FAST TRACK TO A 5

Preparing for the AP®
United States History Examination

Stacie Brensilver Berman
Bobbi Rodriguez
Mark Epstein

To accompany The American Pageant,
15th and 16th Editions
by Kennedy and Cohen

AP® and Advanced Placement Program® are trademarks registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.
Preparing for the AP®
United States History Examination

To Accompany
The American Pageant
15th and 16th Editions
by David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey

Stacie Brensilver Berman
New York University, New York, New York

Bobbi Rodriguez
A&M Consolidated High School, College Station, Texas

Mark Epstein
Greenwich High School, Greenwich, Connecticut

CENGAGE Learning™

AP® and Advanced Placement Program® are trademarks registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.
CONTENTS

About the Author xi

Preface xiii

Part I: Strategies for the AP Test 1

Preparing for the AP Examination 3
  What's in This Book 3
  Setting Up a Review Schedule 4
  Before the Examination 5

Taking the AP U.S. History Examination 6
  Strategies for the Multiple-Choice Section 7
  Types of Multiple-Choice Questions 7
  Short-Answer Questions 12
  Free-Response Section II: Free-Response Questions 12
  The Document-Based Question (DBQ) 13
  A Long Essay Question and Three Sample Essays 18
  A Historiographical Approach 22

Thematic Learning Objectives 23

A Diagnostic Test 30
  AP United States History Examination 30
  Answers for Section I 51
  Section I, Part A: Multiple-Choice Questions 51
  Section I, Part B: Short-Answer Questions 58
  Section II, Part A: Document-Based Question (DBQ) 60
  Section II, Part B: Long Essay Questions 65

Part II: A Review of AP U.S. History Exam 69

Period 1: 1491–1607

Pre-Columbian America and Initial European Exploration 70

Chapter 1. Initial Contacts: 1491–1607 71
  Pre-Columbian Settlements in North America 72
  The Columbian Exchange 73
  Expansion into the New World 73
  Interaction between the Europeans, Native Americans,
  and African Slaves 74
  Content Review Questions 75
  Short-Answer Questions 77
  Long Essay Questions 78
  Answers 79
Period 2: 1607–1754
The Settlement of North America  82

Chapter 2. Colonization of North America: 1565–1754  83
Spain Colonized the New World  84
Dutch Settlements and A French Empire in North America  84
The British Empire in the New World  85
British Policy in the Colonies  88
Content Review Questions  90
Short-Answer Questions  92
Long Essay Questions  93
Answers  93

Period 3: 1754–1800
The Rise of the American Republic  96

Competition between the British and French in the New World  98
Problems Inherited by Britain Following the War  99
British Attempts to Exert Authority  100
The Boston “Massacre”  103
The Tea Tax  104
The Boston Tea Party and the British Response  105
The First Continental Congress  106
Content Review Questions  107
Short-Answer Questions  109
Long Essay Questions  110
Answers  111

Chapter 4. The American Revolution: 1774–1783  114
The War Begins in Earnest: Bunker Hill  115
The Declaration of Independence  115
The Military Phase of the Revolutionary War  117
Major Military Events of the War  118
The Treaty of Paris  119
Two Revolutions?  121
Content Review Questions  122
Short-Answer Questions  124
Long Essay Questions  125
Answers  125

Chapter 5. Creation of the U.S. Constitution: 1781–1791  128
Creating the Nation’s First Government: Issues and Concerns  129
The Major Features of the Articles of Confederation (AOC)  130
Achievements of the AOC  132
The AOC Attempt to Confront Foreign Affairs Problems  133
The Constitutional Convention  134
The Ratification Debate: Federalists Versus Antifederalists  138
The Bill of Rights and Ratification of the United States Constitution  139
Content Review Questions  141
Short-Answer Questions  143
Long Essay Questions  144
Answers  144
Period 4: 1800–1848
The Rise of the American Republic  147

The Hamiltonian Vision Versus the Jeffersonian Vision  149
Foreign and Domestic Affairs  151
The Presidency of John Adams  152
“The Revolution of 1800”  155
Content Review Questions  156
Short-Answer Questions  158
Long Essay Questions  159
Answers  159

Chapter 7. The Growth of the Nation from 1800 to the 1850s  163
The Marshall Court  164
Key Events in Jefferson’s Presidency  165
The War of 1812  167
The Impulse for Expansion  169
The Monroe Doctrine  171
The Trail of Tears: The Plight of the Cherokee  172
Texan Independence  173
President James K. Polk and Territorial Expansion  173
The Mexican-American War  174
Content Review Questions  175
Short-Answer Questions  177
Long Essay Questions  178
Answers  178

Chapter 8. Jacksonian Democracy and the Age of Reform: 1820s–1850s  181
Setting the Stage for Reform  182
The Era of Good Feelings, the Second Party System, and
Emergence of Jackson  183
Jackson’s Position on Federal Versus States’ Rights  188
Grassroots Movements in the Age of Reform  189
Political and Economic Accomplishments in the Age of Reform  192
Reform Deepens Sectional Divisions  193
Content Review Questions  193
Short-Answer Questions  196
Long Essay Questions  197
Answers  197

Period 5: 1844–1877
Manifest Destiny, Civil War, and Reconstruction  201

Chapter 9. The American Civil War: 1860–1865  202
Manifest Destiny Fulfilled: President James K. Polk and Territorial
Expansion  203
The Mexican-American War  203
The Effects of Expansion  204
Regional Economic Differences  204
Tensions over Political Theories  206
Attitudes in the North and South  207
The Breakdown of Compromise  208
The Road to War  211
The War  213
Impact of the War  215
Content Review Questions  216
Short-Answer Questions  218
Long Essay Questions  219
Answers  219

Chapter 10. Reconstruction: 1863–1877  223
The War, the Expansion of the Federal Government, and the Impact on Reconstruction  224
The Economic and Political Foundations of Reconstruction Policies  226
Planning Reconstruction: Conflicting Methods  227
The Fourteenth Amendment  228
The Radical Republicans Ascendant  229
The Impeachment of President Johnson  230
Reactionaries and Racists Respond to Reconstruction  230
The End of Reconstruction: The Election of 1876 and the Compromise of 1877  231
The Legacy of Reconstruction  233
Content Review Questions  234
Short-Answer Questions  237
Long Essay Questions  237
Answers  238

Period 6: 1865–1898
The Gilded Age  241

Chapter 11. The Industrial Era: 1876–1900  242
U.S. Policy Toward Native Americans Following the Civil War  243
The Rise and Development of Industrialism in America  243
The Era of Rapid Capital Accumulation  246
Labor Unions and Labor Strikes  249
The Supreme Court, Congress, and State Legislatures Weigh In  250
Maximizing Profits: The Rationale and Tactics of the Capitalists Class  252
Content Review Questions  253
Short-Answer Questions  256
Long Essay Questions  257
Answers  257

Chapter 12. Postwar Politics and the Populists: 1870s–1896  260
Politics in the Gilded Age  260
The Tariff (Again) and the “Billion Dollar Congress”  262
Debate over Expanding the Money Supply  262
The Growth of Discontent: Farmers Organize  264
The Populist Party  267
Content Review Questions  269
Short-Answer Questions  271
Long Essay Questions  272
Answers  273
Period 7: 1890–1945
Changes at Home and Abroad  276

Chapter 13. U.S. Foreign Affairs from 1860 to 1914  277
The Purchase of Alaska  278
The New Imperialism: Theories  278
Methods Adopted by the United States to Achieve its
Imperialist Goals  279
I ideological Justifications for an American Imperialist Policy  280
Opponents of American Imperialism  281
U.S. Foreign Relations in East Asia and the Pacific  282
The Spanish-American War (1898)  284
U.S. Foreign Relations in Latin American and the Caribbean  286
Content Review Questions  287
Short-Answer Questions  290
Long Essay Questions  290
Answers  291

Chapter 14. The Progressive Era: 1900–1920  294
Liberalism in the Twentieth Century: Historians’ Perspective  295
The Early Twentieth-Century Progressives  296
Reforming Local and State Political Systems  298
Reform Under Progressive Presidents  300
The Republican Party Splits  302
Reform under Woodrow Wilson  303
The Women’s Rights Movement  305
The Socialist Challenge  305
Black Americans and the Progressive Movement  306
The End of the Progressive Era  307
Content Review Questions  308
Short-Answer Questions  310
Long Essay Questions  310
Answers  311

Chapter 15. World War I: 1914–1918  314
Causes of World War I  315
American Neutrality  316
U.S. Relations with Britain and France, Public Opinion,
and War Propaganda  317
U.S. Intervention  317
World War I and Suppression of Civil Liberties and Dissent  318
The Economics of War  319
Treaty of Versailles and the League of Nations  320
The Interwar Years  321
Economic Imperatives: Intervention, World War I Debts,
and Reparations  322
Content Review Questions  323
Short-Answer Questions  326
Long Essay Questions  326
Answers  327

© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.
Chapter 16. Conservatism and Cultural Diversity in the 1920s  330
  Political Developments  231
  "Silent Cal" Coolidge and the "Do-Nothing" Herbert Hoover  332
  Mass Consumerism  333
  Divisions on the Domestic Scene  334
  Nativist Anxiety  336
  Content Review Questions  338
  Short-Answer Questions  340
  Long Essay Questions  340
  Answers  341

Chapter 17. The Great Depression and the New Deal: 1929–1941  344
  Causes of the Great Depression  345
  The Extent of the Collapse (1929–1933)  347
  Hoover and the Collapse of the Economy  348
  FDR  350
  FDR’s First Hundred Days to the first New Deal  350
  The Second New Deal  352
  Keynesian Economics  354
  The Court-Packaging Scheme  355
  Black Americans, Women, FDR, and the New Deal  355
  The Legacy of the New Deal  357
  Content Review Questions  357
  Short-Answer Questions  360
  Long Essay Questions  360
  Answers  361

Chapter 18. World War II: 1939-1945  364
  German and Italian Militarism and Territorial Expansion  365
  The Spanish Civil War  367
  Japanese Imperialism  368
  Roosevelt and the Allies  368
  Deteriorating Relations with Japan  370
  Japanese American Internment  371
  The Holocaust  371
  Wartime Conferences and the Cold War  372
  The War  373
  Content Review Questions  374
  Short-Answer Questions  376
  Long Essay Questions  377
  Answers  378

Period 8: 1945–1980
Domestic and International Challenges
in Cold War America  381

Chapter 19. U.S. Domestic Affairs from 1945 to the 1980s  382
  The Economic "Boom"  383
  Demobilization and Economic Reconversion  384
  The Baby Boom and Suburbanization  385
  Domestic Developments During the Truman Administration (1945–1953)  386
  Domestic Developments During the Eisenhower Administrations (1953–1961)  387

© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.
Domestic Developments During the Kennedy Administration: "The New Frontier" (1961–1963) 388
Domestic Developments During the Johnson Administration: "The Great Society" (1963–1969) 390
Content Review Questions 396
Short-Answer Questions 398
Long Essay Questions 399
Answers 400

Chapter 20. U.S. Foreign Affairs from 1945 to the 1980s 403
Soviet and American Postwar Objectives and Priorities 404
The Cold War in Europe 405
Rollback, Brinkmanship, and Rising Tensions 409
The Containment Policy and Latin America:
From Eisenhower to Reagan 411
U.S.-Asian Affairs: The Limitations of Containment 413
Foreign Affairs in the Post-Vietnam Era 416
Content Review Questions 418
Short-Answer Questions 420
Long Essay Questions 421
Answers 422

Period 9: 1980–Present
The United States in the Global Community 425

The Presidency of Ronald Reagan 427
The Presidency of George H.W. Bush 431
The Presidency of Bill Clinton 432
The Presidency of George W. Bush 435
The 2008 Election 440
Content Review Questions 443
Short-Answer Questions 446
Long Essay Questions 446
Answers 447

Part III: Practice Tests 451

Practice Test 1 453
AP United States History Examination 453
Answers for Section I 475
Section I, Part A: Multiple-Choice Questions 475
Section I, Part B: Short-Answer Questions 482
Section II, Part A: Document-Based Question (DBQ) 484
Section II, Part B: Long Essay Questions 488

© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.
Practice Test 2 491
AP United States History Examination 491
Answers for Section I 515
Section I, Part A: Multiple-Choice Questions 515
Section I, Part B: Short-Answer Questions 524
Section II, Part A: Document-Based Question (DBQ) 525
Section II, Part B: Long Essay Questions 530
ABOUT THE AUTHOR

STACIE BRENSILVER BERMAN taught U.S. History for ten years, and AP U.S. History for seven years, at Edward R. Murrow High School in Brooklyn, New York. She is now in the third year of a doctoral program at NYU in Teaching and Learning Social Studies where she is writing her dissertation on LGBTQ issues in high school U.S. history classes. Stacie presents annually at the AP Annual Conference, most recently conducting a full-day workshop on implementing project-based units in AP classes. She has also presented curricula at the Organization of American Historians Annual Conference and the National Council for the Social Studies Annual Conference. Stacie edited and wrote end-of-chapter questions for the 15th edition of The American Pageant. She co-authored a chapter on teaching the Civil Rights Movement in Teaching U.S. History: Dialogues among Social Studies Teachers and Historians, a chapter on teaching war crimes in a comparative perspective in Teaching Recent Global History, and a chapter on strategies for teaching the Port Huron Statement in Tom Hayden’s Inspiring Participatory Democracy.

BOBBI RODRIGUEZ, a teacher at A&M Consolidated High School in College Station, Texas, has been teaching AP U.S. History for seven years, during which time she has been a contributing author on several projects designed to improve student performance on the AP U.S. History exam. This includes work on the original roll-out of PrepU for AP U.S. History and the alignment of The American Pageant (15th edition) with the State of Texas Essential Knowledge and Skills. She has also led the development of AP U.S. History curriculum for her school district, work that has been shared with other districts in the state.

MARK EPSTEIN, a teacher for twenty-six years at Greenwich High School in Greenwich, Connecticut, has over the years taught nearly every course in the social studies curriculum. He began teaching AP U.S. History fifteen years ago, and since then his students have compiled a 4.6 group average on the examination. In 2002 he was named a Greenwich Public Schools Distinguished Teacher.
PREFACE

History provides the context for everything we do and all that we will become. Knowing what happened in the past helps us understand the mistakes and triumphs of the present. As monumental events unfold around the world—news to us, but the history that my daughter and my students’ children will read in a textbook—it becomes even more important that we acknowledge the value of history and our place in it.

This updated edition includes recent events, including the prolonged economic crisis, the battle over a national healthcare plan and the Patient Protection and Affordable Care Act, the rise of the “Tea Party,” the election of 2012, and issues facing the nation in President Obama’s second term. The chapter organization and diagnostic and practice tests have been updated to include recent United States history as well as to reflect changes to the College Board’s AP U.S. History curriculum and exam.

I had wonderful allies in my co-author, Bobbi Rodriguez, and in our editor, Craig Leonard. We also had a marvelous foundation courtesy of Mark Epstein, whose previous editions included detailed and well-contextualized information. Jim Fraser and Diana Turk, my colleagues at NYU, push me to explore projects outside of the classroom and continue to develop innovative ways to bring content into AP U.S. History classes.

