Part III

Practice Tests
Questions 1–4 refer to the following quotation.

"Gov. Randolph observed that the confederation is incompetent to any one object for which it was instituted. The framers of it wise and great men; but human rights were the chief knowledge of the times when it was framed so far as they applied to oppose Great Britain. Requisitions for men and money had never offered their form to our assemblies. None of those vices that have since discovered themselves were apprehended."

—Dr. James McHenry

1. Based on the above passage, how did the government created by the Constitution differ from the one that existed under the Articles of Confederation?
   (A) Under the Constitution the state governments would dominate the national government, reversing what was established by the Articles of Confederation.
   (B) The Constitution created an all-encompassing national government that would have the power to determine daily life in the states.
   (C) The government under the Constitution would be run by elite members of society, who had little power under the Articles of Confederation.
   (D) The Constitution established a system equipped to deal with the reality of governing a nation, rather than the weakly assembled Articles of Confederation.

2. What conclusion can be drawn about the government in the United States after the ratification of the Constitution based on Dr. James McHenry’s thoughts in this passage?
   (A) The creation of a more effective government strengthened the nation internally and in its dealings with other nations.
   (B) The state and national governments remained in balance, with neither overpowering the other under any circumstances.
   (C) The idea of the elite holding power proved to be a misconception in the largely agrarian United States.
   (D) Larger states found themselves overpowered by smaller states because of the equal distribution of power between them.

3. What was one significant result of the government created by the Constitution?
   (A) The United States prevented another war with Great Britain.
   (B) Sectional tensions decreased.
   (C) George Washington became the first leader of the nation.
   (D) Political parties developed in the United States.
4. Why was maintaining state power and preventing abuses by the national government a major concern for many Americans in the eighteenth century?
(A) States had their own identities, laws, and cultures and did not want to see them abridged.
(B) Northerners feared the power of the state could bring an end to slavery.
(C) Smaller states worried that equal representation would curtail their say in national matters.
(D) State leaders were concerned about maintaining individual rights for all people.

Questions 5–8 refer to the following quotation.
"We claim exactly the same rights, privileges and immunities as are enjoyed by white men—we ask nothing more and will be content with nothing less. . . . The law no longer knows white nor black, but simply men, and consequently we are entitled to ride in public conveyances, hold office, sit on juries and do everything else which we have in the past been prevented from doing solely on the ground of color."
—declaration of rights from the constitutional convention in Alabama

5. How does this declaration echo one of the Radical Republicans’ goals in the aftermath of the Civil War?
(A) The North and South were reunited and the states that seceded were brought back to the Union.
(B) The sectional issues that caused the war gave way to cooperation between different parts of the country.
(C) Former slaves in the South sought the rights and opportunities they previously lacked.
(D) The rebellion’s leaders were stripped of their rights as citizens.

6. How did the reality of Reconstruction compare with the goals expressed in this quote?
(A) The early promise of Reconstruction eventually faded as a confluence of events conspired against their political advancement.
(B) Reconstruction policies cemented black Americans’ equal access to government positions.
(C) The antebellum hierarchy in the South persisted even after the Civil War was over.
(D) If not for the economic depression, black Americans would have continued to thrive after the war.

7. Which Reconstruction Amendment was likely most essential to the black electoral success the freed people desired?
(A) Thirteenth Amendment
(B) Fourteenth Amendment
(C) Fifteenth Amendment
(D) Sixteenth Amendment

8. How did life under Congressional Reconstruction differ from life in the South after the election of President Hayes?
(A) Black Americans confronted Black Codes under Congressional Reconstruction that were removed when Hayes came into office.
(B) As a result of the Compromise of 1877, the northern military left the South, leading to reversals of many gains for black Americans.
(C) Confederates who lost their citizenship as a result of the war were offered financial restitution by the Hayes administration.
(D) Black politicians were reassured of the security of their elected positions when Hayes came into office.
Questions 9-11 refer to the following image.

9. How might this image, and others like it, justify lend-lease aid?
   (A) The United States was directly threatened by Germany in early 1941, thereby threatening essential aspects of the American way of life.
   (B) Principles that Americans held dear were threatened by Nazi actions and victory in Europe.
   (C) The United States was the sole superpower and had to protect the values in which it believed all over the world.
   (D) The American people supported the Nazi regime and FDR needed to convince them to change their minds.

10. How did Franklin Roosevelt address the multiple struggles facing Americans in the early 1940s to build public support for Lend-Lease?
   (A) First Amendment rights were severely restricted, creating anger among the people.
   (B) Many Americans were dismayed that they were unable to join the Spanish Civil War.
   (C) The Four Freedoms address the specter of World War and the struggles of the Great Depression.
   (D) Americans were afraid of being the victims of an atomic bomb.

11. How did lend-lease aid bring the United States closer, and eventually into, World War II?
   (A) U.S. ships were attacked by Germany, forcing the United States to retaliate.
   (B) Providing aid to one side established the U.S.’s allegiance to the Allies and trumped declarations of neutrality.
   (C) The United States poured too much money into the war effort and had to enter the war to receive reparations.
   (D) Unanimous consent for lend-lease convinced the government that entering the war was a logical next step.
Questions 12–13 refer to the following image.

12. Which of the following conclusions may best be drawn from the sculpture?
   (A) The environment throughout North America was hostile to the development of permanent civilizations.
   (B) Native Americans adapted their lifestyle and daily lives and habits around the dictates of local climate and available resources.
   (C) The arrival of European settlers created population pressure on the resources of the regions inhabited by Native Americans, causing conflict over territory.
   (D) Although Native Americans established settlements, their lack of technology and dependence on staple crops prevented them from extensive urbanization.

