

# PRACTICE TEST 4

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## 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 1–4 are based on the following quotations.**

*“There shall be neither slavery nor involuntary servitude in the said territory...Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.”*

Northwest Ordinance (1787)

*“Representatives and direct Taxes shall be apportioned among the several States...according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons...The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight.”*

Article I, U.S. Constitution (1789)

1. Which of the following best describes the purpose of the excerpted section of the Northwest Ordinance?
  - (A) To provide an economic base for the nation’s government
  - (B) To extend democratic ideals and government to the American territories
  - (C) To balance the needs of both wealthy and poor Americans
  - (D) To improve relationships with the Native Americans living in the Northwest
2. Which of the following best explains the decisions of the Constitutional Convention as recorded in the second passage?
  - (A) The competing desires of urban and rural interests in the early republic
  - (B) The failure of the Revolution to validate the ideals of equality among men
  - (C) The persistence of British political tradition in American government
  - (D) The conflict between the interests of Northern and Southern delegates to the Convention
3. The contrast between these two passages most significantly contributed to debates over
  - (A) the role of the national government in regulating slavery.
  - (B) the constitutionality of slavery in the United States.
  - (C) the legality of a fugitive slave law.
  - (D) the role of minorities in national politics.

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4. Which of the following would be most directly accelerated by the political decisions advanced in these two documents?
- (A) The rise of mass democracy
- (B) The decline of the Federalist Party
- (C) The closing of the American frontier
- (D) The growth of contrasting regional identities

### Questions 5–8 are based on the following quotation.

*"We have put poisonous and biologically potent chemicals indiscriminately into the hands of persons largely or wholly ignorant of their potentials for harm. We have subjected enormous numbers of people to contact with these poisons...We have allowed these chemicals to be used with little or no advance investigation of their effect on soil, water, wildlife, and man himself...When the public protests...it is fed little tranquilizing pills of half truth....It is the public that is being asked to assume the risks that the insect controllers calculate."*

Rachel Carson, *Silent Spring* (1962)

5. The language used in this passage most closely reflects the influence of
- (A) Second Great Awakening moralism.
- (B) Yellow journalists.
- (C) Progressive era muckrakers.
- (D) Christian fundamentalism.
6. The most direct impact of the publication of information like that in the passage was
- (A) a decline in commercial farming in favor of small-scale agriculture.
- (B) the creation of national conservation and pollution control laws.
- (C) the movement of industrial production overseas.
- (D) renewed efforts to designate national parks and preserves.
7. Which of the following historical developments most directly created the problems alluded to in the passage?
- (A) The development of nuclear weapons
- (B) The industrial technology boom
- (C) Renewed immigration to the United States
- (D) The rise of conservatism
8. The public's reaction to texts like this one can best be understood as part of
- (A) the late-twentieth-century culture of protest and reform.
- (B) the growth of family values.
- (C) the renewed debates over the nature of American federalism.
- (D) the continuation of the class conflict of the early nineteenth century.

Questions 9–11 are based on the following map.

“Indian Wars, 1860–1890”



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9. Which of the following events most directly contributed to the events shown on the map?
  - (A) The rise of the market economy
  - (B) The development of dry-land farming techniques
  - (C) The removal of Indians to lands west of the Mississippi
  - (D) The growth in American settlements on the Great Plains
10. Which of the following best explains the series of conflicts depicted in the map?
  - (A) Native Americans' refusal to sign treaties with the American government
  - (B) Competition over valuable resources on the Great Plains
  - (C) Native Americans' resistance to the changing policies of the United States government
  - (D) An organized extermination effort on the part of the United States government
11. Which of the following was the ultimate result of the conflicts shown in this map?
  - (A) The gradual decline of Native American culture and autonomy
  - (B) The rise of a strong reform movement seeking a more humane Indian policy
  - (C) The growing status of the United States Army in American politics and society
  - (D) The intensification of other conflicts, particularly concerning land rights of minorities

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**Questions 12–16 are based on the following passage.**

*The Democratic Party is not satisfied merely with arresting the present decline. Of course we will do that to the best of our ability; but we are equally interested in seeking to build up and improve, and to put these industries in a position where their wheels will turn once more...It is not enough merely to stabilize, to lend money! It is essential to increase purchasing power in order that goods may be sold...As to “immediate relief,” the first principle is that this nation, this national government, if you like, owes a positive duty that no citizen shall be permitted to starve. That means that while the immediate responsibility for relief rests, of course, with local, public and private charity, in so far as these are inadequate ...the Federal Government owes the positive duty of stepping into the breach.*