This book is dedicated to the teachers, staff, and students of Edward R. Murrow High School, who will always be more important to me than I can express. I would not be able to pursue my passion for history and learning without the unwavering support of my husband, Jeff, and the inspiration provided by my daughter, Mia. Lastly, I am eternally grateful for the opportunities made available by and the encouragement of my parents Vicki and Alvin Brensilver and my brother, Peter.

Stacie Brensilver Berman
Steinhardt School of Culture, Education, and Human Development
New York University
New York, NY
PREFACE

Why study history? The answer is one that is as simple as it is significant: Because history matters. History matters as we seek to avoid mistakes of the past in making our decisions for the future. History matters as we attempt to understand the dynamics of the world around us in hopes of better predicting the impact of decisions made today. History matters because it demonstrates the capacities of our nation, and the human race, giving hope to times of uncertainty and whispering words of caution when power moves toward excess.

This updated edition seeks to broaden our approach to U.S. history—beginning in the Pre-Columbian Era and extending through what many of us would consider current events. At the same time, history educators and students alike must appreciate that breadth of knowledge is nearly useless without depth of understanding. To this end, we have also worked to align this book with the College Board’s new curriculum framework for AP U.S. History. There are some major changes in store for AP teachers and students, but the new format, new questions, and new standards are intended to encourage students of history to do not simply memorize facts, but to use the facts they know to build a cohesive understanding about history.

I am deeply grateful for the support of Margaret Lannamann and Craig Leonard at O’Donnell Learn, and for the contributions of Stacie Berman with whom I had the privilege of working on this latest update. Moreover, it is the support of my colleagues at A&M Consolidated High School and of my incredibly talented students that enables me to continue to pursue new ideas in teaching AP U.S. History.

This book is dedicated to husband, Roy, without whose encouragement and patience this project could never have been completed; to my children, Nate and Dorothy, in whose futures I see the promises of the past; and to my parents, Sam and Fletcher Kelly, who taught me to love history and to love learning without ever losing sight of the people who are individually affected by the events that surround us all.

Bobbi Kelly Rodriguez
A&M Consolidated High School
College Station, Texas
Part I

Strategies for the AP Test
PREPARING FOR THE
AP® EXAMINATION

Advanced Placement is a challenging yet stimulating experience. Whether you are taking an AP course at your school or you are working on AP independently, the stage is set for a great intellectual experience. As the school year progresses and you burrow deeper and deeper into the coursework, you can see the broad concepts, movements, conflicts, resolutions, and personalities that have shaped the history of the United States. Fleshing out those forces with a growing collection of nuances is exciting. More exciting still is recognizing references to those forces in the media.

But as spring approaches and the College Board examination begins to loom on the horizon, Advanced Placement can seem downright intimidating given the enormous scope and extent of the information that is required to score well. If you are intimidated by the College Board examination, you are certainly not alone.

The best way to deal with an AP examination is to master it, not let it master you. If you manage your time effectively, you will eliminate one major obstacle—learning a considerable amount of material. In addition, if you can think of these tests as a way to show off how your mind works, you have a leg up: attitude does help. If you are not one of those students, there is still a lot you can do to sideline your anxiety. This book is designed to put you on a fast track. Focused review and practice time will help you master the examination so that you can walk in with confidence and get a 5.

WHAT’S IN THIS BOOK

This book is keyed to The American Pageant, 15th edition, by David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, and 16th edition, by David M. Kennedy and Lizabeth Cohen, but because it follows the College Board Topic Outline, it is compatible with all textbooks. It is divided into three sections. Part I offers suggestions for getting yourself ready, from signing up to take the test and sharpening your pencils to organizing a free-response essay. At the end of Part I you will find a Diagnostic Test. This test has all of the elements of the U.S. History examination, but the fifty-five multiple-choice questions are organized according to the College Board Concept Outline. When you go through the answers at the end of the test, a cluster of wrong answers in one content area will show you where you are weak. Page references at the end of each answer indicate where you will find the

AP® and Advanced Placement Program® are trademarks registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.
Preparing for the AP Examination

discussion on that particular point in both the 15th and 16th editions of The American Pageant. Scoring is explained, so you will have some idea of how well you can do.

Part II is made up of twenty-one chapters organized chronologically by topic. These chapters are not a substitute for your textbook and class discussion; they simply review the U.S. History course. At the end of each chapter you will find fifteen content review questions, two long-essay questions, and two short-answer questions based on the material in that chapter. Again, you will find page references at the end of each answer directing you to the discussion on that particular point in The American Pageant. It is important to note that the content review questions at the end of each chapter, although in a multiple-choice format, are intended for content review—not as direct preparation for the multiple-choice section of the AP U.S. History examination. One of the biggest advantages to using these fairly specific content review questions is that it will help you to internalize details that you will need to use in your essays and short-answer responses. For practice multiple-choice questions that model the style of the AP examination, work through the diagnostic and practice exams.

Part III has two complete AP U.S. History examinations. At the end of each test you will find the answers, explanations, and references to The American Pageant for the fifty-five multiple-choice questions and comments on what essays for the document-based question (DBQ), the four short-answer, and the two long-essay questions should cover.

Setting up a Review Schedule

If you have been steadily doing your homework and keeping up with the coursework, you are in good shape. The key to preparing for the examination is to begin as early as possible; do not wait until the examination is just a week or two away to begin your studying. But even if you’ve done all that—or if it’s too late to do all that—there are some more ways to get it all together.

To begin, read Part I of this book. You will be much more comfortable going into the test if you understand how the test questions are designed and how best to approach them. Then take the Diagnostic Test and see where you are right now.

Take out a calendar and set up a schedule for yourself. If you begin studying early, you can chip away at the review chapters in Part II. You’ll be surprised—and pleased—by how much material you can cover with half an hour a day of study for a month or so before the test. Look carefully at the sections of the Diagnostic Test; if you missed a number of questions in one particular area, allow more time for the chapters that cover that area of the course. The practice tests in Part III will give you more experience with different kinds of multiple-choice questions and the wide range of long-essay and short-answer questions.

If time is short, skip reading the review chapters. Look at the Key Concepts at the beginning of each chapter to make sure you know the broad concepts, and work on the content review and free-response questions at the end of each review. This will give you a good idea of
your understanding of that particular topic. Then take the tests in Part III.

If time is really short, go straight from Part I to Part III. Taking practice tests over and over again is the fastest, most practical way to prepare.

BEFORE THE EXAMINATION

By February, long before the examination, you need to make sure that you are registered to take the test. Many schools take care of the paperwork and handle the fees for their AP students, but check with your teacher or the AP coordinator to make sure that you are on the list. This is especially important if you have a documented disability and need test accommodations. If you are studying AP independently, call AP Services at the College Board for the name of the local AP coordinator, who will help you through the registration process.

The evening before the examination is not a great time for partying. Nor is it a great time for cramming. If you like, look over class notes or drift through your textbook, but concentrate on the broad outlines, not the small details, of the course. You might also want to skim through this book and read the AP tips. However, the evening before the examination is a great time to get your things together for the next day. Sharpen a fistful of no. 2 pencils with good erasers for the multiple-choice section of the test; set out several black or dark-blue ballpoint pens for the free-response questions; bring a watch as no cell phones are allowed in the testing room; get a piece of fruit or a snack bar and a bottle of water for the break; make sure you have your Social Security number and whatever photo identification and admission ticket are required. Then relax. And get a good night’s sleep. An extra hour of sleep is more valuable than an extra hour of study.

On the day of the examination, make certain to eat breakfast—fuel for the brain. Studies show that students who eat a hot breakfast before testing get higher grades. Be careful not to drink a lot of liquids, necessitating trips to the bathroom during the test. You need energy to power you through the test—and more. You will spend some time waiting while everyone is seated in the right room for the right test. That’s before the test has even begun. Including the brief break and all four parts of the test, the U.S. History examination lasts for more than three hours. So be prepared for a long morning. You do not want to be distracted by a growling stomach or hunger pangs.

Be sure to wear comfortable clothes, taking along a sweater in case the heating or air-conditioning is erratic—and by all means wear your lucky socks if you have some.

You have been on the fast track. Now go get a 5.
The AP U.S. History examination consists of four parts in two sections. Section 1 includes Parts A and B. Section 1 Part A has fifty-five multiple-choice questions for which you will have 55 minutes to answer; all questions will be organized into sets of two to five questions that will follow along with a stimulus material (a primary or secondary source). Section 1 Part B consists of four short-answer questions that you will answer in 50 minutes. Section 2 includes its own Part A and Part B. Section 2 Part A contains a document-based question assessing continuity and change over time as well as your ability to apply your understanding of the documents using the historical thinking skills. You will be given 55 minutes to read the documents and answer the question. Section 2 Part B consists of two long-essay questions that focus on the same historical thinking skill as it applies to two time periods; you will choose to respond to one of these in the allotted 35 minutes. Keep an eye on your watch. Watch alarms are not allowed.

The College Board has identified seven themes that run through a U.S. history course: Identity (ID)—how American national identity has been shaped, debated, and defined over time; Work, Exchange, and Technology (WXT)—how changes in markets, transportation, labor systems, and technology have been debated and what impact they have had in the role of government, the economy, and society; Peopling (PEO)—the effects of migrations to, from, and within North America; Politics and Power (POL)—the debate and competition among different political and social groups seeking to influence American values and government; America in the World (WOR)—the interaction between events in North America/the United States and contemporary developments in the rest of the world; Environment and Geography, Physical and Human (ENV)—the impact of the natural environment on the institutions and values of Americans, as well as the impact of political, economic and demographic changes within the United States on the environment itself; Ideas, Beliefs, and Culture (CUL)—reasons for and impacts of the changes in moral, philosophical, and cultural values among the people of the United States (and their colonial predecessors). A theme won't appear in every chapter of the textbook, but it will turn up over and over again in the course. For example, American identity evolved throughout the Revolutionary era, during Westward Expansion, in the build-up to and aftermath of the Civil War, as Americans turned toward imperialism, and throughout the twentieth century as America contended with conflicts in the wider world. The themes can give you a real assist in

*AP* and Advanced Placement Program® are trademarks registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.
writing free-response essays; they provide the big idea, which you support with your historical facts.

**Strategies for the Multiple-Choice Section**

Here are some rules of thumb to help you work your way through the multiple-choice questions—your score on this section will make up 40 percent of your final score.

- **Understand how the multiple-choice questions are scored.** Each correct answer is worth 1 point; you will not lose points for incorrect answers. Therefore it is worthwhile to answer every question, even if you have to guess. There are four possible answers for each question. If you cannot narrow down the choices at all, you have a 25 percent chance of guessing correctly. If you can eliminate even just one response, it will always improve your chances of guessing correctly. Your best strategy is to go through the entire multiple-choice section, answering all questions to which you know the answers. If you skip a question, be careful to skip that line on the answer sheet as well. Then go back and work on the questions you skipped. Leave yourself enough time to fill in answers—even guesses—on all unanswered items before the time expires.

- **Read the question and stimulus material carefully.** Pressured for time, many students make the mistake of reading the questions too quickly or merely skimming them. By reading a question carefully, you may already have some idea about the correct answer. You can then look for it in the responses. Be sure to use the stimulus material to help inform your thoughts as you work through each set of questions, and pay attention to connections among test questions within a set for cues to other questions.

- **Eliminate any answer you know is wrong.** You can write on the multiple-choice questions in the test book. As you read through the responses, draw a line through any answer you know is wrong.

- **Read all of the possible answers, then choose the most accurate response.** The AP examination is written to test your ability to reason about the document you are given as it relates to your knowledge of history. Sometimes a few answers are probable, but one of them is more specific. For example, a question dealing with the Open Door policy in 1899 may have an answer that seems correct: “It sought to promote U.S. interests overseas.” However, there may be an even better answer, one that is more specific to the topic: “To provide the United States access to trade in Asia.”

- **Avoid absolute responses.** These answers often include the words “always” or “never.” For example, the statement “Jefferson always rejected the Hamiltonian economic program” is an overstatement in that Jefferson never attempted to eliminate one of the key features of Hamilton’s economic program, the Bank of the United States.
TYPES OF MULTIPLE-CHOICE QUESTIONS

There are various kinds of multiple-choice questions and all will require you to review a primary or secondary source to supplement the question itself. Here are some suggestions for how to approach each kind of stimulus:

CHART/GRAph QUESTIONS

These questions require you to examine the data on a chart or graph. Although these questions are not difficult, spending too much time interpreting a chart or graph may slow you down. To avoid this, first read the question and all of the possible answers so that you know what you are looking for. Before you look at the chart, you may be able to eliminate some obviously incorrect responses. For example:

![Chart showing immigration data]

1. Which of the following statements does the table above best support?
   (A) Immigration remained at the same level from 1871 to 1920.
   (B) The period 1871–1880 witnessed the largest immigration of New Immigrants in the late nineteenth century.
   (C) Most immigrants came from Italy and Germany.
   (D) The period 1891–1900 was the first decade in the late nineteenth century in which the number of New Immigrants exceeded the number of Old Immigrants.

   **Answer:** (D) After analyzing the table, option A can be eliminated because the measurement bars are not level in any period. Option B is incorrect because the total number of New Immigrants in 1871–1880 is the lowest of any decade represented. Option C is incorrect in that there is no way to tell from the table what percentage of the immigrants came from a specific country. Option D therefore is correct because the bar for New Immigrants is higher for the first time than the bar for Old Immigrants.
POLITICAL CARTOON QUESTIONS

These questions require you to interpret a political cartoon. Every political cartoon contains symbolism and a point of view. Examine the cartoon before you read the question and possible responses to determine what each part of the drawing represents and to identify the artist's viewpoint. For example:

![Political Cartoon]

The Granger Collection, New York

1. What is the viewpoint expressed in the above cartoon?
   (A) The United States rejected the Roosevelt Corollary to the Monroe Doctrine.
   (B) Under Roosevelt the United States allowed European nations to take part in the colonization of South America.
   (C) Roosevelt brought the Caribbean under the control of the United States.
   (D) Roosevelt was protecting the Caribbean nations from U.S. intervention.

ANSWER: (C) Roosevelt actually strengthened the Monroe Doctrine with his Roosevelt Corollary. Therefore A and B are incorrect because one of the primary purposes of the Monroe Doctrine and the Roosevelt Corollary was to prevent European intervention in the Western Hemisphere. Because the United States consistently intervened in South American affairs, answer D is incorrect.
INTERPRETING A MAP

For history students, maps are used to describe not just geography but social and political organization as well. Asked to interpret a map, you can pick up a lot of information just by looking at the key.

1. The map above shows the United States (A) at the end of the Revolutionary War. (B) following the end of the Mexican-American War. (C) after all of the Eastern Native American tribes had been moved to reservations in the West. (D) after the passage of the Missouri Compromise.

ANSWER: (D) At the end of the Revolutionary War the United States comprised the thirteen original colonies; therefore answer A is incorrect. B is incorrect for several reasons, foremost being the absence of Texas and the Mexican Cession on the map. There is no information on the map that indicates it has anything to do with Native American removal, thus answer C is incorrect.

INTERPRETING A PRIMARY SOURCE

Primary sources are a historian’s best window on the past and should be read carefully. Particularly when dealing with sources from the sixteenth or seventeenth century, be sure that you understand the author’s meaning. Give careful consideration to the intended audience and, if you are familiar with the author listed, be aware of their actions, beliefs, and motivations. Take any dates given to help you place the passage in context.

