF SECTION I, PART A

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION. DO NOT GO ON TO SECTION I, PART B UNTIL YOU ARE TOLD TO DO SO.

AP UNITED STATES HISTORY EXAMINATION

Section I

Part B: Short-Answer Questions

Writing time—45 minutes

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

1. Answer a, b, and c.
 - a) Describe ONE significant cultural, economic, or political change brought about during the 1920s.
 - b) Explain the reasons for the change you identified in Part a. Provide at least ONE piece of evidence to support your explanation.
 - c) Explain ONE reaction or response of Americans to the change you identified in Part a. Provide at least ONE piece of evidence to support your explanation.

Question 2 is based on the following quotation.

"It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. ... But this is not the case. Next week I shall ask the Congress of the United States ...to make a commitment ... to the proposition that race has no place in American life or law. The Federal judiciary has upheld that proposition in a series of forthright cases. The executive branch has adopted that proposition in the conduct of its affairs... But there are other necessary measures."

John F. Kennedy, Address on Civil Rights, June 11, 1963

2. Using the excerpt above, answer a, b, and c.
 - a) Describe one act of Congress made in the period following President Kennedy's address to remedy the situation that the President describes.
 - b) Describe one act of the executive branch made in the period following President Kennedy's address to remedy the situation the President describes.
 - c) Briefly explain ONE response of the public to ONE of the actions you described in parts a and b.
3. Answer a, b, and c.
 - a) Briefly explain one important difference between the New England and Southern regions of the British North American colonies with respect to ONE of the following:
Colonial economy
Social structure
Political development
 - b) Explain ONE reason for the differences you identified in Part a.
 - c) Provide ONE specific piece of evidence to support your explanation in Part b.

Question 4 is based on the following image.



In Defense of Slavery

4. Use the image and your knowledge of United States history to answer Parts a, b, and c.
 - a) Explain the point of view reflected in the image above regarding slavery in the United States.
 - b) Explain how ONE element of the image expresses the point of view you identified in Part A.
 - c) Explain how the point of view you identified in Part a impacted the development of regional identities in the United States between 1800 and 1850.

STOP
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.

SECTION II: FREE-RESPONSE ESSAYS

Section II of the examination has two kinds of questions. Part A is the Document-Based Question, which you must answer. Part B contains two general long-essay questions. You are to answer one essay question from Part B. You will have a total of 95 minutes to complete the document-based essay and the long essay.

AP UNITED STATES HISTORY EXAMINATION

Section II

Part A: Document-Based Question (DBQ)

Time—60 minutes

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

Write your response on the lined pages that follow the questions.

In your response you should do the following:

- State a relevant thesis that directly answers all parts of the question.
 - Support the thesis or relevant argument with evidence from all, or all but one of the documents.
 - Incorporate analysis of all, or all but one, of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents.
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay.
1. Analyze and explain the evolution of American foreign policy and its impact on American politics from 1793 to 1850.

Document 1: George Washington, Proclamation, April 22, 1793

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent Powers;

I have therefore thought fit by these presents to declare the disposition of the United States to observe the conduct aforesaid towards those Powers respectfully; and to exhort and warn the citizens of the United States carefully to avoid all acts and proceedings whatsoever, which may in any manner tend to contravene such disposition.

Source: George Washington, Proclamation, April 22, 1793
http://avalon.law.yale.edu/18th_century/neutra93.asp

Document 2: "An Act for the Punishment of Certain Crimes against the United States," 1798

SECTION 1. Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That if any persons shall unlawfully combine or conspire together, with intent to oppose any measure or measures of the government of the United States, ...he or they shall be deemed guilty of a high misdemeanor, and on conviction, before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding five thousand dollars, and by imprisonment during a term not less than six months nor exceeding five years...