Franklin D. Roosevelt, “Address on Long-Range Planning” (1932)

12. The sentiments expressed in this speech most closely reflect the influence of
  - (A) the neo-conservative movement.
  - (B) the “Gospel of Wealth”.
  - (C) economic protectionism.
  - (D) the Progressive Party.
13. To which of the following historical developments is Roosevelt most clearly responding in this speech?
  - (A) The widespread opposition in the U.S. Congress to passing reform legislation
  - (B) The systemic failure of financial institutions across the United States
  - (C) The growth of the U.S. national deficit under Roosevelt’s predecessor
  - (D) The alarming growth in unemployment and business failures
14. Which of the following best characterizes the long-term impact of the program outlined in this speech?
  - (A) The national government’s role in regulating the economy and providing for the needs of its citizens increased significantly.
  - (B) The Republican coalition was strengthened by the newfound support of Southerners and industrialists alike.
  - (C) The Supreme Court focused its efforts on curtailing the powers of the President in both domestic and foreign affairs.
  - (D) The growing Federal intervention in social affairs led to renewed conflict over states’ rights.
15. Which of the following actions best exemplifies Roosevelt’s sentiments as to the “positive duty” of the federal government?
  - (A) The regulation of the nation’s banking industry
  - (B) The establishment of public works programs
  - (C) The enactment of environmental conservation programs
  - (D) The appointment of minorities and women to positions of authority
16. Conservative critics of the ideas expressed in the passage argued that
  - (A) nothing short of a nationalization of the finance system could solve the crisis.
  - (B) New Deal programs unreasonably expanded the authority of the national government and of the President.
  - (C) not enough action was taken to close the wealth gap between the rich and poor.
  - (D) Roosevelt was too concerned with fiscal responsibility to enact adequate measures for relief.

**Questions 17–19 are based on the following quotation.**

*“A new generation has grown up since the time in which the Watergate affair commanded the attention of the nation...Yet, the legacy of Watergate is still with us today. The distrust of government and the lack of confidence in political leaders is evident in the attitudes of the new generation. Even if the sources of these attitudes are not evident ... it is clear that Watergate played a part in their development...As a nation, Americans have not yet recovered the trust they had in their presidents prior to Nixon.”*

Arthur G. Neal, *National Trauma and Collective Memory* (1998)

17. Which of the following most clearly contributed to the growth of the public sentiments described in the passage?  
 (A) Abandonment of most New Deal reforms  
 (B) A series of foreign policy humiliations  
 (C) Long-term increases in federal taxes  
 (D) The rapid acceleration of the arms race
18. Which of the following developed as a result of the changes described in the passage?  
 (A) Increasing American involvement abroad  
 (B) Slowing economic growth  
 (C) The rise of conservatism  
 (D) The reduction in national partisan divisions
19. The public sentiment described in the passage most directly reverses the prevailing American attitudes of  
 (A) the 1850s.  
 (B) the 1890s.  
 (C) the 1920s.  
 (D) the 1930s.

**Questions 20–23 refer to the following quotation.**

*“The Pueblo Indian population was in a steady decline that harked back to the 1540s...Wave after wave of smallpox, influenza, and other European introductions took their toll...But more than disease was doing the grim work. Famines occurred with sorry regularity, the result of periodic droughts exacerbated by increasing use of the land by the Spanish settlers for livestock, causing overgrazing and erosion. Nor was there any let up in demand for tribute by the Spanish overlords.”*

Jake Page, *In the Hands of the Great Spirit* (2004)

20. Which of the following terms best describes the political system that organized the lives of the groups discussed in the passage?  
 (A) Encomienda system  
 (B) Plantation system  
 (C) Mercantile system  
 (D) Caste system
21. On what grounds did the Europeans described in the passage justify their control over the Native Americans?  
 (A) Their numerical advantage  
 (B) Their defeat of other European colonial powers  
 (C) Their racial and theological supremacy  
 (D) Their supposed superior technological knowledge
22. Which of the following best explains the result of the situation described in the passage?  
 (A) The rise of a class of people of mixed racial heritage  
 (B) The transition to the use of African slavery in the Southwest  
 (C) The at-times violent resistance of native groups to their colonial overlords  
 (D) The loss of Spanish control of the Southwest at the hands of European rivals