“While we have land to labor then, let us never wish to see our citizens occupied at a work-bench, or twirling a distaff.... For the general operations of manufacture, let our workshops remain in Europe.... The mobs of great
cities add just so much to the support of pure
government, as sores do to the strength of the human
body.”

Thomas Jefferson, 1784

1. Which of the following eighteenth-century political debates is most
likely the topic of Jefferson’s writing?
(A) whether or not to replace the Articles of Confederation with a
stronger central government
(B) whether or not to declare independence from Britain
(C) whether or not to involve the federal government in
supporting the national economy
(D) whether or not to allow slaves to work in factories in the South

**ANSWER:** (C) In this passage, Jefferson is discussing the problems with
industrial work, in line with his belief in the virtue of agricultural work.
Jefferson believed that there was little desirability in developing an
industrial economy such as Britain’s. In 1784, the United States was
operating under the Articles of Confederation as an independent
nation; a stronger national government was not seriously considered
until 1787 and even then Jefferson preferred the decentralized
government of the Articles; therefore A and B are incorrect. Even by
the language of the time (“such persons” held to labor, for example,
from the Constitution), no mention is made of slavery in this passage.

**INTERPRETING A SECONDARY SOURCE**

Secondary sources reveal historian’s thoughts about the past and
often present an argument about causes or impacts of historical
events. When presented with one (or a pair of sources), first identify
the author’s argument, then try to contextualize the issue. What era is
being discussed? What was happening at that time?

“The function of the ideology of mobility was to supply
the citizens of nineteenth century America with a
scheme for comprehending and accommodating
themselves to a new social and economic order.... The
defining characteristic of this open society was perfect
competitiveness, which guaranteed a complete
 correspondence between social status and merit.... A
general acceptance of the mobility ideology by the
lower class would have served to integrate workmen
into the social order, minimizing discontent and
directing it at targets other than the society itself.”

—Stephan Thernstrom, *Poverty and Progress: Social
Mobility in a Nineteenth Century City* (1964) pp. 58–59

1. Which of the following groups most clearly did not buy into the
ideology of mobility that Thernstrom discusses?
(A) labor unions
(B) industrial leaders
(C) urban reformers
(D) believers in Social Darwinism

© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed
with a certain product or service or otherwise on a password-protected website for classroom use.
ANSWER: (A) Clues about the “new social and economic order,” “competitiveness,” and “workmen” help reveal that Ternenstrom is discussing the industrial changes in the nineteenth century. The argument he is making is, generally, that society was inherently fair and that the best would rise to the top. This was the basic tenet of Social Darwinism, making D incorrect. Of the groups listed, labor unions most clearly disagreed with this idea; they argued, in fact, that the economic system in place unfairly gave benefits to those who owned capital, thus A is correct. Many industrial leaders believed that they deserved their wealth because of superior talent (more Social Darwinism, or the Gospel of Wealth), therefore B is incorrect. Urban reformers (early progressives seeking to improve industrial conditions) focused on bettering the lives of those at the bottom of the social ladder rather than debating their ability to improve their station, making C a poor choice.

SHORT-ANSWER QUESTIONS

You are required to write responses to a total of four short-answer question in the provided 50 minutes. Your score on this portion will count for 20 percent of your final score. Each question will consist of two or more parts and at least two of the four questions will contain elements of internal choice, allowing you to demonstrate the knowledge that you know best. Each question will require you to use your knowledge about American history to respond to a stimulus such as a primary or secondary source, a map or image, or a general statement about U.S. history. You do not need to develop and defend a thesis—however, bulleted answers will automatically receive a zero. Instead, focus on answering them fully (and in complete sentences) and on including evidence or examples to support your response. The questions are designed to give you the freedom to choose from a wide range of possible examples. This means that you can pick from what you might have studied in-depth in class or what you might have read more about, rather than worrying about knowing one, specific fact or event.

FREE-RESPONSE SECTION II: FREE-RESPONSE QUESTIONS

You are required to write essays for two free-response questions on Part 2 of the U.S. History examination. Section II Part A presents the Document-Based Question. It is mandatory and will count as 25 percent of your final score. For the DBQ, you are given 55 minutes to read the documents, organize your answer, and write your response. The essay will ask you to use your historical thinking skills in addition to analysis of one or more of the themes of American History. In Section II Part B you will respond to one of two Long-Essay Questions, both of which will focus on the same historical thinking skill as applied to different time periods. You will be asked to choose one question to answer in the given 35 minute time period. Your score on this portion will count for 15 percent of your final score.
THE DOCUMENT-BASED QUESTION (DBQ)

The DBQ is considered by many students to be the most complex and challenging component of the AP examination. As its name implies, the DBQ presents you with a wide variety of primary-source information in the form of a series of documents. Primary sources are contemporaneous with a time period or event and include everything from maps, political cartoons, photographs, and illustrations to speeches, essays, books, documentaries, and editorials. Documents will not be taken from secondary sources such as textbooks.

All free-response essays require you to utilize your knowledge of the topic, but with the DBQ your essay needs to be grounded on the documents. Your goal is to demonstrate your ability to tease out the thrust and substance of each document, then combine this information with your own general knowledge in an analytical and evaluative essay. The following are necessary for a quality DBQ essay:

- Background—your own knowledge of the topic
- Analysis—your ability to interpret and explain the documents and identify patterns across time periods
- Contextualization—your ability to link your argument to broader historical events and/or processes
- Synthesis—your ability to blend your outside information with the information provided in the documents to explain an issue

There are three DBQs in this book, one in the Diagnostic Test and one in each of the practice tests. In addition, you will find fifteen DBQs at the end of the 15th and nineteen DBQs at the end of the 16th edition of The American Pageant.

Take a look at an abbreviated DBQ, one that contains only four documents for explanation purposes. (You will have the opportunity to practice on full DBQs when you work on the diagnostic and practice tests.)

Question: Using the documents provided and your knowledge of the period, write an answer to the following question:

Analyze the factors that determined the degree of success that labor unions had in securing the goals that American workers desired during the years 1865–1900.
Document 1: The Address of the National Labor [Union] Congress to the Working Men of the United States

Andrew C. Cameron, August 1867

The question of all others which at present engrosses the attention of the American workman, and, in fact, the American people, is the proposed reduction of the hours of daily labor and the substitution of the eight- for the ten-hour system. . . . As might have been expected, the employing capitalists, aided by a venal press, have set up a howl of rage and protested the adoption of such [an] innovation. . . .

There are, probably, no organizations upon the nature of which so much ignorance exists, even among workingmen, or against which such persistent and systematic opposition has been urged, as trades unions. . . . [T]heir establishment has been beneficial to the community in general and the working classes in particular. . . .

Source: excerpted from The Annals of America, Vol. 10


[We] submit to the world the objects sought to be accomplished by our organization . . .

. . .

2. To secure to the toilers a proper share of wealth they create, . . .

. . .

6. . . . the adopting of measures providing for the health and safety of those engaged in mining, manufacturing, or building pursuits.

. . .

11. The prohibition of the employment of children in workshops, mines, and factories . . .

. . .

14. The reduction of the hours of labor to eight per day, so that the laborers may have more time for social enjoyment and intellectual improvement. . . .

Source: excerpted from The Annals of America, Vol. 10
**Document 3: Earnings, Expenses and Conditions of Workingmen and Their Families**

<table>
<thead>
<tr>
<th>No. 51 [Family number], Machinist, American [birthplace]</th>
<th>No. 112 [Family number], Coal Miner, American [birthplace]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARNINGS</strong></td>
<td><strong>EARNINGS</strong></td>
</tr>
<tr>
<td>Of father</td>
<td>Of father</td>
</tr>
<tr>
<td>$540</td>
<td>$250</td>
</tr>
<tr>
<td>Of mother</td>
<td></td>
</tr>
<tr>
<td>255</td>
<td></td>
</tr>
<tr>
<td>Of son, aged sixteen</td>
<td></td>
</tr>
<tr>
<td>255</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>$1050</td>
<td>$1050</td>
</tr>
</tbody>
</table>

**CONDITION**

Family numbers 10—parents and eight children, five girls and three boys, aged from two to sixteen. Four of the children attend school. Father works only 30 weeks in the year, receives $3 per day for his services. They live in a comfortably furnished house, of 7 rooms, have a piano, take an interest in society and domestic affairs, are intelligent, but do not dress very well. Their expenditures are equal to, but do not exceed their income. Father belongs to trades union, and is interested and benefited by and in it.

**FOOD**

Breakfast—Bread, meat and coffee.
Dinner—Bread, meat, vegetables and tea.
Supper—Bread, meat, vegetables and coffee.

**COST OF LIVING**

<table>
<thead>
<tr>
<th>Rent</th>
<th>$300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel</td>
<td>50</td>
</tr>
<tr>
<td>Meat</td>
<td>100</td>
</tr>
<tr>
<td>Groceries</td>
<td>200</td>
</tr>
<tr>
<td>Clothing</td>
<td>160</td>
</tr>
<tr>
<td>Boots and shoes</td>
<td>50</td>
</tr>
<tr>
<td>Dry goods</td>
<td>25</td>
</tr>
<tr>
<td>Books, papers, etc.</td>
<td>15</td>
</tr>
<tr>
<td>Trades union</td>
<td>10</td>
</tr>
<tr>
<td>Sickness [insurance]</td>
<td>50</td>
</tr>
<tr>
<td>Sundries</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>$1050</td>
</tr>
</tbody>
</table>

**COST OF LIVING**

<table>
<thead>
<tr>
<th>Rent</th>
<th>$72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel</td>
<td>20</td>
</tr>
<tr>
<td>Meat</td>
<td>20</td>
</tr>
<tr>
<td>Groceries</td>
<td>60</td>
</tr>
<tr>
<td>Clothing</td>
<td>28</td>
</tr>
<tr>
<td>Boots and shoes</td>
<td>15</td>
</tr>
<tr>
<td>Dry goods</td>
<td>20</td>
</tr>
<tr>
<td>Trades union</td>
<td>3</td>
</tr>
<tr>
<td>Sickness [insurance]</td>
<td>10</td>
</tr>
<tr>
<td>Sundries</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>$253</td>
</tr>
</tbody>
</table>


© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.
Document 4: Debs’s Claim Is Puerile: Violence the Strikers’ Main Reliance to Insure Success

President Debs of the American Railway Union, President Gompers of the American Federation of Labor, and other labor leaders who are responsible for strikes, have repeatedly affirmed that during the present [Pullman] strike and in strikes in the past[,] all violent acts were done by men [who were] not strikers.... When several persons were shot by the United States troops, he claimed none of them was a member of the American Railway Union and instanced this fact to prove that the strikers were not the ones who were committing overt acts [of violence]... and are not accountable for the bloodshed, arson, destruction of property in other ways, hindrance to business, and other losses which the [state] always suffers when a big strike is in progress.

That the contrary is true is proved beyond cavil [frivolous objection] by reference to the history of every big strike ever ordered in this country. In a railway strike success can only be achieved by the forcible detention of trains... and the forcible detention of trains means rioting, and perhaps bloodshed.

....

It is because Debs and his ilk cannot, and know they cannot, achieve their communistic ends by the ballot or in any other lawful way that they resort to the use of hurled rocks, blows with clubs, shots fired from ambush, and all the other base acts of a relentless and bloodthirsty guerilla warfare.

Source: New York Times, 11 July 1894 (excerpted from the Times through Proquest, an electronic database)

Steps in organizing and structuring the DBQ essay:

Step 1: Brainstorm ideas that relate to the question.

Step 2: Consider a structure for your response.

Step 3: Analyze each document. What is the meaning of the document? What or who is the source—the Supreme Court, a presidential candidate, a labor leader, a capitalist? The source provides important clues to the position being put forth in the document. As you analyze the meaning or significance of the document, jot down margin notes—generalizations that relate to the document. For example:

- **Margin note for Document 1:** Address to the NLU (National Labor Union) in support of the eight-hour day
- **Margin note for Document 2:** Extract from the Knights of Labor constitution regarding higher wages, improved working conditions, and a shortened workday
- **Margin note for Document 3:** Bureau of Labor Statistics cost-of-living figures for union members equals the amount paid in salary for the machinist, slightly less for the coal miner
- **Margin note for Document 4:** Criticism of claim by Eugene Debs, president of the American Railway Union, that acts of violence were not perpetrated by union members and that Debs’s union was interfering with the railroads; suggestion that Debs is communist
When you begin to map out your essay, remember that the DBQ calls for a synthesis of the document information and your own knowledge of the topic. With that in mind, start with your own knowledge that the period 1865-1877 was characterized by tensions between labor and the business owners, or capitalists. You will need to point out the conditions—low pay and dangerous work environments—faced by workers. Documents 1, 2, and 3 provide the grist for this point; you might note that the sources for Documents 1 and 2 were partisan, while the source for Document 3 was nonpartisan. To assess the level of success for workers in achieving their objectives, you will need to address factors—in this case, obstacles—such as the role played by government in assisting the capitalist class to put down strikes (for example, the Railroad Strike of 1877); the influx of millions of immigrants, which drove down wages; and the methods used by businesses and government to undermine union efforts. As you discuss these features, you should refer to the documents that support your own analysis. For example the degree of success for the American workers in general and unions specifically was in part determined by the attitudes expressed in Document 4, which portrays unions as violent. This turned public opinion against labor unions, therefore limiting their success.

**AP Tip**

Do not wait until you’ve read the documents to develop your own personal knowledge. Even before reading the documents take a few minutes to brainstorm information that you can recall about the topic. If time permits, organize this information so that you can construct the essay while incorporating the documents into the essay. When the document information is similar to what you have brainstormed, present that knowledge as it is expressed in the documents. Possibly the document material can be used to help you analyze other issues.

**Structure of a Free-Response Essay**

In writing a free-response essay, whether a DBQ or a general long-essay question, you need the following:

- a well-developed thesis that sums up your perspective
- an effective analysis and appropriate use of information
- a lucidly cogent essay that is well structured and lucidly written

Below is one model for organizing your thoughts in preparation for writing the free-response and DBQ essays:

*Thesis (Opinion)*
*Supporting Arguments* (major reasons, to be developed in the body paragraphs, that defend or support your thesis)
Structured Body Paragraphs

- Topic Sentence
  - supports the thesis
  - introduces the topic of the paragraph

- Historical and Factual Information
  - facts
  - details
  - statistics
  - quotes

- Analysis
  - explains the separate parts of your arguments
  - explains the significance of the information you present as it relates to the thesis

Framing the Debate To demonstrate an understanding of the complexity of the issue or question, you need to show that you are aware of both sides of the argument or perspective. This frames the debate for the reader. Thus in the introduction, you want to present the “other” view—the one you are not supporting. Make certain, however, that you do not develop the other perspective so fully that the reader is unclear about your thesis. Your objective is to convince the reader that you have a strong thesis and that it is well developed with historical information and analysis.

Outlining For each essay in Section II, the AP examination has built in time for you to develop an outline. Time spent on your outlines is important for a number of reasons:

- It prevents you from writing an essay that is unorganized because you begin writing whatever comes into your head at the moment.
- It helps you determine your perspective on the issue. If after completing an outline you realize that your information tends to support one view over the other, then this is the perspective you should develop.
- It provides you with a brief brainstorming opportunity before writing the essay.