SEC. 2. And be it farther enacted, That if any person shall write, print, utter or publish, or shall cause or procure to be written, printed, uttered or published, ...any false, scandalous and malicious writing or writings against the government of the United States...with intent to... encourage or abet any hostile designs of any foreign nation against United States, their people or government, then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

Source: "An Act for the Punishment of Certain Crimes against the United States," 1798
http://avalon.law.yale.edu/18th_century/sedact.asp

Document 3: Exploring the Louisiana Purchase and the West



Source: © Cengage Learning

Document 4: Embargo Act, 1807

Be it enacted, by the Senate and House of Representatives of the United States of America, in Congress assembled, That during the continuance of the act laying an embargo on all ships and vessels in the ports and harbors of the United States, no vessels of any description whatever, and wherever bound, whose employment is confined to the navigation of bays, sounds, rivers, and lakes, within the jurisdiction of the United States, (packets, ferry-boats, and vessels, exempted from the obligation of giving any bond whatever, only excepted,)... shall be allowed, to depart from any port of the United States without having previously obtained a clearance, ...And it shall also be the duty of the owners agents...to produce ... a certificate of the landing of the whole of such cargo in a port of the United States.

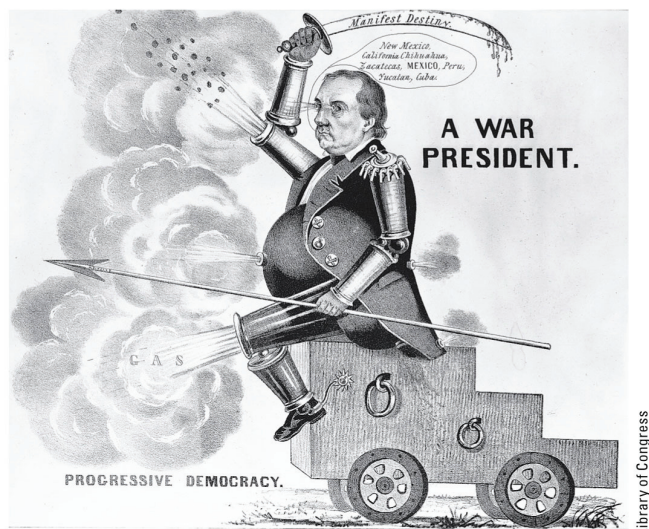
Source: Embargo Act, 1807 http://www.napoleon-series.org/research/government/us/c_embargo.html

Document 5: Wilmot Proviso, 1846

Provided, That, as an express and fundamental condition to the acquisition of any territory from the Republic of Mexico by the United States, by virtue of any treaty which may be negotiated between them, and to the use by the Executive of the moneys herein appropriated, neither slavery nor involuntary servitude shall ever exist in any part of said territory, except for crime, whereof the party shall first be duly convicted.

Source: Wilmot Proviso, 1846
<http://teachingamericanhistory.org/library/document/wilmot-proviso/>

Document 6: Manifest Destiny: A Caricature



Source: Library of Congress

Document 7: Treaty of Guadalupe Hidalgo, 1848

The United States of America and the United Mexican States animated by a sincere desire to put an end to the calamities of the war which unhappily exists between the two Republics and to establish Upon a solid basis relations of peace and friendship, which shall confer reciprocal benefits upon the citizens of both, and assure the concord, harmony, and mutual confidence wherein the two people should live, as good neighbors have for that purpose appointed their respective plenipotentiaries, that is to say....

The boundary line between the two Republics shall commence in the Gulf of Mexico, ...from thence up the middle of [the Rio Grande]... westwardly, along the whole southern boundary of New Mexico ...thence, northward, along the western line of New Mexico...thence across the Rio Colorado, following the division line between Upper and Lower California, to the Pacific Ocean.

Source: Treaty of Guadalupe Hidalgo, 1848

http://faculty.washington.edu/qtaylor/documents_us/trty_guadalupe_hidalgo.htm

End of documents for Question 1.
Go on to the next page.

Part B: Long-Essay Questions
Writing time—35 minutes

Directions: Choose ONE question from this part. You are advised to spend 35 minutes writing your answer. In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
 - Support your argument with evidence, using specific examples.
 - Apply historical thinking skills as directed by the question.
 - Synthesize the elements above into a persuasive essay.
1. To what extent did international developments impact the political debate in the United States during the period from 1783 to 1814?
 2. To what extent did international developments impact the political debate in the United States during the period from 1898 to 1919?