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23. Which of the following best explains the long-term changes in the practices of the Spanish colonizers?
- (A) A strengthening of Spanish conceptions of the natives as inferior and uncivilized
  - (B) A gradual accommodation of some native practices as colonization goals shifted
  - (C) A rise in the intensity of Spanish brutality toward Native Americans until their near-extinction
  - (D) A slow withdrawal of Spanish forces from native territories in the Southwest

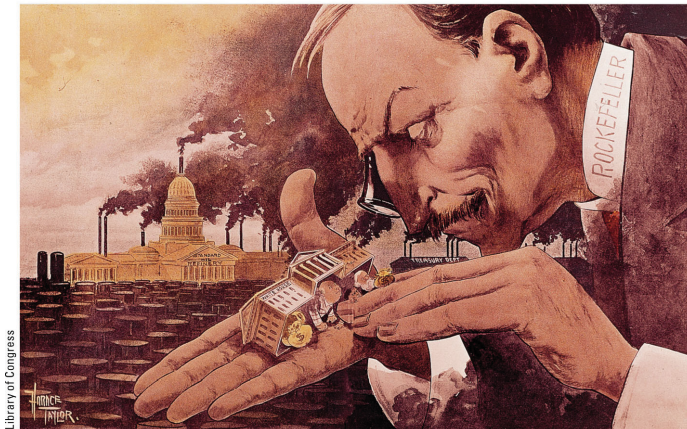
### Questions 24–27 are based on the following quotation.

*“The operatives work thirteen hours a day in the summer time, and from daylight to dark in the winter. At half past four in the morning the factory bell rings, and at five the girls must be in the mills. ... This is the morning commencement of the industrial discipline (should we not rather say industrial tyranny?) which is established in these associations ... Now let us examine the nature of the labor itself, and the conditions under which it is performed. Enter with us into the large rooms, when the looms are at work. ... The din and clatter of these five hundred looms, under full operation, struck us on first entering as something frightful and infernal, for it seemed such an atrocious violation of one of the faculties of the human soul, the sense of hearing.”*

*The Harbinger*, “An Account of a Visitor to Lowell” (1836)

24. Which of the following changes in American society during the first half of the nineteenth century is best reflected in this passage?
- (A) The growth in the political activism of American women
  - (B) The decline in the nation’s economy as exports slowed
  - (C) The transition among many Americans from agricultural to industrial work
  - (D) The increasing regionalism of the national economy
25. Which of the following explains why young women were such a significant part of the labor force as described in this passage?
- (A) They could work for low wages.
  - (B) They were particularly valued as skilled workers.
  - (C) They were among the best educated in the nation.
  - (D) They could transition easily from task to task.
26. The growth of production methods as described in the passage most directly contributed to conflicts between
- (A) the North and South.
  - (B) immigrants and native-born Americans.
  - (C) the working class and emerging business leaders.
  - (D) men and women.
27. As the prevalence of a manufacturing system described in the passage increased, middle-class women
- (A) were increasingly valued for their role in the national economy.
  - (B) saw a gradual decline in their standard of living as economic protectionism drove up prices.
  - (C) openly opposed the transition to a largely male factory workforce.
  - (D) found their role at home glorified and increasingly separated from their family’s economic interests.

Questions 28–30 are based on the following cartoon.



Washington as Seen by the Trusts,  
1900

28. Which of the following details best supports the cartoonist's message?
- (A) The Populist Party challenged the dominance of industry in national politics.
  - (B) Federal laws of the Gilded Age focused on industrial protectionism and avoided regulation.
  - (C) The growing wealth gap was most pronounced in the nation's major cities.
  - (D) Environmental conservationists found that their calls for reform were largely ignored.
29. By what means had business leaders assumed the position illustrated in the cartoon?
- (A) Consolidation of holdings and elimination of competition
  - (B) Cooperation with labor organizations and workers' guilds
  - (C) Careful obedience to industrial regulations set forth by Congress
  - (D) Expansion into the western frontier in search of cheaper labor
30. Which of the following would have been most strongly supported by those who agreed with the cartoonist's depiction of the trusts?
- (A) Adoption of laissez-faire political practices
  - (B) Stricter workplace safety laws
  - (C) Creation of a national income tax
  - (D) Increased representation of the people in politics

Questions 31–35 refer to the following quotation.