Once you have outlined your essay, it is time to put pen to paper. Remember that examination readers are looking for a clear thesis backed up with specifics. Concentrate on setting out accurate information in straightforward, concise prose. You cannot mask vague information with elegant prose.

A Long-Essay Question and Three Sample Essays

Having established the ingredients of a free-response answer, let us now look at three essays—one excellent, one good, and one poor. Comments following each essay explain ways in which each essay succeeded or failed. All three essays respond to the following long-essay question that focuses on the skill of Historical Argumentation:

Question: Analyze the extent to which compromise was no longer possible between the North and South by the 1850s.
SAMPLE ESSAY 1

By the time Abraham Lincoln was elected president in 1860, the time for compromise between the North and South had passed. Lincoln’s election was the spark that ignited secession. Throughout the antebellum period political leaders had attempted to preserve the Union through compromise and by maintaining the political balance in the Senate. As early as the Constitutional Convention there were indications that the conflicting economies and cultures of the regions would ultimately have to be resolved, either through ongoing political compromise or through war. As late as 1858, just two years before secession, Lincoln had said “a house divided against itself cannot stand.” The outbreak of the Civil War was the tragic resolution to the sectional differences and the inability to maintain two different economic, political, and cultural systems under one government.

Territorial expansion played a significant role in straining sectional relations because it involved the debate over the expansion or containment of slavery. In 1820 Congress seemed to have resolved this problem when it passed the Missouri Compromise, which prevented the expansion of slavery north of the 36° 30’ line. For a time, Congress was able to balance representation in the Senate by admitting both a slave state and a free state into the Union. For example, Missouri, a slave state, was admitted at the same time as Maine, a free state.

Compromise could only address the symptoms of the problem; it could not resolve the basic economic, moral, and cultural differences, especially because the two regions had completely different economic systems dominated by opposing dominant social, economic, and political classes: the planter-slaveholder in the South and the industrial capitalist in the North. Economically, Northern manufacturers and the Northern economy required a protective tariff, internal improvements, and a national bank to facilitate commerce, whereas the South wanted low tariffs, state banks, and was opposed to internal improvements. The North’s economy and culture rested on the wage-labor system, which was, of course, inconsistent with the South’s slave economy and culture. Both sought to expand their systems for a variety of reasons: politically the North and South quarreled over the extension of slavery because the addition of a new slave state or free state meant greater political representation in Congress. This in turn meant that either region, if given the political advantage, could pass legislation that affected not only the future expansion of slavery, but other burning political issues as well, such as the tariff.

Furthermore, the North maintained that the Union had been established as a contract between the people of the United States. Southern political leaders responded that the Union was the result of a compact between the states, and that a state had the authority to nullify federal laws and even secede from the Union. These conflicting
political theories made compromise even more difficult to achieve because the South claimed to have the authority to reject any federal law it deemed unconstitutional or a threat to states' rights. Added to this was the role of Northern abolitionists and Southern defenders of slavery whose justifications for or against the peculiar institution added a moral element to the already significant differences. Thus by the time Congress passed the Kansas-Nebraska Act in 1854 and the Supreme Court handed down the Dred Scott decision in 1857, the possibility of maintaining the Union became increasingly tenuous.

Politically, by the 1850s the two major political parties represented, for the most part, different sections: the Democrats articulated the South's objectives, whereas the Republicans represented an adversarial view. Up until the election of Lincoln, the presidency was occupied either by a Southerner or a Northerner who tended to favor the South's position. Lincoln, a Republican and an advocate of the containment of slavery, represented to the South that the executive branch would now become an obstacle to the South's political objectives, and that its political and economic influence would therefore wane over time. Thus, by the 1850s, conditions for secession were already present, and the time for compromise had, for all intents and purposes, passed.

COMMENT This essay effectively outlines the divisions that prevailed between the North and South in the antebellum period. Although it by no means completely addresses the issue, given the time constraint (35 minutes) it successfully indicates that while Lincoln's election was the event that finally shattered the Union, deep social, economic, and political divisions had already been festering for decades. The writer articulates the view that the Civil War was the result of irreconcilable differences that could no longer be resolved through compromise. Although listing the features of the Dred Scott case would certainly help, the writer successfully synthesizes selective historical content with effective analysis to support the thesis. (Excellent)

SAMPLE ESSAY 2

Although there were many disputes, differences, and events that made compromise in the decades before the 1850s very difficult, political leaders such as Clay and Calhoun were able to work out solutions that politically resolved the differences between North and South and therefore prevented secession and war. Unfortunately the nation's political leaders were not up to the task in the 1850s. As early as the Constitutional Convention the Framers developed solutions to sectional problems such as the Three-fifths Compromise and the Assumption Bill. In the early nineteenth century, with tensions high over the attempt to expand or limit the spread of slavery, congressional leaders were able to work out the Missouri Compromise, which defined where slavery could and could not expand. In 1850 the United States could have experienced civil war had not political leaders worked out the Compromise of 1850, which strengthened the Fugitive Slave Act in the South's favor but
allowed California to enter as a free state. True, the Dred Scott decision effectively eliminated the Missouri Compromise, but political leaders such as Senator Stephen Douglas could not create compromises that would reduce tensions. Instead, they offered the controversial Kansas-Nebraska Act.

The idea of popular sovereignty made compromise almost impossible because Congress could no longer establish areas where slavery could expand and where it could not. Besides, the Kansas-Nebraska Act further enforced the Fugitive Slave Act, which angered Northerners immensely. The only thing holding the Union together at this point was the hope on the part of the South that it could in the future continue to expand slavery. Lincoln, who was opposed to the expansion of slavery, concerned the South so much that no one in 1860 could find any way to compromise. With Lincoln's election the South seceded. But it didn't have to come to that. The nation's political leaders had failed to do what their predecessors in Congress had been able to achieve: effective compromises.

**COMMENT** This essay has a clear thesis: The nation's political leaders in the 1850s were responsible for failing to reduce or resolve the sectional tensions through effective compromises that earlier political leaders had accomplished. The writer cites several important political compromises. The scope of this essay could be broader, however, in that the author does not incorporate the role of territorial expansion into the discussion. Further, the discussion is limited in that no clear differences between the sections are established. Thus the essay focuses only on the controversy over the expansion of slavery and not on its economic and political consequences for the sections. It also depicts the Compromise of 1850 as a workable solution that had no subsequent repercussions. In fact the North was outraged by the Fugitive Slave component of the act. There is also a factual error: the Kansas-Nebraska Act did not strengthen the Fugitive Slave Act. An explanation of popular sovereignty would also add to the quality of this essay. Nevertheless, the writer exhibits a good understanding of the topic and uses information that sustains the thesis throughout the essay. (Good)

**SAMPLE ESSAY 3**

Compromise in the 1850s was impossible because the North and South no longer wanted to negotiate. They believed that only through war would their differences be settled. The Missouri Compromise was more effective than the Kansas-Nebraska Act. It prevented war, whereas the Kansas-Nebraska Act made war more possible. Popular sovereignty was not an effective solution either. Now slavery could spread anywhere and the North would be opposed to this. Lincoln was opposed to the spread of slavery, but he was not willing to break up the Union for it. Therefore a better solution to the problem could not be found. If Lincoln opposed the spread of slavery, what other option did the South have but to leave the Union? Also, the North and South viewed slavery differently. The
North opposed it as inhumane, but the South claimed it was an institution that benefited both Southern whites and slaves. Had the Framers at the Constitutional Convention addressed the issue of slavery, future generations would not have to find solutions and compromises to this problem. But even if Congress did work out compromises, such as the Missouri Compromise, no one could determine what the Supreme Court would do, such as the Dred Scott case. Lincoln’s election was not the cause of the war. True, he was a Northerner, but so were other presidents. Put simply, neither the North nor the South favored compromise by the 1850s because they could not resolve their political differences.

COMMENT This essay is weak in a number of areas. While it has a thesis, it is rudimentary; the thesis is not developed in the essay effectively. The writer strings together generalizations that have little connection to one another. Important issues are not explained. For example the writer contends that the Missouri Compromise was more effective than the Kansas-Nebraska Act but does not explain how or why the former prevented war. This essay lacks focus, analysis, and sufficient historical information to defend the thesis. (Poor)

A HISTORIOGRAPHICAL APPROACH

One misconception about historical study is that it is merely a string of facts, meaningless dates, and the names of often long-dead individuals, with little relevance to our lives and the times. Nothing could be further from the truth. Historians study the nature of change. To be sure, facts are an integral component of historical study and discourse, but equally important is the meaning we give to historical information. One interesting approach to the study of history is historiography—the interpretation of information. There are two dominant schools of historiography. One historiographic perspective argues that change is the result of consensus among groups, classes, ethnicities, races, and genders that change is needed; strains, divisions, and class interests exist, but they are not fundamental and have not interfered with the process of consensual change. Those who subscribe to this view are called consensus or traditional historians. Other historians, referred to as revisionist or conflict historians, view conflict among groups, classes, ethnicities, races, and genders as fundamental to change, its wellspring. As you become immersed in the study of U.S. history at the AP level, filtering the information you learn through the lens of historiographic analysis can make for a richer experience and provide you with the analytical tools to interpret the nature of change. Analyzing, synthesizing, and evaluating the forces that shaped this nation are important aspects of any student’s intellectual growth, and they are essential tools for achieving a 5 on the AP U.S. History examination when you take it in May.
# Thematic Learning Objectives

As indicated earlier, the College Board has identified seven themes, or topics, that can guide our exploration of history. Importantly, they have also identified a series of learning objectives, categorized by theme, to help identify important understandings that they expect students to grasp. As you study U.S. History, refer often to these themes and objectives and ensure that you can offer analysis and factual details for each. On the AP examination, every question will measure your understanding of one of these objectives. To assist you, references to the tested objectives have been included in the answer keys to all multiple-choice questions in this guide.

## Identity (ID)

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of ways that debates over national identity have changed over time.</td>
<td><strong>ID-1</strong> Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.</td>
</tr>
<tr>
<td></td>
<td><strong>ID-2</strong> Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the nineteenth century.</td>
</tr>
<tr>
<td></td>
<td><strong>ID-3</strong> Analyze how U.S. involvement in international crises such as the Spanish-American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the twentieth century.</td>
</tr>
<tr>
<td>Students demonstrate understanding of ways that gender, class, ethnic, religious, regional, and other group identities changed in different eras.</td>
<td><strong>ID-4</strong> Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.</td>
</tr>
<tr>
<td></td>
<td><strong>ID-5</strong> Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the nineteenth century.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>In particular, students can...</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.</td>
<td></td>
</tr>
<tr>
<td>ID-7 Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late nineteenth century.</td>
<td></td>
</tr>
<tr>
<td>ID-8 Explain how civil rights activism in the twentieth century affected the growth of African American and other identity-based political and social movements.</td>
<td></td>
</tr>
</tbody>
</table>

**Work, Exchange, and Technology (WXT)**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of ways that changes in markets, transportation, and technology have affected American society.</td>
<td>WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.</td>
</tr>
<tr>
<td>WXT-2 Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.</td>
<td></td>
</tr>
<tr>
<td>WXT-3 Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate understanding of ways that different labor systems have developed over time.</td>
<td>WXT-4 Explain the development of labor systems such as slavery, indentured servitude, free labor, and sharecropping from the colonial period through the end of the eighteenth century.</td>
</tr>
<tr>
<td>WXT-5 Explain the development of labor systems that accompanied industrialization since the nineteenth century and how industrialization shaped U.S. society and workers' lives.</td>
<td></td>
</tr>
</tbody>
</table>
## Thematic Learning Objectives

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of debates over economic values and the role of government in the U.S. economy and how these debates affected politics, society, the economy, and the environment.</td>
<td>WXT-6 Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late eighteenth century through the early twentieth century.</td>
</tr>
<tr>
<td></td>
<td>WXT-7 Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and progressive movements.</td>
</tr>
<tr>
<td></td>
<td>WXT-8 Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the nineteenth century.</td>
</tr>
</tbody>
</table>

### Peopling (PEO)

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of why people have migrated to, from, and within North America.</td>
<td>PEO-1 Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).</td>
</tr>
<tr>
<td></td>
<td>PEO-2 Explain how changes in the numbers and sources of international migrants in the nineteenth and twentieth centuries altered the ethnic and social makeup of the U.S. population.</td>
</tr>
<tr>
<td></td>
<td>PEO-3 Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td>Students demonstrate understanding of how changes in migration and population patterns have affected American life.</td>
<td>PEO-4 Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.</td>
</tr>
<tr>
<td></td>
<td>PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the nineteenth century.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>In particular, students can...</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>PEO-6 Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-nineteenth century through the mid-twentieth century.</td>
<td></td>
</tr>
<tr>
<td>PEO-7 Explain how and why debates over immigration to the United States have changed since the turn of the twentieth century.</td>
<td></td>
</tr>
</tbody>
</table>

## Politics and Power (POL)

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of how different political and social groups competed for influence over society and government in colonial North America and the United States.</td>
<td>POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.</td>
</tr>
<tr>
<td>POL-2 Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the twentieth century.</td>
<td></td>
</tr>
<tr>
<td>POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.</td>
<td></td>
</tr>
<tr>
<td>POL-4 Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government’s role in U.S. political, social, and economic life.</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate understanding of how Americans have agreed on or argued over the values that guide the political system, as well as who is a part of the political process.</td>
<td>POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.</td>
</tr>
<tr>
<td>POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the nineteenth century and the early twentieth century.</td>
<td></td>
</tr>
<tr>
<td>POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early twentieth century through the early twenty-first century.</td>
<td></td>
</tr>
</tbody>
</table>
### America in the World (WOR)

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of the relationship among events in North America and the United States and contemporary events in the rest of the world.</td>
<td><strong>WOR-1</strong> Explain how imperial competition and the exchange of commodities on both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.</td>
</tr>
<tr>
<td></td>
<td><strong>WOR-2</strong> Explain how the exchange of ideas among different parts of the Atlantic World shaped the belief systems and independence movements into the early nineteenth century.</td>
</tr>
<tr>
<td></td>
<td><strong>WOR-3</strong> Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late nineteenth century.</td>
</tr>
<tr>
<td></td>
<td><strong>WOR-4</strong> Explain how the U.S. involvement in global conflicts in the twentieth century set the stage for domestic social changes.</td>
</tr>
<tr>
<td>Students demonstrate understanding of how different factors have influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas.</td>
<td><strong>WOR-5</strong> Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.</td>
</tr>
<tr>
<td></td>
<td><strong>WOR-6</strong> Analyze the major aspects of domestic debates over U.S. expansionism in the nineteenth century and the early twentieth century.</td>
</tr>
<tr>
<td></td>
<td><strong>WOR-7</strong> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</td>
</tr>
<tr>
<td></td>
<td><strong>WOR-8</strong> Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the twentieth century.</td>
</tr>
</tbody>
</table>
## Environment and Geography—Physical and Human (ENV)

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of the various ways in which interactions with the natural environment shaped the institutions and values of various groups living in North America from prior to European contact through the Civil War.</td>
<td>ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.</td>
</tr>
<tr>
<td></td>
<td>ENV-2 Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period.</td>
</tr>
<tr>
<td></td>
<td>ENV-3 Analyze the role of environmental factors in contributing to regional economic and political identities in the nineteenth century, and how they affected conflicts such as the American Revolution and the Civil War.</td>
</tr>
<tr>
<td>Students demonstrate understanding of how economic and demographic changes affected the environment and led to debates over use and control of the environment and natural resources.</td>
<td>ENV-4 Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.</td>
</tr>
<tr>
<td></td>
<td>ENV-5 Explain how and why debates about policies concerning the use of natural resources and the environment more generally have changed since the late nineteenth century.</td>
</tr>
</tbody>
</table>

## Ideas, Beliefs, and Culture (CUL)

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>In particular, students can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate understanding of how and why moral, philosophical, and cultural values changed in what would become the United States.</td>
<td>CUL-1 Compare the cultural values and attitudes of different European, African American, and Native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.</td>
</tr>
<tr>
<td></td>
<td>CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late eighteenth century and the nineteenth century.</td>
</tr>
<tr>
<td></td>
<td>CUL-3 Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.</td>
</tr>
<tr>
<td><strong>Essential Understanding</strong></td>
<td><strong>In particular, students can...</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Students demonstrate understanding of how and why changes in moral, philosophical, and cultural values affected U.S. history.</td>
<td><strong>CUL-4</strong> Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic.</td>
</tr>
<tr>
<td></td>
<td><strong>CUL-5</strong> Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td></td>
<td><strong>CUL-6</strong> Analyze the role of culture and the arts in the nineteenth- and twentieth-century movements for social and political change.</td>
</tr>
<tr>
<td></td>
<td><strong>CUL-7</strong> Explain how and why “modern” cultural values and popular culture have grown since the early twentieth century and how they have affected American politics and society.</td>
</tr>
</tbody>
</table>
A DIAGNOSTIC TEST

The purpose of this diagnostic test is to provide you with an indication of how well you will perform on the AP U.S. History examination. Keep in mind that the exam changes every year, so it is not possible to predict your score with certainty. For this diagnostic exam, the questions are organized by historical periods, with each represented by one or two sets of questions. You can thus identify which periods to concentrate on when preparing for the AP exam.