END OF EXAMINATION

SECTION I, PART A: MULTIPLE-CHOICE QUESTIONS

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

SECTION I, PART B: SHORT-ANSWER QUESTIONS**QUESTION 1 SAMPLE STRONG RESPONSE**

- a) One significant change brought about in the 1920s was the growing popularity of jazz and new styles of dancing, especially in urban areas.
- b) The Great Migration of blacks to Northern cities brought the musical influences of the South to the (slightly) more progressive North where, in enclaves like Harlem, black musicians had the freedom to experiment and develop the new style. The rise of technologies like the radio helped to spread the new sounds to audiences across the country.
- c) Though many celebrated the cultural change, fundamentalist groups decried the music as a sign of immorality (in part because of the new style of dancing it inspired). Racist groups like the KKK saw a significant resurgence in membership during this era to oppose what they saw as cultural degeneration at the hands of an “inferior” race.

QUESTION 2 SAMPLE STRONG RESPONSE

- a) After Kennedy’s death, under President Lyndon Johnson’s leadership, the U.S. Congress passed the Civil Rights Act of 1964 to ban segregation in all public places.
- b) The executive branch had the difficult task of enforcing the new law, along with the decade-old *Brown v. Board* ruling. For example, Johnson federalized the National Guard in Alabama in 1965 to protect civil rights marchers following the events of Bloody Sunday.
- c) In the South, the public reaction to Johnson’s actions was somewhat negative as many, including Alabama Governor George Wallace, argued that addressing social issues was in the realm of the states and that the national government overstepped its bounds.

QUESTION 3 SAMPLE STRONG RESPONSE

- a) The New England and the southern colonies developed a significantly different social structure. Fundamentally, the southern colonies were more

aristocratic with a more highly developed social hierarchy than were the New England colonies that were led by the Puritan Church members.

- b) One of the most significant reasons for the social differences between the New England and southern colonies was their founding purpose, which informed the power-structure of each as it developed.
- c) Puritans and Pilgrims sought to establish an exemplary religious community in New England, thus lending strength to the voices of all church members, while southern colonies were by their very nature as proprietary colonies designed to create profit for their elite owners via the production of cash crops like rice and tobacco.

QUESTION 4 SAMPLE STRONG RESPONSE

- a) This image portrays the paternalistic view of slavery in the United States, which argued that slave-owners protected and cared for their dependent slaves.
- b) The portrayal of the slave owner as benevolently checking on his elderly slave while other slaves look on pleasantly from the background helps to reinforce the idea that slavery is a benefit both for white planters and (especially) the slaves that are “so well cared for.”
- c) Southerners began to center much of their regional identity in the plantation culture that revolved around slavery—which they justified and glorified through paternalism. On the other hand, the North evolved economically and socially and developed a significant abolitionist movement in direct opposition to the ideals of the South.

SECTION II, PART A: DOCUMENT-BASED QUESTION (DBQ)

SAMPLE STRONG RESPONSE

American foreign policy has often influenced domestic debates, usually by fueling divisions between the two reigning parties. Having only narrowly won the Revolutionary War, even in its first half-century of existence the United States often found itself fighting to assert its sovereignty. Although not always able to find benefit in its foreign policy actions, America was often drawn into conflict with foreign powers in an attempt to protect or advance its own interests, resulting in strong partisan divisions.

Despite Washington’s pleas, the nation found itself embroiled in serious conflict with the French and the British over the question of the neutrality rights of American shipping. In his Proclamation of 1793, George Washington warned the nation that the great European conflicts could easily draw the nation into a war that would in no way benefit the United States (Doc. 1). He reiterated this point in his Farewell Address, but Federalist hostilities towards the French (who continued to seize American trading vessels and sailors) propelled the nation toward war and the Federalists used the conflict to advance their political interests. The Alien and Sedition Acts of 1798 specifically targeted Americans most likely to be supporters of the Republican Party (Doc. 2). The ensuing protest helped to propel Thomas Jefferson (who had helped author the Kentucky Resolutions against the Acts) and the Republicans to assume power in 1800. Although the problem of American sovereignty on the seas had not been resolved, with the Republicans in control the British were seen as the greater enemy. When British impressments of American sailors and seizures of American ships reached a new high, many American war hawks, such as Henry Clay, called