*"African American slavery evolved slowly in the seventeenth-century American South... Opportunities in the economically diverse Northeast proved much more attractive to immigrants than the staple-crop agriculture of Virginia and the Carolinas, making for permanent labor shortages in the South...How could these English colonists, so steeped in the Enlightenment principles of liberty and constitutionalism, enslave other human beings? The answer is harsh and simple: British colonists convinced themselves that Africans were not really human beings—that they were property—and thus legitimate subjects for enslavement within the framework of English liberty...When combined with perceived economic necessity, English racism and rationalization for enslavement of African people became entrenched."*

Larry Schweikart and Michael Allen, *A Patriot's History of the United States* (2004)

31. Which of the following details best supports the argument made in the passage above?
- (A) The rise of the merchant economy in the New England colonies
  - (B) The development of a caste system that included members of mixed race
  - (C) The establishment of strong codes supporting chattel slavery
  - (D) The decline in the Atlantic slave trade as an intercolonial slave trade took off



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32. Which of the following most directly contributed to the “economic necessity” of slavery as referenced in the passage?
- (A) The growth of the mercantile system
  - (B) Competition among colonies of the European powers
  - (C) The economic diversity of the Southern colonies
  - (D) A shortage of indentured servants
33. In which of the following English colonies were the ideas expressed in the passage adopted the earliest?
- (A) The Carolinas
  - (B) Georgia
  - (C) Pennsylvania
  - (D) Maryland
34. Even as the trends described in the passage intensified, how did enslaved Africans most commonly respond?
- (A) By assimilating as completely as possible to British ways in order to avoid conflict
  - (B) By openly defying the rule of their masters through frequent attempts at armed rebellion
  - (C) By forming informal alliances with indentured servants in order to increase their role in society
  - (D) By engaging in various means of passive resistance to assert some control over their lives
35. Which of the following best contrasts the English approach to slavery with that of the Spanish and French?
- (A) The English were more likely to import slaves in large numbers.
  - (B) The English developed more rigid racial stereotypes and divisions.
  - (C) The English tended to prefer the labor of indentured servants over time.
  - (D) The English perceived slavery as a more transient arrangement.

**Questions 36–37 are based on the following image.**



Thomas Cole, "Indian at Sunset" (1845)



36. This style of painting is representative of
- (A) the influence of elitism in the American arts, particularly in painting.
  - (B) the growth of a national aesthetic, blending European mechanics with American themes.
  - (C) the tendency of American artists to reflect political bias in artistic representations.
  - (D) the rejection of traditionalism in the growing American society.
37. Which of the following historical developments of the time period is best reflected in this painting?
- (A) The rise of mass democracy
  - (B) The expansion of belief in Manifest Destiny
  - (C) The competition between traditional and industrial economic values
  - (D) The growth of sectionalism

**Questions 38–41 are based on the following quotation.**

*“Settlement house residents also equated human betterment with middle-class values and supported...anti-radicalism as well as Americanization...[they] relied on technical skills and social ‘reform’—such as tenement house legislation and the building of parks—to regulate the poor...In any case, settlement houses...were conservative responses to cultural diversity and social fragmentation...[helping] to rationalize and stabilize the social and economic order of the day.”*

Walter I. Trattner, *From Poor Law to Welfare State* (2007)

38. Which of the following challenges of the late nineteenth century was most directly addressed by the movement described in the passage?
- (A) Conflict between the working class and industrialists
  - (B) Overcrowding in the cities due to a lack of affordable transportation
  - (C) Skyrocketing populations of new immigrant groups
  - (D) Corruption among local governments, especially in cities
39. Which of the following groups was most closely involved in the movement described in the passage?
- (A) Religious reformers
  - (B) Civil rights workers
  - (C) Middle-class women
  - (D) Republican Party leaders
40. Which of the following best describes the goal of the movement described in the passage?
- (A) To reduce industrial abuses and improve working conditions
  - (B) To expose the plight of the poor to the nation’s leaders
  - (C) To organize political support for friendly candidates
  - (D) To support the assimilation of new groups into American society
41. Which of the following developed most directly as a result of the movement described in the passage?
- (A) A decline in nativism
  - (B) An increasing public role for women
  - (C) Political reform at the national level
  - (D) The rise of the middle class