AP UNITED STATES HISTORY EXAMINATION
Section I
Part A: Multiple-Choice Questions
Time—55 minutes
Number of Questions—55

Directions: Each of the following questions is part of a set of 2–5 questions that focus on a primary source, secondary source, or other historical issue. Each individual question has four possible answers. For each question, select the best response.

Questions 1–3 refer to the following diagram.

1. Which of the following statements best explains one of the changes that occurred as a result of the phenomenon depicted in the diagram?
   (A) Violent conflict emerged between European explorers and the Native Americans, who were perceived as racially and culturally inferior.
   (B) The rise of the slave trade in the Caribbean supplied forced labor to conquering Europeans in the wake of the near annihilation of Native populations as a result of disease.
(C) Improved economic and political stability in Europe paved the way for more rapid exploration and settlement of the New World.

(D) In search of power and profit for themselves and their nation, conquering European explorers laid waste to large parts of Central and South America, disrupting long-standing civilizations.

2. Which of the following events was most directly caused by the phenomenon depicted in the diagram?
   (A) The development of the encomienda system
   (B) The spread of Christianity across the Americas
   (C) The intermarriage of Spanish conquerors with Native women
   (D) The rise of capitalism among European nations

3. Which of the following most accurately describes the impact in Europe of the phenomenon depicted in the diagram?
   (A) Economic connections reduced imperial competition.
   (B) The rise of the slave trade led reformers to challenge the government.
   (C) The arrival of new goods allowed for population growth.
   (D) New diseases caused social unrest and instability.

Questions 4–6 refer to the following quotations.

"...for having protected, favored, and emboldened the Indians against His Majesty's loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, robberies, and murders committed upon us."

Declaration of Nathaniel Bacon, leader of a rebellion of freemen (former indentured servants) against Royal Governor William Berkeley (1676)

"I have lived thirty-four years amongst you [Virginians], as uncorrupt and diligent as ever [a] Governor was, [while] Bacon is a man of two years amongst you, his person and qualities unknown to most of you, and to all men else, by any virtuous act that ever

I heard of...I will take counsel of wiser men than myself, but Mr. Bacon has none about him but the lowest of the people."

Response of Governor William Berkeley to news of the grievances of Nathaniel Bacon (1676)

4. Which of the following best explains the role of Native Americans in the conflict at the heart of Bacon's Rebellion and other flare-ups among colonial settlers?
   (A) Faced with dwindling resources and violent, discriminatory actions by colonists, Native Americans often raided border settlements.
   (B) Native Americans fought on the side of the colonists against royal authorities.
   (C) Native Americans often allied and intermarried with British colonial settlers, forcing the British government to ban the practice out of fear and racial prejudice.
   (D) The threat of a Native American-Slave alliance in the southern colonies increased tensions among white settlers.

5. Which of these major developments was caused in part by conflicts between former indentured servants and the landed gentry?
   (A) The rise in the regulation of trade among the colonies
   (B) Uprisings by confederations of Native Americans against the colonists
   (C) An increase in the importation of enslaved African laborers
   (D) A general movement toward support of Republicanism

6. In which of the colonial regions was indentured servitude a major source of labor in the seventeenth century?
   (A) The New England colonies (like Massachusetts Bay)
   (B) The Chesapeake Bay and Middle colonies (like Virginia)
   (C) The southern colonies (like South Carolina)
   (D) The British West Indies (like Barbados)

GO ON TO NEXT PAGE
Questions 7–9 refer to the following map.

(C) Very early, the British colonies worked to establish their own manufacturing centers as a means of self-sufficiency.
(D) Trade with the West Indies helped to support the fledgling economy of the British colonies.

9. The British issue of the Proclamation of 1763, as depicted in the map, sought to prevent colonial expansion west of that point. What motivated the British to make such an assertion?
(A) Their desire to increase colonial productivity
(B) An open hostility toward settlers of the west, who tended to harbor resentment toward the Crown
(C) A desire to consolidate imperial control and limit further conflict with the Native Americans
(D) The slow growth of the colonial population

Questions 10–12 refer to the following quotation.

However, it matters very little now what the king of England either says or does; he hath wickedly broken through every moral and human obligation, trampled nature and conscience beneath his feet, and by a steady and constitutional spirit of insolence and cruelty procured for himself an universal hatred. It is now the interest of America to provide for herself. She hath already a large and young family, whom it is more her duty to take care of, than to be granting away her property to support a power who is become a reproach to the names of men and christians, ... if ye wish to preserve your native country uncontaminated by European corruption, ye must in secret wish a separation.

Thomas Paine, Common Sense, 1776

10. Which of the following best explains the impact of publications like the one excerpted here?
(A) They served to organize and galvanize the general public in support of independence.
(B) They served to dismiss loyalist claims that the British had a right to control the colonies.
(C) They served to secure significant international support for the American Revolution.
(D) They made the case for the preservation of the mercantilist system.

11. Which of the following most strongly influenced the development of the American ideology expressed in this excerpt?
(A) The French Revolution
(B) The Enlightenment
(C) The Seven Years’ War
(D) Conflict with the Native Americans

12. The rhetoric used in this passage was mirrored by advocates of which of the following?
(A) Manifest Destiny as a justification for expanding the United States
(B) States’ rights in the face of national policies that threatened the institution of slavery
(C) The Constitution as a replacement for the Articles of Confederation
(D) Immigration restrictions as newcomers flooded the United States

Questions 13–15 refer to the following two documents.

"Be it enacted ... That if any person shall write, print, utter. Or publish ...any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government... or to bring them... into contempt or disrepute; or to excite against them...the hatred of the good people of the United States... or to resist, oppose, or defeat any such law or act. or to aid, encourage or abet any hostile designs of any foreign nation against the United States...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."

The Sedition Act of 1798

"RESOLVED, ...That the General Assembly of Virginia doth particularly protest against the palpable and alarming infractions of the Constitution, in the two late cases of the "Alien and Sedition Acts" passed at the last session of Congress; the first of which exercises a power no where delegated to the federal government...and the other of which acts, exercises in like manner, a power not delegated by the constitution, but on the contrary, expressly and positively forbidden by one of the amendments thereto; a power, which more than any other, ought to produce universal alarm, because it is levelled against that right of freely examining public characters and measures, and of free communication among the people thereon, which has ever been justly deemed, the only effectual guardian of every other right. ...the General Assembly doth solemnly appeal to the like dispositions of the other states, in confidence that they will concur with this commonwealth in declaring, as it does hereby declare, that the acts aforesaid, are unconstitutional."

James Madison, Virginia Resolution (1798)

13. The national debate over the Alien and Sedition Acts of 1798, as highlighted by James Madison’s response, most directly reflects which of the following enduring controversies in United States history?
(A) Debates about the nature of federalism
(B) Debates about the role of the national government in the economy
(C) Debates about the nature of American involvement in foreign affairs
(D) Debates about the application of the Bill of Rights to the states

14. Which of the following best explains the direct impact of this and similar debates during the presidencies of Washington and Adams?
(A) The development of a political consensus and a long period of national unity
(B) The adoption of a secessionist doctrine by many states
(C) The rise of competing political parties
(D) The shift in power from the political elites to the “common man”
15. Which of the following political controversies of the twentieth century most closely mirrors the debate over the Alien and Sedition Acts of 1798?
(A) The scandal that erupted over charges of corruption during the Republican administrations of the 1920s
(B) The outcry over the limitations of civil liberties during World War I
(C) The public protest over American foreign policy decisions related to the conflict in Vietnam
(D) The deep divisions that emerged over attempts at integration during the 1950s and 1960s

Questions 16–19 refer to the following quotation.

"[The laws of our national government], when made in pursuance of the Constitution, form the supreme law of the land... Although, among the enumerated powers of Government, we do not find the word "bank" or "incorporation," we find the great powers, to lay and collect taxes; to borrow money; to regulate commerce; to declare and conduct a war; and to raise and support armies and navies. ... it may with great reason be contended that a Government entrusted with such ample powers, ... must also be entrusted with ample means for their execution.

...The power to tax involves the power to destroy [therefore, such a tax]... on the operations of the [national] bank... must be unconstitutional."

McCulloch v. Maryland (1819)
Majority Opinion of the Supreme Court delivered by Chief Justice John Marshall, addressing the Constitutionality of the National Bank and of a tax levied by Maryland upon the bank

16. Which of the following groups would be most likely to support the perspective offered by Chief Justice Marshall in this opinion?
(A) Members of the Democratic-Republican Party (of Thomas Jefferson)
(B) Members of the Democratic Party (of Andrew Jackson)

17. Which of the following best explains the ideology used by Marshall in this decision?
(A) Preservation of states' rights in the face of a growing federal government is the most important end of the Court.
(B) A narrow interpretation of the Constitution is necessary to protect liberty and avoid the tyranny of the national government.
(C) Federal power must be expanded into every possible outlet in order to build up the prestige of the nation.
(D) Created by the people through the Constitution, the federal government must be able to exercise its power to maintain the nation.

18. What rationale was given in support of the nation's charter of a national bank, the object at the center of the controversy here addressed?
(A) Unification and added efficiency for the national economy
(B) Protection of the interests of the land and factory owners
(C) Favorable conditions for increased international trade
(D) Limitation of the power of the British commercial interests

19. Although the Bank's constitutionality was upheld in McCulloch v. Maryland, the Second Bank of the United States was later dissolved by Andrew Jackson amidst great popular support because it
(A) negatively affected the nation's manufacturers.
(B) made credit too widely available.
(C) had become a place for spoils-system appointments.
(D) was seen as a regional and elite interest.
Questions 20–24 refer to the following quotation.

"Have not results in Mexico taught the invincibility of American arms?... The North Americans will spread out far beyond their present bounds. They will encroach again and again upon their neighbors. New territories will be planted, declare their independence, and be annexed. We have New Mexico and California! We will have Old Mexico and Cuba! The isthmus cannot arrest—nor even the Saint Lawrence!! Time has all of this in her womb. A hundred states will grow up where now exists but thirty."

DeBow's Commercial Review, 1848

20. Which of the following ideas from the mid-nineteenth century is best reflected in the sentiments expressed by the Commercial Review?
   (A) Nationalist fervor for the continued expansion of the United States
   (B) Agitation for war based on the assumed racial inferiority of opposing groups
   (C) Nativist campaigning against the assimilation of new groups
   (D) Abolitionist rhetoric supporting the exclusion of slavery from all new territories

21. Which of the following debates made the most significant impact on national politics during the expansionism of the 1840s and 1850s?
   (A) How best to assimilate the Mexican people into American culture
   (B) Whether federal funds should pay for the development of infrastructure in new territories
   (C) Which of the many contested territories ought to be sought after by the United States
   (D) Whether slavery ought to be allowed in territory taken via conquest

22. Amidst a desire to acquire territory for new resources and land to settle, many Americans felt that
   (A) American claims against Mexico and Britain made likely the diplomatic transfer of territory in the West and Southwest.
   (B) American settlements in the West were so vast by 1848 that no other nation could legitimately claim the land.
   (C) American cultural superiority made the nation's triumph over Mexico inevitable.
   (D) the nation's future lay in the expansion of agriculture, which could only be done in the West.

23. One of the groups least likely to agree with the jubilant tone of the passage was
   (A) white Southern planters who desired the extension of their way of life.
   (B) Western Democrats who sought to expand their influence.
   (C) the Californios and Native Americans who inhabited the territory.
   (D) urban industrialists who prioritized developing new markets.

24. Chief among the benefits of expansionism in the mid-nineteenth century was
   (A) the acquisition of valuable new resources.
   (B) relieving the extreme population pressures faced by eastern cities.
   (C) the addition of several new states to the union.
   (D) the assimilation of new groups into the American identity.

Questions 25–28 refer to the following quotation.

"Many people in both North and South sometimes faltered in the face of the war's terrible cost in lives and resources. But...the war continued four long years, ending only when Southern resources and Confederate armies had been so eviscerated that they were no longer capable of fighting.... Both sides were willing to sustain such punishment and keep fighting because the
stakes were so great: nationality and freedom. If the Confederacy lost the war, a clerk in the Confederate War Department declared in 1863...[they would] “lose their property, country, freedom, everything....” But [Northerners]...believed [that if they were defeated] they would no longer have a country worthy of the name.”


25. Which of the following pre-War developments led Southerners to believe that defeat would result in the loss of “everything”? (A) Booming cotton prices due to the growth of the textile industry (B) Population growth in Northern industrial cities (C) The victory of an anti-slavery party at the national level (D) Opposition in the North to the annexation of Texas

26. Which of the following best explains the Union’s eventual victory in the Civil War? (A) The Union’s superior military leadership (B) The lack of opposition to the war effort in the Union (C) The Union’s superior economic and demographic resources (D) The Union’s diplomatic victory in securing the support of the British and French

27. Which of the following resulted from the ideological conflict of the Civil War? (A) A universal rejection of slavery as an institution (B) A unification of the economic interests of North and South (C) A balanced, political approach to Reconstruction based on mutual respect (D) An acceptance of the supremacy of federal law and a rejection of secession

28. Before resorting to war, which of the following remedies was tried in attempting to mediate the conflict between North and South? (A) Commitment to the bounds of “slave” and “free” territory as set forth by the national legislature (B) Allowing free blacks to enjoy the rights of citizenship (C) The passage of a stronger law requiring the return of fugitive slaves to their masters (D) Resolutions passed in both the Whig and Democratic parties taking strong positions on the issue of slavery

Questions 29–30 refer to the following quotation.