for a declaration of hostilities. Jefferson, hoping to avoid a costly conflict that the United States could little hope to win, instead passed the Embargo Act of 1807 (Doc. 4) and other similar legislation attempting to avoid the problem altogether by closing the United States to international trade. Besides the commerce-reliant New Englanders who nearly seceded at the Federalist-dominated Hartford Convention, the measures generally failed and the United States eventually went to war with the British in 1812. A narrow victory (despite making almost no genuine gains) in that war sealed the fate of the declining Federalist Party and allowed the United States to focus on its own internal development in the coming years.

Even as the nation isolated itself from European affairs in the mid-nineteenth century, expansionism drew the nation into a new series of conflicts as it attempted to advance its economic interests. The Louisiana Purchase, negotiated by Thomas Jefferson in 1803, had nearly doubled the size of the United States and opened to it many valuable resources. In addition, however, the expansion into the Great Plains also put the United States on a collision path with the now neighboring British and Spanish territories in the West (Doc. 3). By 1848, the United States had barely managed to find a diplomatic solution to conflicts with the British over Oregon territory and many Democrats in Congress were clamoring for a war with Mexico over territories in the Southwest. The caricature of Lewis Cass's platform as a "war president" demonstrates that not all Americans agreed that armed conflict was the best way to spread the nation's influence (Doc. 6). In fact, the debate over whether to attempt to annex the territories of Texas, New Mexico, and California ignited once again the sectional tensions over slavery, especially now that the institution might be expected to expand. Nevertheless, despite the opposition of many Whigs and anti-slavery politicians, the United States—much stronger than it had been in 1812—clearly defeated the Mexicans and claimed nearly half of what had been Mexico, including California (Doc. 7). Beyond the tensions that would emerge between the American settlers that would stream into the area and the existing Mexican inhabitants, the debate over the Wilmot Proviso's attempts to deny the South the prize of expanding slavery into the new territories (Doc. 5) would propel the nation toward war yet again, this time among its own parts.

American involvement in the various foreign conflicts of the late eighteenth and early nineteenth centuries reflected a desire to protect and advance the nation's economic interests. The natural outcome of these entanglements, however, directly increased partisan fighting and in many cases led to domestic disputes among various factions of the national political scene.

SECTION II, PART B: LONG-ESSAY QUESTIONS

QUESTION 1 SAMPLE STRONG RESPONSE

To what extent did international developments impact the political debate in the United States during the period from 1783 to 1814?

As the United States attempted to form its own government in the years following the American Revolution, it might have hoped to avoid becoming entangled with foreign affairs. Nevertheless, conflict between the fledgling country and the great European powers arose almost before the Revolution had ended. Although President Washington cautioned the nation against

foreign sympathies, conflict with England and France divided the young nation and increased the partisan tensions of the time.

The French Revolution reinvigorated debates in the United States about the dangers (or victories) of popular democracy, but conflicts with the French over trading rights nearly brought the nations to war and sharply divided American political leaders. The violence of the French Revolution led many of the more conservative Federalists to oppose any association between the United States and the radical new French government. On the other hand, Jeffersonian Republicans felt a natural affinity for the liberty-minded French and their anti-aristocratic views, providing fuel for the partisan debates of the early Republic. When a series of insults nearly led the nation (governed by the dominant Federalist party) to war with the French, the Federalists took advantage of anti-French sentiments to lash out at supporters of the Republican Party, passing the Alien and Sedition Acts. Jeffersonians cried foul (the laws were unconstitutional) and lashed back with the Virginia and Kentucky Resolutions. War was luckily avoided, but the fury over the Federalists actions propelled Thomas Jefferson and the Republican Party to victory in 1800.