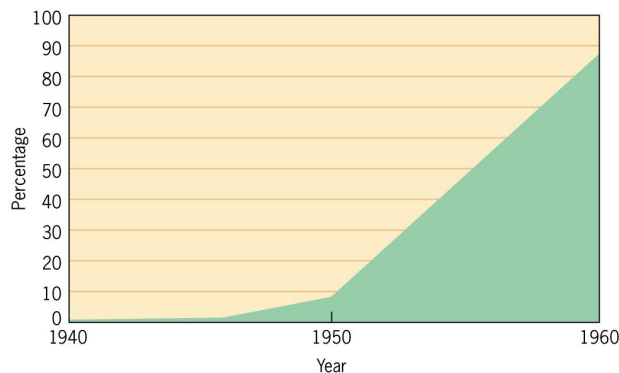
**Questions 42–45 are based on the following quotation.**

*“I have been asked, for instance, to what extent deportation will check radicalism in this country. Why not ask what will become of the United States Government if these alien radicals are permitted to carry out the principles of the Communist Party as embodied in its so-called laws, aims and regulations?”*

*There wouldn’t be any such thing left. In place of the United States Government we should have the horror and terrorism of bolsheviki tyranny such as is destroying Russia now. Every scrap of radical literature demands the overthrow of our existing government...The whole purpose of communism appears to be a mass formation of the criminals of the world to overthrow the decencies of private life, to usurp property that they have not earned, to disrupt the present order of life regardless of health, sex or religious rights.”*

A. Mitchell Palmer, “The Case Against the ‘Reds,’” (1920)

42. Which of the following events most directly contributed to the sentiments expressed in the passage?
- (A) The arrival of the New Immigrants
  - (B) The increase in labor disputes following the Great War
  - (C) The dramatic rise in unemployment following the stock market crash
  - (D) The rise of fascism in Europe
43. Which of the following groups was most likely to be targeted by the campaigns of the author?
- (A) Western farmers
  - (B) Financial industry leaders
  - (C) Union members
  - (D) Media executives
44. Which of the following events from the 1920s is most consistent with the sentiments expressed in the passage?
- (A) The criminal prosecution of immigrants with connections to radical groups despite frequent lack of evidence
  - (B) The severe limitation of immigration in the post-war years
  - (C) The rise of fundamentalism in response to the growth of ideas seen as contrary to the “American way”
  - (D) The commitment of the United States government to policies of isolationism
45. The sentiments expressed in the passage are most nearly reflected in the events of the
- (A) 1930s.
  - (B) 1940s.
  - (C) 1950s.
  - (D) 1960s.

**Questions 46–49 are based on the following graph.**

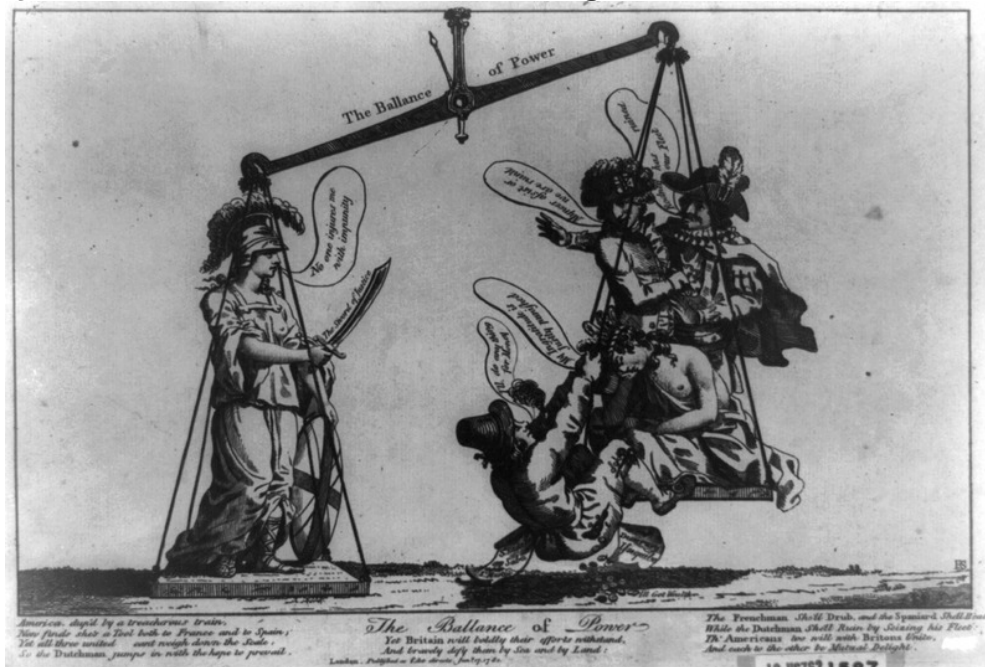
**Households with Television Sets, 1946–1960**