This is a free country, we are told—every man has a vote and every man has a chance. .... The inequalities in condition result from the inequalities of human nature.... This, in substance, is the teaching which we constantly hear. It is accepted by some because it is flattering to their vanity,...by others, because it is dinned into their ears .... [And yet] the head of one of the largest manufacturing firms in the United States said to me recently, ‘It is not on our ordinary business that we make our money; it is where we can get a monopoly.’ And this, I think, is generally true.

I am not...seeking...to excite envy and hatred; but if we would get a clear understanding of social problems, we must recognize the fact that it is due to monopolies which we permit and create...that some men are enabled to get so enormously rich while others remain so miserably poor.

Henry George, Social Problems (1883) pp. 68, 71, 78

29. Which of the following individuals would most likely agree with the sentiments expressed by George? (A) A leading capitalist (B) A reformer fighting for better urban conditions (C) A labor union organizer (D) An immigrant from eastern Europe
30. Which of the following Gilded Age policies attempted to mitigate the problems described by George?
(A) Regulation of the railroad companies
(B) Raising the tariff
(C) Maintenance of the gold standard
(D) Civil-service laws like the Pendleton Act

Questions 31–33 refer to the following quotation.

"The great common people of this country are slaves, and monopoly is the master. The West and South are bound and prostrate before the manufacturing East.

The parties lie to us and the political speakers mislead us. We were told two years ago to go to work and raise a big crop...and what came of it? Eight-cent corn, ten-cent oats, two-cent beef, and no price at all for butter and eggs....

We want money, land, and transportation. We want the abolition of the national banks, and we want the power to make loans direct from the government. We want the accursed foreclosure system wiped out."

Mary E. Lease, lawyer, speech (1890)

31. Which of the following best explains the cause of some of the farmers’ problems listed here?
(A) Conservationism and protectionism
(B) Union organization
(C) Racism and the sharecropping system
(D) Industrialization and mechanization

32. Which of the following groups formed in response to the problems described by Lease?
(A) Social Darwinists
(B) The Populists
(C) Suffragists
(D) The progressives

33. The ideas expressed in the passage reflect which of the following continuities in U.S. history?
(A) Conflict over corporate influence in government
(B) Conflict between agrarian and industrial interests
(C) Conflict about the role of the national government in the economy
(D) Conflict over federal responsibility for social welfare
Questions 34–38 refer to the following graph.

34. Which of the following best explains the growth of immigration to the United States as seen between 1871 and 1920?
   (A) A well-known warmth and openness in America toward immigrants
   (B) The steady growth of industry in the United States
   (C) Warfare throughout the European continent
   (D) The abolition of slavery in the years following the Civil War

35. The trend revealed in this graph helps to explain the rise in America of feelings of
   (A) nativism.
   (B) abolitionism.
   (C) socialism.
   (D) isolationism.

36. All of the following are true of the experiences of immigrants to the United States during the period between 1871 and 1920 EXCEPT
   (A) immigrants often found themselves living in ethnic enclaves, deep in the slums of Eastern cities.
   (B) despite discrimination, immigrants found significant economic opportunities available to them in both urban factories and Western settlements.
   (C) in the face of nativist pressure, most immigrants worked quickly to assimilate and abandoned all ties with their native cultures.
   (D) largely due to their very numbers, most immigrants found work in very low-paying, low-skilled industries.

37. Which of the following groups’ experiences were most unlike those of immigrants to America during this time period?
   (A) Working-class women
   (B) Urban blacks
   (C) Union organizers
   (D) Low-level government employees
38. Which of the following resulted from tensions surrounding immigration in both the Gilded Age and the Roaring Twenties?
(A) Laws were passed excluding or greatly reducing the number of immigrants from “undesirable” groups.
(B) Fear of socialist influences led to violence against various immigrant groups.
(C) New homesteading provisions were made to encourage a reduction in the number of immigrants concentrated in cities.
(D) Legal provisions were made to protect the political rights of immigrants.

Questions 39–41 refer to the following quotation.

“...Nearly all are agreed that private enterprise in times such as these cannot be left without assistance and without reasonable safeguards lest it destroy not only itself but also our processes of civilization. The underlying necessity for such activity is indeed as strong now as it was years ago when Elihu Root said... Instead of the give and take of free individual contract, the tremendous power of organization has combined great aggregations of capital in enormous industrial establishments...so great in the mass that each individual concerned in them is quite helpless by himself.... And in many directions, the intervention of that organized control which we call government seems necessary to produce the same result of justice and right conduct....”

Franklin D. Roosevelt, Fireside Chat
(September 30, 1934)

39. Which of the following movements from American history most directly inspired the sentiments offered here by President Franklin Roosevelt?
(A) The work of the progressives to address the problems brought on by the new industrial order of the 1890s
(B) The work of the abolitionists to combat the great evil of slavery that was defended in the South on an economic basis
(C) The work of the suffragists to expand the vote by national amendment, after the failure of a state-by-state approach
(D) The work of the Federalists to expand the powers of the national government in order to reduce divisions among states

40. Which of the following groups would most likely have disagreed with Roosevelt’s approach?
(A) African American industrial workers concerned with unemployment
(B) Western farmers concerned with plummeting prices
(C) Eastern capitalists concerned with the national debt
(D) Immigrant families concerned with protecting their meager savings

41. One of the most significant results of the New Deal as advocated by Roosevelt here was
(A) long-term political realignment among class-based and racial groups.
(B) an aversion toward social welfare spending among the vast majority of American voters.
(C) a quick end to the economic catastrophe of the Great Depression.
(D) unprecedented levels of regional stability and a decline in internal migration.
Questions 42–44 refer to the following image.

42. Which of the following events most directly contradicts the ideas presented by Rockwell’s poster?
   (A) African American’s “Great Migration”
   (B) American movement away from neutrality in the 1930s
   (C) Anti-strike laws passed to govern wartime union activity
   (D) Use of the atom bomb in 1945

43. Which of the following generalizations best represents the assertion of Rockwell’s poster as it applies to American rhetoric surrounding its involvement in conflicts from the Spanish-American War, the Great War, and World War II?
   (A) Americans fight to preserve liberty and democracy.
   (B) The United States fights only to defend itself from an attack.

   (C) America always fights to overthrow colonialism.
   (D) America never gets involved in a fight it cannot win.

44. Which of the following groups struggled to attain another kind of freedom during their wartime experiences?
   (A) Women seeking roles in the armed forces
   (B) African American workers seeking war jobs
   (C) Mexican immigrants seeking admission to the United States
   (D) Japanese Americans seeking to protect property rights

Questions 45–47 refer to the following quotation.

“It was also inevitable that the policy of containment would develop a political-military dimension... President Truman had already applied the principles of containment to Latin America. The Rio Pact, signed in September 1947, provided that “an armed attack by any State shall be considered as an attack against all the American States and, consequently, each one of the said Contracting Parties undertakes to assist in meeting the attack.” Collective security was invoked again in the North Atlantic Treaty. Signed in Washington in April 1949, it created the North Atlantic Treaty Organization (NATO)...[which] formally marked the end of George Washington’s policy of no entangling alliances. Economic assistance and collective defense agreements became the bulwark of Western containment policy.”

45. Which of the following actions of the United States follows most closely from the perspective offered by the U.S. Department of State?

(A) The division of Germany between the Soviets, the British, the French, and the Americans following World War II

(B) The establishment of alliances and trade agreements among the newly independent Middle Eastern countries

(C) The involvement of American military forces in support of the Republic of Korea (South Korea) in 1950

(D) The development of the hydrogen bomb and the continued testing of nuclear weapons

46. Which of the following features of American Cold War policy most strongly led many to question whether America was truly fighting to protect democracy and freedom?

(A) American financial aid to European nations ravaged by war

(B) United States support of anti-communist military dictatorships in Latin America

(C) American leadership in the creation of the North Atlantic Treaty Organization, uniting Western powers

(D) President Nixon’s attempts to restrain the conflict of the Cold War through periods of détente

47. Based on the passage, American foreign policy served most directly to

(A) inflame conflict with the Soviets to the point of war.

(B) undermine civil liberties in the United States.

(C) solidify the American desire for isolationism.

(D) bolster smaller democracies around the world.

Questions 48–50 refer to the following quotation.

“For better or for worse, your generation has been appointed, by history, to deal with those problems and lead America toward a new age... So will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin? Will you join in the battle to give every citizen an escape from the crushing weight of poverty? Will you join in the battle to make it possible for all nations to live in enduring peace as neighbors and not as mortal enemies?... There are those timid souls that say this battle cannot be won,...I do not agree. We have the power to shape the civilization that we want....”

Lyndon B. Johnson, Speech at the University of Michigan (1964)

48. Which of the following government actions followed directly from the ideology put forth by President Johnson?

(A) Expanded American involvement in the conflict in Vietnam

(B) The growth of the conservative movement

(C) Passage of legislation under the Great Society

(D) Significant migration into the Sun Belt

49. Which of the following movements helped to spark the activism proposed by Johnson here?

(A) The civil rights movement

(B) The anti-war movement

(C) The women’s liberation movement

(D) The anti-communist movement

50. Which of the following movements in American history most closely parallels the call to action here issued by Johnson?

(A) The labor movement of the 1890s

(B) The progressive movement of the 1900s

(C) The abolition movement of the 1850s

(D) The temperance movement of the 1880s
Questions 51–53 refer to the following political cartoon.

51. Which of the following best explains the growth of the power of conservatives in the 1980s?
   (A) Increasing confidence in the effectiveness of the national government
   (B) A decline in political participation among evangelical Christians
   (C) Strong economic performance, particularly in the industrial sector
   (D) An increase in the popular opposition to national social and economic policies

52. Which of the following most strongly limited the policy successes of the neo-conservatives?
   (A) Opposition to deregulation by small business owners
   (B) The filibuster efforts of House Democrats that impeded changes to the tax code
   (C) The escalation of international conflict, threatening U.S. national security
   (D) Widespread voter support for social insurance programs

53. The political shift depicted by this cartoon mirrors in many ways the changes that occurred
   (A) in the wake of the Great Depression.
   (B) after the signing of the U.S. Constitution.
   (C) at the conclusion of Reconstruction.
   (D) at the conclusion of the Mexican War.

Questions 54–55 refer to the following excerpt.

"Iraq continues to flaunt its hostility toward America and to support terror. The Iraqi regime has plotted to develop anthrax, nerve gas, and nuclear weapons for over a decade. This is a regime that has already used poison gas to murder thousands of its own citizens...This is a regime that...kicked out [international inspectors]...[and] has something to hide from the civilized world. States like these...constitute an axis of evil...the price of indifference would be catastrophic."


54. Which of the following best explains the conflict that surrounded President Bush’s actions surrounding this issue.
   (A) Debate over the right of the United States to respond to threats to its national security abroad
   (B) Disputes over America’s use of its power to promote economic growth
   (C) Disagreement over the United States’ ability to protect its allies
   (D) Disagreement over the legitimacy of the nation’s military force
55. Which of the following most strongly contributed to international mistrust of American foreign policy in Iraq and elsewhere?

(A) Questions over the United States' motives and intelligence in building the case for war

(B) Debate over the desirability of maintaining Saddam Hussein's regime

(C) Fears about the United States' role as the largest remaining superpower in the post–Cold War era

(D) Widespread sympathy for Islamic fundamentalist groups that protested the United States' involvement in the Middle East

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—50 minutes

Directions: Part B of the examination contains four questions. You will have 50 minutes to respond to all questions. You are not required to develop and support a thesis statement in your response. Rather, focus on directly answering each question using evidence from your study of history.

1. Answer a and b.
   a) Choose ONE of the groups listed below, and explain the impact of United States westward expansion on that group.
      Asian Immigrants
      African Americans
      Native Americans
      Homesteaders
   b) Compare your choice to ONE of the other options and explain which group was more affected by the course of American expansion.

Seven good reasons for two FORDS

In less than thirty years since we started making Fords, we've gotten two Fords into every family who wanted one. Whatever was the need, it was met with a Ford. That's why Fords are the most popular car in the world today. There's no match for a Ford. See your nearby Ford dealer for more information on the features that make Fords the best cars for the money. One Ford for the whole family.}

© 2016 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.
2. Use the image on the previous page and your knowledge of U.S. history to answer Parts a, b, and c.
   a) Explain the significance of the image as it reveals changes in the United States after World War II with respect to ONE of the following:
      Transportation
      Family life
      Consumerism
   b) Provide ONE piece of evidence that contrasts the change you explained in Part a with life in the United States before 1950.
   c) Explain the long-term impact of the change you identified in Part a on the American culture, economy, or government.

   "That this Assembly doth explicitly and peremptorily declare, that it views the powers of the federal government, as resulting from the compact, to which the states are parties; as limited by the plain sense and intention of the instrument constituting the compact; as no further valid than they are authorized by the grants enumerated in that compact; and that in the case of a deliberate, palpable, and dangerous exercise of other powers, not granted by the said compact, the states who are parties thereto, have the right, and are in duty bound, to interpose for arresting the progress of the evil, and for maintaining within their respective limits, the authorities, rights, and liberties appertaining to them."

   James Madison, "Virginia Resolutions" (1798)

3. Using the passage above, answer a, b, and c.
   a) Briefly explain the argument made by Madison about the power of the national government.
   b) Offer ONE piece of evidence from American political history between 1781 and 1820 that would lead some to make claims like that of Madison.
   c) Provide ONE piece of evidence of a similar political protest made in the United States after 1820, explaining the similarities as you see them.

4. Answer a and b.
   a) Defend or refute the identification of September 11, 2001, as a turning point in American history with respect to ONE of the following:
      American military engagements
      Civil liberties and domestic security measures
      American political unity
   b) Identify another major event that has significantly changed the politics, economy, or culture of the United States after the end of the Cold War. Briefly explain the changes brought about by this event.

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 includes a series of primary source documents organized around a central question. Part B will present a pair of long-essay questions, both focusing on the same historical thinking skill. Each of the two long-essay prompts will apply the skill to a different time period, and you will choose ONE of the two prompts to answer. You will have a total of 90 minutes to complete the document-based essay and the long essay.

Part A: Document-Based Question (DBQ)
Time—55 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 40 minutes writing your answer.

In your response you should do the following.

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

Question 1. Was U.S. imperialism at the turn of the twentieth century based on arrogance and superiority or did it reflect a humanitarian concern for the nations of South America and the Pacific?

Document 1: American Anti-Imperialist League Program, 1899

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is "criminal aggression" and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present national administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.
Document 2

The Granger Collection, New York

Document 3

Uncle Sam Gets Cocky

European chickens: "You're not the only rooster in South America."
Uncle Sam rooster: "I was aware of that when I cooped you up."

Library of Congress
Document 4: Alfred Taylor Mahan Defines Security in Terms of Sea Power, 1897

... The interesting and significant feature of this changing attitude is the turning of the eyes outward, instead of inward only, to seek the welfare of the country. To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? We shall not follow far this line of thought before there will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone. ...
Document 6: Roosevelt Corollary to the Monroe Doctrine

Roosevelt, Theodore
1904

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. . . .