The nation was not as lucky in resolving its conflicts with the British who, likely still seething from their loss in the Revolutionary War, flatly refused to honor American sovereignty on the frontier and on the open seas. Despite the terms of the Treaty of Paris, the British continued to maintain outposts in the Great Lakes region and, many believed (especially Jeffersonians) that the British encouraged Indian attacks on American settlers on the frontier. Though Hamilton and the Federalists (who admired the British economic system) were more likely to forgive the British incursions, Jeffersonians were outraged and called for war. Domestic tensions only increased as British impressments of American ships and sailors in the West Indies continued despite protests and feeble attempts at treaty making. When the Jeffersonians took control of the government, they attempted to punish the British for their lack of respect by passing the Embargo Act and other laws, but this hurt Federalist New Englanders much more than the British. War eventually did come in 1812, and when the United States miraculously claimed victory (of sorts) at the Treaty of Ghent, the resulting nationalism bolstered the Republicans and the Federalist Party never recovered.

Altogether, the nation's divided outlook on the British and the French intensified the conflict between the Federalist and Republican parties and divided the country against itself at times. When the conflicts with Britain and France were largely resolved, the nation saw a brief period of one-party politics, the Era of Good Feelings, that would end as new debates arose to replace the early split over foreign policy.

QUESTION 2 SAMPLE STRONG RESPONSE

To what extent did international developments impact the political debate in the United States during the period from 1898 to 1919?

America had largely sought a policy of isolationism in the 19th century and had focused on its own internal growth. However, the closing of the frontier in 1890 gave rise to new questions about America's future. Despite significant opposition to American intervention abroad, widespread beliefs about American superiority led the nation to assert its power in foreign affairs, which in many ways defined the political debate back at home.

The public frenzy surrounding the Spanish-American War supported the growing calls by political leaders for an American imperial policy. As the yellow press whipped up public support for the Cuban revolutionaries, President McKinley gave in to popular pressure and ultimately declared war on the Spanish in 1898. Supported by the new navy, which Alfred Thayer Mahan had lobbied for in the name of keeping up with international powers like Britain and France, the Americans were victorious and claimed significant new territory (including the Philippines, Guam, and Puerto Rico) in the resulting Treaty of Paris. When McKinley declared his intent to “uplift, civilize, and Christianize” the Filipinos (rather than grant their independence), anti-imperialists like Mark Twain were outraged. Nevertheless, their voices were drowned out by a general desire to flex American power and, hoped industrialists, to benefit economically from the new territories. In the eyes of many, expansionism was the only way that the United States could stand as a global power among so many other imperial countries, and this fueled American decision making back home.

As time went on, however, American ideas about international influence evolved along with the progressive movement and the nation attempted to spread its moral authority along with its economic might. When war broke out in Europe in 1914, President Wilson at first proclaimed American neutrality in the face of the seemingly outdated practice of war. The American Progressives believed that all of society’s problems could be solved through educated intervention, and support for neutrality even propelled Wilson to a second term in 1916. As American economic interests in the Allied Powers increased, however, and as the barbarism dragged on in Europe, many in America came to believe that the nation had a duty to intervene to settle the conflict for the betterment of mankind. When the United States did enter the war in 1917, proclaiming its mission to “make the world safe for democracy,” the nation united behind the idea that the United States could and should assert its power to solve the world’s problems. Of course, dissent existed (most notably among isolationists who felt the war was being fought for the benefit of American industrialists), but the Espionage and Sedition Acts squashed much of the protest. Instead, the nation’s political objectives were once again defined by its increasing status in the world. When the Treaty of Versailles ended the Great War with extraordinarily punitive terms for the Germans and generous spoils for the British and French, however, American politicians soured on the idea of international involvement and a new era of American isolationism began with the U.S. Senate’s rejection of the Treaty itself.

In short, as the United States became increasingly involved in world affairs after the Spanish American War, the United States political debate was increasingly dominated by those who sought to expand the nation’s influence abroad. Dissenting voices were outweighed by overwhelming public sentiment combined with the economic interests of American industry, though the disappointments of World War I would change all of that temporarily.