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46. Which of the following historical developments most significantly contributed to the trend shown in this graph?
- (A) American population growth
  - (B) Cold War tensions
  - (C) Federal support for higher education
  - (D) Migration to the Sun Belt
47. Which of the following trends from the post-war era most closely mirrored the trend shown in the graph?
- (A) Union membership
  - (B) Immigration to the United States
  - (C) Voter turnout
  - (D) Home ownership

48. Which of the following best characterizes the cultural impact of the growth shown in this graph?
- (A) Women's role outside the home was increasingly accepted, based in part on progressive depictions of working women.
- (B) Unique programming available in various markets led to increasing regionalization of American values.
- (C) The dominant portrayals of traditional parents and their children led to the idealization of family life.
- (D) The material gap between the rich and poor exacerbated the social divisions along class lines.
49. Which of the following groups benefited most directly from the development shown in this graph?
- (A) Civil rights protesters
- (B) Advocates of women's liberation
- (C) Members of the counterculture
- (D) The American military

Questions 50–51 are based on the following cartoon.



British Cartoon, "The Ballance [sic] of Power" (1781)

Verse:

"America, dup'd by a treacherous train, now finds she's a Tool to both France and to Spain; yet all three united can't weight down the Scale, so the Dutchman jumps in with the hope to prevail. Yet BRITAIN will boldly their efforts withstand, and bravely defy them by Sea and by Land: The Frenchman shall drub and the Spaniard shall Beat, while the Dutchman shall Ruin by Seizing his Fleet. Th' Americans too will with Britons Unite, and each to the other be Mutual Delight."

Figure on the Left: "No one injures me with impunity."

Seated Figure on the Right: "My ingratitude is justly punished."

50. Which of the following best explains the cartoonist's choice of a scale in this image?
- (A) The comparability of military resources held by both sides of the conflict
- (B) The financial origins of the American Revolution
- (C) The overwhelming advantages held by the British
- (D) The debate over questions of equality that fueled the Revolutionary movement

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51. Which of the following details from this era most directly contradicts the position of the cartoonist?
- (A) The unification of American colonists against British rule as early as 1775
  - (B) The establishment of a successful American republican government following the Revolution
  - (C) The success of the American Revolution based in large part on the support of European allies
  - (D) The origins of the American Revolution in the ideals of the Enlightenment and the Great Awakening

**Questions 52–55 are based on the following quotations.**

*“Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States.”*

Thirteenth Amendment to the U.S. Constitution (1865)

*“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.”*

Fourteenth Amendment to the U.S. Constitution (1868)

*“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.”*

Fifteenth Amendment to the U.S. Constitution (1870)

52. The intent of these amendments was most directly undermined by
- (A) the Kansas–Nebraska Act.
  - (B) the sharecropping system.
  - (C) the rise of Republican reconstruction governments in the South.
  - (D) the growth of nativism.
53. Which of the following groups most actively opposed the efforts of these amendments?
- (A) Radical Republicans
  - (B) State and local officials in the South
  - (C) Women’s rights activists
  - (D) The United States Supreme Court
54. Which of the following best explains the ideology behind the three amendments listed here?
- (A) A desire to legislate changes to the nation’s concept of citizenship and liberty
  - (B) An attempt to remove the causes for sectional tension
  - (C) The necessity of enforcing federal supremacy over the States
  - (D) The impact of religious reform movements on national politics
55. During which of the following periods was the most progress made in protecting the rights promised by these three amendments?
- (A) The Gilded Age
  - (B) The Progressive Era
  - (C) The New Deal
  - (D) The Great Society

**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) Define Manifest Destiny.
  - b) Give at least ONE piece of evidence of how the idea of Manifest Destiny served to guide the practice of the American government.
  - c) Evaluate the impact of Manifest Destiny on ONE of the following, making sure to provide at least ONE piece of evidence to support your description:  
 The American economy  
 American foreign policy  
 The American Indians



2. Using the cartoon above, answer a, b, and c.
  - a) Briefly describe how ONE element of this cartoon explains the events of the post–Great War debate in the United States.
  - b) Briefly describe how ONE OTHER element of this cartoon explains the events of the post–Great War debate in the United States.
  - c) Briefly explain the results of the post–Great War debate on American foreign policy in the post–Great War years.