End of documents for Question 1.
Go on to the next page.
Part B: Long Essay Questions  
Writing Time—35 minutes

**Directions:** Answer ONE of the following questions. It is recommended that you spend 5 minutes planning your essay and 30 minutes for writing. Write a well-structured, clearly written essay that provides sufficient evidence to support your thesis. Make certain to identify in the test booklet which essay questions you have selected.

**Question 1.** To what extent were the Jeffersonian Democrats and the Jacksonian Democrats similar in their political views and goals?

**Question 2.** To what extent were the Democratic Party of the 1930s and the Democratic Party of the 1960s similar in their political views and goals?

*END OF EXAMINATION*
ANSWERS FOR SECTION I

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

PART A: EXPLANATIONS FOR THE MULTIPLE-CHOICE ANSWERS

Questions 1–3 cover Period 1, Pre-Columbian America and Initial European Exploration (The American Pageant, 15th and 16th eds., Chapter 1).

1. (B) Although all of these changes occurred, the diagram depicts the Columbian Exchange. One of the impacts of this exchange was the devastation of the populations of Native Americans. In the absence of a Native labor force, conquerors turned to imported slave labor (The American Pageant, 15th ed., p. 12/16th ed., pp. 14–15; Learning Objective WXT-1).

2. (D) Mineral wealth—in the form of gold and silver from the Americas—facilitated the European shift from feudalism to capitalism (The American Pageant, 15th ed., p. 16/16th ed., p. 18; Learning Objective WOR-1).


Questions 4–8 cover Period 2, English Settlement of North America (The American Pageant, 15th and 16th eds., Chapters 2–5).

4. (A) The large number of British settlers combined with poor relations led to violence between Native Americans and colonists, especially along the vulnerable frontier (The American Pageant, 15th ed., p. 62/16th ed., pp. 48–49; Learning Objective POL-1).

5. (C) Because of frustrations over the shortages of indentured servants and the challenges of accommodating the newly independent freedmen, the Chesapeake colonies eventually turned
6. (B) Particularly in Virginia, indentured servants were initially a significant source of labor under the headright system, unlike in the Southern colonies that had adopted the chattel slavery institution as modeled by colonists in Barbados (The American Pageant, 15th ed., p. 61/16th ed., p. 63; Learning Objective ID-5).

7. (D) Though economic differences continued to exist, the development of a uniquely American culture, spurred on in part by movements like the Great Awakening, helped to unify the colonies in the decades before the American Revolution (The American Pageant, 15th ed., pp. 87–88/16th ed., pp. 90–91; Learning Objective CUL-4).

8. (A) Although their attempts to pursue mercantilism often frustrated the colonists in North America, the growth of an Atlantic economy (particularly as a source of raw materials and market for European goods) in North America was of great interest to the British (The American Pageant, 15th ed., pp. 82–85/16th ed., pp. 86–88; Learning Objective WOR-1).


9. (C) Following the French and Indian War, the British wanted to reduce the cost of governing the colonies and hoped to prevent expensive military action (The American Pageant, 15th ed., p. 111/16th ed., p. 117; Learning Objective POL-1).


12. (B) The idea that a central power might act contrary to the interests of a particular region—and that this justified separation from that power—persisted through the American Civil War (The American Pageant, 15th ed., pp. 414–415/16th ed., p. 418; Learning Objective ID-1).

14. (C) Partisanship had in part accounted for the original enacting of the Alien and Sedition Acts; this and other controversies (such as those over the tariff and American foreign policy) fueled the growing partisan divide between Federalists and Jeffersonian Republicans (*The American Pageant*, 15th ed., pp. 198–200/16th ed., pp. 198–199; Learning Objective POL-2).


17. (D) Many of Marshall’s rulings, including this one, focused on expanding the power of the federal government through a broad interpretation of its rights and a dedication to the supremacy clause (*The American Pageant*, 15th ed., pp. 208–209/16th ed., p. 240; Learning Objective POL-5).


19. (D) Despite hopes of creating a unified national economy, the Bank was associated with the commercial interests of the elite in the Northeast and, after vetoing its recharter, Jackson withdrew federal funds from the Second Bank of the United States and “killed” it (*The American Pageant*, 15th ed., pp. 259–262/16th ed., pp. 261–262; Learning Objective ID-5).

Questions 20–28 cover Period 5, Manifest Destiny, Civil War, and Reconstruction (*The American Pageant*, 15th and 16th eds., Chapters 17–22).


21. (D) Though discussion was opened about how, when, and where to acquire and integrate new territories, the most significant debate that emerged was that over the expansion of slavery—beginning with the debate over the Wilmot Proviso (*The American

22. (C) Central to the idea of Manifest Destiny was the notion of white racial superiority and the certainty that American democracy would triumph over all (The American Pageant, 15th ed., p. 366/16th ed., p. 369; Learning Objective WOR-5).

23. (C) As more white settlers moved into the region, the West’s earlier inhabitants—like the Californios and the Native Americans—faced losing their land and, in the case of former Mexican citizens, their rights to participate in government (The American Pageant, 15th ed., pp. 374–375/16th ed., pp. 378–379; Learning Objective PEO-5).

24. (A) Though the new territories brought about much controversy—especially as several sought statehood and questions arose about how to integrate the existing populations into the United States—the access to the vast farmlands and valuable resources (like gold) stood out as the most important benefit of expansion (The American Pageant, 15th ed., p. 373/16th ed., p. 363; Learning Objective ENV-4).

25. (C) Given that the South was tied economically, politically, and socially to slavery, the success of Republican Lincoln—running on a free-soil platform—led the South to believe that its interests could no longer be protected by the U.S. government (The American Pageant, 15th ed., pp. 414–415/16th ed., pp. 412–415; Learning Objective POL-6).

26. (C) More manpower (owing to significant immigration) and more industrial and financial resources allowed the North to outlast the South (The American Pageant, 15th ed., pp. 433, 453–454/16th ed., pp. 425, 428–429; Learning Objective ENV-3).

27. (D) Despite enormous challenges facing the still divided nation at the end of the Civil War, the war itself had decided the question of federal supremacy for good (The American Pageant, 15th ed., p. 461/16th ed., p. 462; Learning Objective POL-5).

28. (C) As part of the Compromise of 1850, the Fugitive Slave Act added teeth to the constitutional requirement that escaped slaves be caught and returned to their masters—hoping to placate Southerners that the federal government respected their interests (The American Pageant, 5th ed., pp. 384–387/16th ed., p. 389; Learning Objective POL-6).

Questions 29–33 cover Period 6, The Gilded Age (The American Pageant, 15th and 16th eds., Chapters 23–26).

29. (C) Rejecting the idea that capitalists had earned and deserved their immense wealth, union organizers fought for restrictions on the power of large corporations to dictate prices and wages (The American Pageant, 15th ed., pp. 530–532/16th ed., pp. 532–533; Learning Objective CUL-5).
30. (A) In passing the Interstate Commerce Act, early reformers hoped to increase the fairness of the railways making room for more industrial competitors and improving farm shipping rates (The American Pageant, 15th ed., p. 519/16th ed., p. 519; Learning Objective POL-6).

31. (D) Overproduction due to large numbers of new farmers in the West and the mechanization of agriculture lay at the heart of the farmers’ problems, though the rise of industrial powers reduced their political voice (The American Pageant, 15th ed., pp. 594–596/16th ed., pp. 591, 594; Learning Objective WXT-7).

32. (B) Developing from economic cooperatives like the Farmers’ Alliance, the Populist party represented the interests of the agricultural workers and sought (fairly unsuccessfully) political influence on the state and national scale (The American Pageant, 15th ed., p. 598/16th ed., pp. 597–598; Learning Objective WXT-7).

33. (B) Because of the differences in the economic and political desires of rural farmers who were often in debt and urban manufacturers who competed with international imports, conflict among agrarian and industrial interests has pervaded American history (The American Pageant, 15th ed., pp. 486–487/16th ed., p. 602; Learning Objective ID-5).


35. (A) The “New Immigrants” from southern and eastern Europe were so culturally, linguistically, and ethnically different from so-called “native-born” Americans that anti-immigrant feelings rose dramatically during this time (The American Pageant, 15th ed., pp. 542–544/16th ed., p. 546; Learning Objective PEO-6).

36. (C) Though many assimilation attempts were made by mostly well-intentioned Americans, most immigrants maintained ties to their native cultures while also adopting some American ways (The American Pageant, 15th ed., p. 544/16th ed., p. 547; Learning Objective ID-6).

37. (D) Many groups faced similar discrimination in wages, political representation, and popular opinion, but most government employees were part of the accepted middle class (The American Pageant, 15th ed., pp. 537, 545, 547/16th ed., pp. 542–546; Learning Objective WXT-5).

38. (A) In the Gilded Age, the Chinese Exclusion Act sought to reduce the influence of Chinese immigrants in Western communities. In
the 1920s, the Emergency Quota Act and National Origins Act sought to reduce the number of "New Immigrants" coming to America (The American Pageant, 15th ed., pp. 551, 703/16th ed., pp. 551, 695; Learning Objective PEO-6).

39. (A) Roosevelt was inspired by the multifaceted, government-led approach to solving structural economic problems that caused suffering that was not the fault of individual citizens (The American Pageant, 15th ed., pp. 754–769/16th ed., pp. 743, 745; Learning Objective WXT-8).

40. (C) Roosevelt built a broad coalition of supporters for the New Deal, but some radical liberals charged him with not doing enough while many conservatives felt that government increases in spending and power were out of control (The American Pageant, 15th ed., pp. 773–774/16th ed., pp. 750, 764–765; Learning Objective CUL-5).

41. (A) Though it did help to mitigate economic suffering, the New Deal’s greatest legacy was political change—change in the Democratic coalition being one of the most significant (The American Pageant, 15th ed., p. 770/16th ed., p. 761; Learning Objective PEO-6).

42. (C) Though significant changes were to be expected during wartime, government limits on the rights of unions contradicted Roosevelt’s insistence (and Rockwell’s characterization) that the United States was fighting for absolute freedom (The American Pageant, 15th ed., pp. 802–803/16th ed. p. 794; Learning Objective POL-6).

43. (A) Though not always the end result, rhetoric surrounding all three major wars listed focused on America’s role as the defender of democracy and freedom—against Spanish colonialism, German aggression, and fascism (The American Pageant, 15th ed., pp. 636–637/16th ed., pp. 784–785; Learning Objective WOR-7).

44. (D) Though World War II presented opportunities for many historically disadvantaged groups, Japanese Americans were forced into internment camps in the post–Pearl Harbor hysteria (The American Pageant, 15th ed., pp. 800–807/16th ed., pp. 792–793; Learning Objective WOR-4).


45. (C) Collective security and the general idea of containment led the United States into several military conflicts to support nations where communist forces threatened to take over (The American Pageant, 15th ed., pp. 854–856/16th ed. pp. 862–865; Learning Objective WOR-8).

46. (B) Particularly in Latin America—but also in Vietnam—America’s commitment to oppose communism often led it to support


49. (A) Since the 1950s—and even earlier—civil rights activists had been calling for increased government activism in support of equal rights and equal opportunities for all citizens, no matter their race (*The American Pageant*, 15th ed., pp. 895–900/16th ed., pp. 858–859; Learning Objective ID-8).

50. (B) In both scope and aim, the Great Society closely parallels the progressive movement’s desire to improve Americans’ political, economic, and social well-being (*The American Pageant*, 15th ed., p. 902/16th ed., pp. 887–889; Learning Objective POL-3).


51. (D) Together with the rise of Christian fundamentalism and a decline in public faith in the government’s ability to solve problems, the 1980s revealed a strong growth in the opposition to government policies related to spending, affirmative action, and abortion (*The American Pageant*, 15th ed., pp. 951–954/16th ed., pp. 942, 945; Learning Objective POL-3).


53. (A) Just as the policies of the Republican Party during the 1920s had led to a reactionary shift in favor of activist Democratic policies in the 1930s, the activism of the Democratic Party during the 1960s and 1970s—along with their own missteps—had provoked a conservative backlash in the 1980s (*The American Pageant*, 15th ed., pp. 943–944/16th ed., pp. 942, 945; Learning Objective POL-4).

54. (D) Although there was widespread international support for the United States’ response to 9/11 in Afghanistan, U.S. leadership in the war in Iraq has been questioned both at home and abroad due to faulty evidence and the protracted conflict (*The American

55. **(A)** Despite its generally strong support from European allies, the United States struggled to build a coalition for the invasion of Iraq, in part because many were skeptical of the case for war presented by President George W. Bush and Colin Powell (The American Pageant, 15th ed., pp. 976–977/16th ed., p. 984; Learning Objective WOR-7).

**SECTION I, PART B: SHORT-ANSWER QUESTIONS**

**QUESTION 1**

Your response should identify the positive and negative impacts on your group of choice. In Part B, you should identify a second group and compare them to your original choice, explaining which was more significantly affected (Learning Objectives PEO-5, ENV-3).

Asian immigrants experienced severe discrimination and were greeted with hostile legislation, such as the Chinese Exclusion Act of 1882. They began as miners and service workers among mining communities but were eventually pushed out and into the only remaining opportunity: railway work. Many Chinese immigrants worked for the Central Pacific railway building the transcontinental railroad under dangerous conditions.

African Americans saw the West as an opportunity to escape the Jim Crow South with its Black Codes. Some, the Exodusters, managed to take advantage of the Homestead Act and began life as independent farmers. Many more, however, were unable to afford the capital outlay required for such a trip. From another perspective, the emancipation of African Americans has its roots in Westward expansion, as the annexation of new territories accelerated the conflict that resulted in the Civil War.

Native Americans, already pushed out of the land East of the Mississippi River, faced dire consequences as the United States expanded. Particularly after the onset of the Gold Rush, Native Americans found themselves in conflict with settlers whose way of life competed directly with their own. A series of violent conflicts (like the Battle of Little Big Horn) led ultimately to the military subdual of all major tribes and their forced removal from the Great Plains to small, desolate reservations.

Homesteaders, mostly middle-class families, took advantage of the national government’s promise of 160 acres of free land under the 1862 Homestead Act. Many struggled to adapt to the new climate, and the difficulties of Western life impacted the culture of the hardy settlers. Over time, the dominance of the railroads would lead to difficulties.

**QUESTION 2**

Your response should explain one of the social or economic changes revealed by this advertisement and contrast that change with life before World War II. In Part c, explain how that postwar change impacted America in the long term (Learning Objectives ID-7, CUL-7).
In terms of transportation, the ad reveals the increasing availability of the automobile to middle-class families. Due to high savings rates during the war and an increase in average family income after the war, more families owned cars than ever before, increasing their ability to travel and changing the American countryside. The Interstate Highway Act expanded the influence of the automobile. Suburbanization and pollution concerns are both long-term impacts of increased auto use.

The ad also depicts the large families that were common in the postwar baby boom. Economic security and a cultural emphasis on family life led to the idealization of parenting as the epitome of middle-class living. Unlike the cautious perspective of the war years, the baby boom revealed a newfound optimism (and newfound disposable income). Long term, the baby boom paved the way for skyrocketing productivity in later decades and, more recently, impending crisis for the nation’s Social Security system.

Consumerism climbed to new heights after World War II due to high savings rates and postwar prosperity. With a college education paid for by the American GI Bill (Serviceman's Re-adjustment Act) more families could claim membership in the middle class. Buying cars fell in line with increases in ownership of convenience appliances and matched other ads of the time period. In the long run, consumerism became motivation for spending beyond means and high levels of personal debt that contributed to the economic crises of the late twentieth and early twenty-first century.

**QUESTION 3**

Your response should summarize the argument made by Madison, place his argument in historical context by explaining an event that would have led to such a controversy, and finally connect that debate over the just use of governmental power to a more recent example of political conflict (Learning Objectives POL-5, POL-6).

Madison is writing specifically in response to the Alien and Sedition Acts passed by the government of Federalist president John Adams. Along with that of Kentucky, the Virginia legislature wrote a resolution condemning what it saw as an abuse of the power granted to the national government by the state governments. Madison is arguing that, if the national government’s exercise of power exceeds the bounds of the Constitution, then the states may rightfully view those actions as null and void (and not follow them).

Besides the controversy over the Alien and Sedition Acts (which were ostensibly passed to protect against supposed French aggression but were widely seen as a political move to reduce the power of the Democratic-Republicans), other early conflicts over the just exercise of national power include the creation of the national bank (which faced particular opposition in Maryland, culminating in the *McCulloch v. Maryland* decision in 1819), Hamilton’s financial plan for the funding and assumption of state debts and for the creation of a tariff, or the Whiskey Rebellion (which protested the federal tax on whiskey that hurt the economic prospects of frontier farmers). Later, the Federalists would cry foul at the Hartford Convention over anti-British policies of the Jeffersonian administration.
In the time after 1820, the most obvious parallel to this conflict is the Nullification Crisis of 1832 (whereby South Carolina tried to nullify the so-called Tariff of Abominations before being stopped by the forceful President Jackson). Other conflicts related to the protection (or prohibition) of slavery followed similar veins—especially the Dred Scott decision and the debates over the Fugitive Slave Act. Though not going as far as nullification, modern protests over moral-political issues like abortion and gay marriage have inspired similar protests.

**QUESTION 4**

Your response should explain why September 11th did (or did not) cause a significant change in American policies with respect to one of the categories. In Part B, you should identify and explain the cause of another significant change in the United States since 1991 (Learning Objectives WOR-8, CUL-7).

After 9/11, the United States has seen direct military action in both Afghanistan and Iraq, as well as significant covert engagements in places like Pakistan and Yemen. Fears about international terrorism have also heightened tension between the United States and nations such as Iran and Syria. Even so, the United States had been militarily involved in the Middle East since the 1991 Gulf War.

Debates about the relative value of civil liberties and domestic security have raged since 9/11, especially with respect to the controversial USA PATRIOT Act. Other concerns have focused on increased screenings in airport security lines. Still others have highlighted the rise of discriminatory profiling for immigrants and travelers. On the other hand, racial and ethnic discrimination were hardly unknown in the country before 9/11.

Americans were politically and culturally united in the wake of the 9/11 crisis with widespread displays of patriotism common in the weeks and months after the attack. Nevertheless, defense against terrorism and the position of the United States in international affairs has quickly become a significant source of division between Republicans and Democrats.

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

Below are short analyses of the documents. The italicized words suggest what your margin notes might include:

**DOCUMENT 1** This statement by the American Anti-Imperialist League harshly criticizes U.S. imperialism as an affront to the principle of self-determination as well as contradicts American political and cultural values.

**DOCUMENT 2** This political cartoon depicts Uncle Sam's voracious appetite for colonial possessions. President McKinley, the waiter, is obviously intent on satiating the nation's hunger for an international empire.

**DOCUMENT 3** Although this political cartoon shows the aggressive nature of U.S. foreign policy at the turn of the twentieth century, it also represents the United States as a protector of South American nations.
from the imperialistic European powers. The “cooped-up” chickens represent European powers whose designs on the Western Hemisphere are contained by the Roosevelt Corollary to the Monroe Doctrine.

**DOCUMENT 4** In this passage, Mahan articulates the need for international markets, the protection of which would be the responsibility of the U.S. Navy. The navy, in turn, would require access to colonies, which would serve as coaling and supply stations, as well as markets for U.S. commodities.

**DOCUMENT 5** This political cartoon depicts an athletic and robust Theodore Roosevelt flexing his muscles in a demonstration of U.S. hegemony in South America.

**DOCUMENT 6** Roosevelt portrays U.S. hegemony in the Western Hemisphere as benevolent and paved with good intentions. Yet, the passage implies a sense of moral, political, and cultural superiority in that “wrongdoing” on the part of the South Americans is tantamount to being uncivilized.

Documents that reflect arrogance or superiority on the part of the United States in its relationship with South America and the Pacific are grouped as negative; those documents that suggest a humanitarian concern on the part of the United States are grouped as positive. Documents that are not necessarily identified with one perspective or another can nonetheless be used to defend your perspective. The following is a categorization of the documents:

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents</td>
<td>Documents</td>
<td>Documents</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

In developing the essay, you should incorporate the following historical information:

- The “New Imperialism” paved the way for the adoption of expansionist policy by the United States with the intention of establishing international markets for domestically produced commodities as well as providing raw materials necessary for industrialization. Furthermore, colonies could ostensibly provide a “safety valve” for those discontented with domestic conditions in the United States.
- Social Darwinism was used as a justification for imperialism. Social Darwinists claimed that certain civilizations had evolved faster than others. In other words, some societies were civilized and others were “barbaric.” The implication was that Western cultures, being more advanced than other generally non-Western cultures, had the right and duty to expand and “uplift” other “less developed” people.
- President Roosevelt’s “Big Stick” policy in South America called for U.S. military and political intervention in Venezuela and other South American nations that could default on loans to European nations and therefore risked European intervention in violation of
the Monroe Doctrine. This convinced Roosevelt to extend the authority of the United States under the Monroe Doctrine. By this Roosevelt Corollary, the United States claimed the right to intervene in South American countries whenever the United States deemed it necessary to do so.

■ The United States supported Panamanian independence as part of an arrangement to build the Panama Canal and ultimately to provide the United States with long-term control of the canal.

The causes and effects of the Spanish-American War played an important role. Make certain to include the following:

■ Teller Amendment
■ Platt Amendment
■ Insular Cases

A SAMPLE ESSAY

An essay that takes the position that the United States was arrogant and felt superior to those in South America and the Pacific might look something like this:

By the late nineteenth century the United States had embarked on a policy of international territorial expansion based on its own ideas of superiority. Having expanded to the Pacific Ocean, it now looked to establish a world empire (Document 2), first by gaining new colonies, and second by preventing the European imperial powers from colonizing the Western Hemisphere. This would allow America to comfortably maintain authority over her own "house". The United States, like other imperial powers, had certain assumptions regarding those nations in which it had either direct or indirect control. For example, in 1823 the United States adopted a hegemonic policy in the Western Hemisphere, warning Europe not to take steps to recolonize South America. This pivotal foreign policy statement, the Monroe Doctrine, has been the cornerstone of U.S. foreign policy, not only in the Western Hemisphere, but as applied to Asia, Europe, and Africa as well. For, though the initial document applied to the Western Hemisphere, the United States has used it to justify its intervention in other areas of the world where Americans felt that they could better manage the conflict or challenge facing a developing nation. This same ideology would serve to guide American intervention in the Cold War era as the nation sought to project its "superior" ideas about government and the economy to nations that might be influenced by Communism.

At the turn of the twentieth century, the United States was arrogant and condescending in its treatment of South American nations. In order to justify its feeling of superiority, U.S. political leaders rationalized that the application of the Monroe Doctrine (Document 6) by means of periodic U.S. interventions in the internal affairs of these nations was based in large part on the ideas associated with Social Darwinism. Those who advocated this perspective claimed that nonmodern or less
developed nations were simply less evolved than, for example, the United States, which had over time developed into a modern nation. This perspective was held by many political leaders such as President Theodore Roosevelt, who maintained that U.S. hegemony was beneficial to less developed cultures. For example, in his Corollary to the Monroe Doctrine (Document 6) he claimed the United States had the right to intervene when South American nations acted "irresponsibly." We see this attitude conveyed in the political cartoon "His Foresight" (Document 5), in which the United States (Roosevelt) is depicted as the protector of South American nations, which could fall prey to the European powers were it not for the United States. In the Corollary President Roosevelt further articulated the view that the United States would intervene in South American nations if "it became evident that their inability or unwillingness to do justice at home and abroad had violated the rights of the United States or had invited foreign aggression to the detriment of the entire body of American nations" (Document 6), placing American interests above respect for other nations' integrity. This view of superiority was expressed in the Platt Amendment following the Spanish-American War, which legitimized U.S. intervention in order to maintain political stability in Cuba, as well as to establish a U.S. military presence in Cuba (the naval base at Guantanamo) and restricted Cuba's diplomatic autonomy. By establishing a strategic naval base in Cuba, the United States was fulfilling the recommendation of Captain Alfred Thayer Mahan (whose The Influence of Sea Power upon History had a profound influence on Roosevelt). In Document 4 Mahan articulates the view that the United States needed to protect its international trade and markets by establishing a powerful navy, as well as by obtaining naval bases and coaling stations to supply the navy's ships. Together with the ideas about American racial superiority, this was enough to motivate the nation to secure territory around the globe in order to promote American interests. No thought was given to the idea of Cuban self-determination, which had been one reason why the United States claimed it fought against Spain in the war.

COMMENT: This essay synthesizes outside information—the reader's knowledge and use of Social Darwinism, the Roosevelt Corollary to the Monroe Doctrine, the Platt Amendment, and Mahan's thesis—with information gleaned from the documents—a political cartoon, two quotes from the Roosevelt Corollary, and Mahan's view on sea power. Together, the information from the documents and the outside information sustain a defense of the thesis.

SCORING: Based on the AP U.S. History Document-Based Question Rubric as established by the College Board, you should score your essay as follows (with a maximum possible score of 7).
A. Thesis: 0–1 point

Give 1 point for a stated thesis that directly answers all parts of the question. It must do more than simply restate the question.

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

Give 1 point for an essay that offers plausible analysis of the content of a majority of the document, explicitly using that analysis to support the stated thesis or a relevant argument, OR

Give 2 points for an essay that offers plausible analysis of BOTH the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for the majority of the documents: intended audience, purpose, historical context, and/or the author’s point of view, OR

Give 3 points for an essay that offers plausible analysis of BOTH the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, and/or the author’s point of view.

PLUS: Add 1 additional point for an essay that offers plausible analysis of historical examples beyond or outside of the documents to support the stated thesis or a relevant argument.

C. Contextualization: 0–1 point

Give 1 point for an essay that accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes.

D. Synthesis: 0–1 point

Give 1 point for an essay that appropriately extends or modifies the stated thesis or argument, OR

Give 1 point for an essay that effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument, OR

Give 1 point for an essay that appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.
SECTION II, PART B: LONG ESSAY QUESTIONS

QUESTION 1

At the heart of a discussion on Jeffersonian democracy and Jacksonian democracy is the nature of reform—the democratization of the nation’s socioeconomic and political institutions and rights. Pointing out that some historians refer to Jefferson’s election as the “Revolution of 1800” sets the tone of this part of the answer. Thus an explanation of the ways in which Jefferson’s election promoted the interests of the common man over the interests of bankers and manufacturers is needed. You should also take up Jefferson’s attempt to implement the ideals of limited government and strict constructionism. Like Jefferson, Jackson claimed to represent the common man. He too claimed to attack the expansive nature of government. Thus a discussion of the Bank War is essential, as is an analysis of Jackson’s political responses, such as the spoils system and the kitchen cabinet, to entrenched elitism.

An effective essay is one that addresses how the two administrations viewed the nature of reform and liberalism. However, a fuller discussion should indicate that reform did not emanate exclusively from the federal government; state governments also sought to address abuses in government, society, and the economy that were not democratic. Also, a discussion of grassroots movements—that is, citizens at the local level engaged in improving and democratizing American institutions and social life, such as urban decay, abolition of slavery, education, and women’s rights—is essential to an excellent essay on this topic. A first-rate essay might also incorporate the inconsistencies and contradictions of Jeffersonian and Jacksonian reform—for example, the treatment of Native Americans under both governments, the fact that both presidents were slave owners, and the territorial expansion that sought to expand American democracy at the expense of Native Americans.

QUESTION 2

Key to an effective essay on the evolution of the Democratic Party is a discussion of the Democratic coalition and that party’s stance on civil rights. No discussion of the Democratic Party of the 1930s would be complete without reference to Franklin D. Roosevelt and the New Deal. By emphasizing a role for the national government in the country’s economic and social well-being, the New Dealers initiated the Democratic Party’s advocacy for an activist national government. Furthermore, it was the New Deal and Roosevelt’s willingness to include black Americans (at least to some extent) in the relief programs that brought about the historic shift in voting patterns whereby African Americans switched their support from the Republican Party of Lincoln to the Democrats under Roosevelt. Though the New Deal was not a civil rights initiative, Roosevelt did make some concessions to African American leaders, such as presidential appointments and, when threatened with a wartime protest, the prohibition on discrimination in defense industry hiring. Nevertheless, the South remained part of the Democratic coalition as it
made secure protections for agriculture and as Roosevelt was politically cautious not to alienate segregationists in the South.

Advances in the Democratic Party on the issue of civil rights, however, began fairly quickly after Roosevelt's death. President Truman desegregated the military with EO 9981. When Kennedy was elected, he promised black voters federal support for changes to the Jim Crow South. Though he moved fairly slowly, Kennedy set in motion the historic Civil Rights Act of 1964, signed by President Johnson. Upon signing, Johnson remarked that the Democrats had "lost the South for a generation." Indeed, the Solid South changed its tune quickly and, by 1968, voted firmly for the Republican Party (Nixon's Southern Strategy and courting of segregationist interests didn't hurt). This served to further liberalize the Democratic Party, which continued to advance significant reforms throughout the 1960s. Johnson's Great Society was reminiscent of the New Deal in scope and aim, and increased the reach of the federal government to the fields of education and health care.

**SCORING:** Based on the AP U.S. History Long Essay Question Rubric as established by the College Board, you should score your essay as follows (with a maximum possible score of 6).

A. **Thesis:** 0–1 point

   **Give 1 point** for a stated thesis that directly answers all parts of the question. It must do more than simply restate the question.

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

   **Give 1 point** for an essay that supports a stated thesis or makes a relevant argument using specific evidence, OR

   **Give 2 points** for an essay that supports the stated thesis or makes a relevant argument using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument.

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

   This is a COMPARISON Essay, therefore:

   **Give 1 point** for an essay that describes similarities AND differences among historical developments, OR

   **Give 2 points** for an essay that describes similarities AND differences among historical developments, providing specific examples AND analyzes the reasons for their similarities AND/OR differences OR evaluates the relative significance of the historical developments.

D. **Synthesis:** 0–1 point

   **Give 1 point** for an essay that appropriately extends or modifies the stated thesis or argument, OR
Give 1 point for an essay that explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for by the prompt, OR

Give 1 point for an essay that appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.

It is important that you be as objective as possible when evaluating your essays. You might ask a teacher, parent, fellow student, or friend to evaluate your essays for you and to offer advice on areas for improvement.