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*“What is called the Second Party System had taken shape by the mid-1830s. Although neither party had a single economic base, the Democrats successfully promoted themselves as the party of the people, defending average workers against allegedly oppressive corporations like the Bank of the United States. Their opponents, the Whigs, answered that it was ‘King Andrew’ who was oppressive;... Appealing sharply to the working classes, the Democrats also utilized rhetoric of class conflict that was anathema to the Whigs, who saw social classes as economically interdependent and harmonious, not at war with one another.”*

David S. Reynolds, *Waking Giant: America in the Age of Jackson* (2009)

3. Using the excerpt, answer a and b.
  - a) Briefly contrast the ideology of the Democrats and the Whigs of the 1830s and 1840s.
  - b) Provide an example of ONE policy favored by the Democrats.
  - c) Provide an example of ONE policy favored by the Whigs.
4. Answer a, b, and c.
  - a) Identify and explain ONE argument used in favor of the institution of slavery in the years before 1860. Provide at least ONE historical detail to support the argument you choose.
  - b) Identify and explain ONE argument used against the institution of slavery in the years before 1860. Provide at least ONE historical detail to support the argument you choose.
  - c) Name and describe ONE national policy that addressed the issue of slavery in the years before 1860.

### **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**

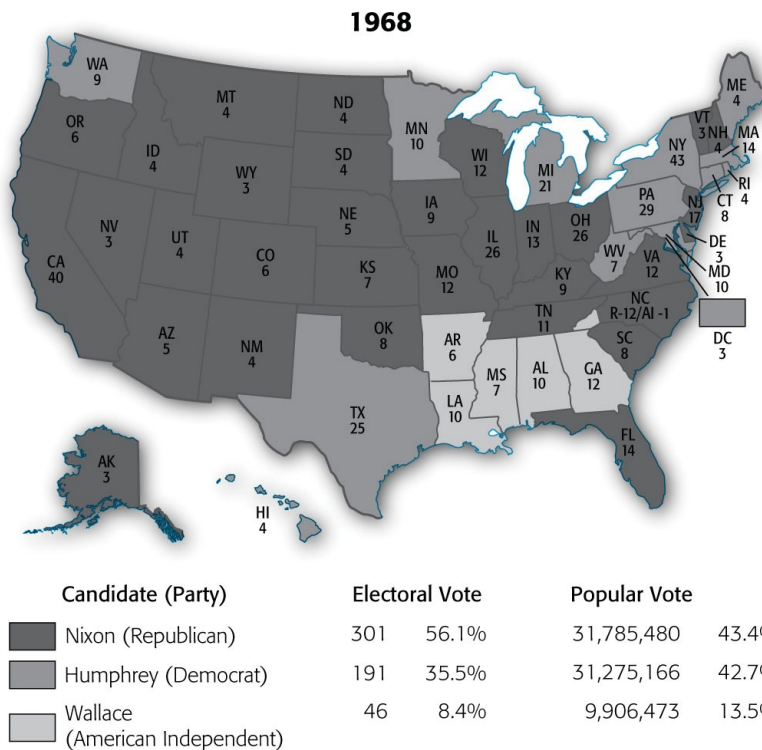
**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 45 minutes writing your answer.

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 the growth of conservatism in modern America. To what extent did conservative ideals prevail over liberalism? Confine your answer to the period between 1968 and 1988.

**GO ON TO NEXT PAGE**

**Document 1: Presidential Election of 1968**

*Source:* Cengage Learning

**Document 2: *Roe v. Wade* (1973)**

State criminal abortion laws, like those involved here, that except from criminality only a life-saving procedure on the mother's behalf without regard to the stage of her pregnancy and other interests involved violate the Due Process Clause of the Fourteenth Amendment, which protects against state action the right to privacy, including a woman's qualified right to terminate her pregnancy.

(a) For the stage prior to approximately the end of the first trimester, the abortion decision and its effectuation must be left to the medical judgment of the pregnant woman's attending physician.

*Source:* U.S. Supreme Court, Majority Opinion, *Roe v. Wade* (1973)

### Document 3: Senator Sam Ervin, Statement before the North Carolina General Assembly (1977)

The Equal Rights Amendment is unrealistic because it commands Congress and all State Legislatures to ignore sex when making laws. ..Whenever [Americans] are confronted by any problem, a substantial number of [them] demand the passage of a new law or the adoption of a new Constitutional Amendment to solve the problem. All too often their legislatures harken to this demand without pausing to determine whether or not laws or constitutional provisions already in existence are sufficient to cope with the problem or whether the proposed new law or constitutional amendment will create problems more serious than the problems it seeks to solve, or whether the problem is one which must be solved by human cooperation or religion rather than by the law or the Constitution.

...If the Equal Rights Amendment is construed as its most militant advocates say it must be construed, i.e., to nullify every law making any distinction between men and women...wives, mothers, and widows will be robbed of these protections and laws relating to rape and seduction and other sexual crimes will be annulled.

*Source:* Congressional Digest, June 1977

### Document 4: “The Triumph of the Right, 1980”



*Source:* Jim Borgman Cartoon, 1980

**Document 5: Ronald Reagan, Remarks on the Signing of the Economic Recovery Tax Act (1981)**

These bills that I'm about to sign... represent a turnaround of almost a half a century of a course this country's been on and mark an end to the excessive growth in government bureaucracy, government spending, government taxing.

And we're indebted for all of this—I can't speak too highly of the leadership, Republican leadership in the Congress and of those Democrats who so courageously joined in and made both of these truly bipartisan programs. But I think in reality, the real credit goes to the people of the United States who finally made it plain that they wanted a change and made it clear in Congress and spoke with a more authoritative voice than some of the special interest groups that they wanted these changes in government.

This represents \$130 billion in savings over the next 3 years. This represents \$750 billion in tax cuts over the next 5 years. And this is only the beginning, because from here on now we are going to have to implement all of these, and it's going to be a job to make this whole turnaround work. It's going to be the number one priority—or continue to be the number one priority of our administration.

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*Source:* Ronald Reagan, Remarks on the Signing of the Economic Recovery Tax Act (1981)

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**Document 6: Ronald Reagan, Speech to the National Association of Evangelicals (1983)**

I want you to know that this administration is motivated by a political philosophy that sees the greatness of America in you, her people, and in your families, churches, neighborhoods, communities—the institutions that foster and nourish values like concern for others and respect for the rule of law under God.

...Now, I don't have to tell you that this puts us in opposition to, or at least out of step with, a prevailing attitude of many who have turned to a modern-day secularism, discarding the tried and time-tested values upon which our very civilization is based... And while they proclaim that they're freeing us from superstitions of the past, they've taken upon themselves the job of superintending us by government rule and regulation. ... Freedom prospers when religion is vibrant and the rule of law under God is acknowledged. When our Founding Fathers passed the First Amendment, they sought to protect churches from government interference. They never intended to construct a wall of hostility between government and the concept of religious belief itself.

...More than a decade ago, a Supreme Court decision literally wiped off the books of 50 States statutes protecting the rights of unborn children. Abortion on demand now takes the lives of up to one and a half million unborn children a year. Human life legislation ending this tragedy will some day pass the Congress, and you and I must never rest until it does. Unless and until it can be proven that the unborn child is not a living entity, then its right to life, liberty, and the pursuit of happiness must be protected.

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*Source:* Ronald Reagan, Speech to the National Association of Evangelicals (1983)

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**Document 7: The United States' Gross National Debt  
(1966–1987)**

FISCAL YEAR	GROSS NATIONAL DEBT (in millions of U.S. Dollars, adjusted for inflation)
1966	328,498
1967	340,445
1968	368,685
1969	365,769
1970	380,921
1971	408,176
1972	435,936
1973	466,291
1974	483,893
1975	541,925
1976	628,970
1977	706,398
1978	776,602
1979	829,467
1980	909,041
1981	994,828
1982	1,137,315
1983	1,371,660
1984	1,564,586
1985	1,817,423
1986	2,120,501
1987	2,345,956
1988	2,601,104
1989	2,867,800
1990	3,206,290

*Source:* Office of Management and Budget Historical Tables

*End of documents for Question 1.  
Go the next page.*

**Part B: Long-Essay Questions**  
**Writing Time—35 minutes**

Directions: 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. Some historians contend that the rise of the American system in the first half of the nineteenth century served to unite the nation. Support, modify, or refute this contention using specific evidence.
  2. Some historians contend that the aftermath of the Second World War served to unite the nation. Support, modify, or refute this contention using specific evidence.

*END OF EXAMINATION*