13. Which of the following most accurately explains the differences between settlements in the American Southwest and Native American cultures in the American Northeast?
   (A) Tribes in the Northeast did not rely on the cultivation of crops for their livelihood, focusing on hunting and gathering instead.
   (B) Unlike the Anasazi, the Native Americans in the Northeast lived largely as nomads, following game animals' migratory patterns.
   (C) The diverse natural resources of the Northeast provided Native Americans in that region with more options for cultivation, along with hunting and gathering.
   (D) Native Americans in the Northeast created larger, urban centers that made them much more vulnerable to climate variations.

Questions 14–17 refer to the following images.
14. How did the violent reaction to the civil rights movement lead to changes in American thinking on this issue?
(A) Southerners were embarrassed by their actions and vowed to change their policies.
(B) De facto segregation in the North decreased in response to the crisis in the South.
(C) Key government figures began listening to civil rights leaders after witnessing the violence used against them.
(D) Law enforcement agents began to side with civil rights protestors rather than organizations that opposed them.

15. In which of the following ways did the civil rights movement influence other twentieth-century efforts for reform?
(A) Several groups adopted similar ideas on civil disobedience.
(B) Other groups focused on the church as the central meeting place for their movement.
(C) Civil rights leaders had close ties to important government figures.
(D) The civil rights movement relied on Supreme Court decisions for all of its major accomplishments.

16. Why were these images and others like them a powerful tool of the civil rights movement?
(A) The images showed the weakened state of African Americans.
(B) Reports of southern brutality spread throughout the world making the movement a global phenomenon.
(C) African Americans’ conditions persuaded people that they should act violently in the face of oppression.
(D) These images led to anti-civil rights movement propaganda.

17. How did Black Power advocates criticize the method of protest pictured here?
(A) Black Power advocates believed that nonviolence was a weak form of protest.
(B) Black Power sought integration in the future, but not the present.
(C) Black Power advocates believed that civil rights protests needed to be more integrated.
(D) Black Power advocates preferred to protest near halls of power in Washington, D.C., than in the South.

Questions 18–19 refer to the following quotation.
"There is a saying, that we should do all men like as we will be done ourselves.... But to bring men hither, or to rob and sell them against their will, we stand against.... Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries, separating husbands from their wives and children?"
—Mennonites of Germantown, PA, 1688

18. How does the above quote indicate the sectional difficulties that will increasingly plague the colonies and the country for two centuries?
(A) Disagreement on the slavery issue was already percolating in the seventeenth century.
(B) There was dissention among religious groups seeking freedom in America.
(C) Northerners began to question the morality of indentured servitude.
(D) Colonists questioned the tactics used against Native Americans in the South.

19. Which of the following arguments was frequently used to contradict the claims made in the quote?
(A) There were no other groups able to do the work that slaves did.
(B) Slaves were given the same rights as white men in places where slavery existed.
(C) Slavery was an economic necessity for the entire nation.
(D) Slavery would eventually die out so it needed to be exploited while it existed.
Questions 20–23 refer to the following quotation.

"All men recognize the right of revolution; the right to refuse allegiance to and to resist the government, when its tyranny or its inefficiency are great and unendurable. But almost all say that such is not the case now.... I say, when a sixth of the population of a nation which has undertaken to be the refuge of liberty are slaves, and a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that is not too soon for honest men to rebel and revolutionize. What makes this duty more urgent is the fact, that the country so overrun is not our own, but ours is the invading army."

—Henry David Thoreau, 1849

20. On which era’s ideas does Thoreau base his argument about the right to revolution?
   (A) Renaissance
   (B) Scientific Revolution
   (C) Enlightenment
   (D) Manifest Destiny

21. Which of the following explanations for the Mexican War corresponds with Thoreau’s views of the war?
   (A) The war was an unjustified land grab entered into to acquire desired territory.
   (B) The United States was justified in fighting Mexico to defend its borders and soldiers.
   (C) The war would enable the United States to prevent the spread of slavery.
   (D) The Mexican Army’s cruelty compelled the United States to fight for its honor and to defend Americans in Texas.

22. Which group in the United States would most likely agree with Thoreau’s stance on the Mexican War?
   (A) Southerners looking for arable land to found new plantations
   (B) Politicians aiming to raise the United States’ status in the world
   (C) Northerners who believed that the war was an excuse to create more slave states
   (D) Mexicans who hoped to become American citizens

23. Which of the following proposals echoed Thoreau’s concerns about slavery in the newly acquired territory from Mexico?
   (A) Fugitive Slave Act of 1850
   (B) Wilmot Proviso
   (C) Morrill Land Act
   (D) Compromise of 1850

Questions 24–26 refer to the following quotation.

"I think that we are at an extraordinary moment that is full of peril but full of possibility and I think that’s the time you want to be president...[T]here’s something about this country where the hard times, big challenges bring out the best in us. This is when the political system starts to move effectively. This is when people start to get out of the petty and trivial debates. This is when the public starts paying attention...."

—Barack Obama, February 2009

24. Which of the following challenges might President Obama be referring to in the quote?
   (A) The battle over a national health-care system
   (B) The "Great Recession"
   (C) Controversy over same-sex marriage
   (D) The hunt for Saddam Hussein

25. Which of the following trends contradicts Obama’s argument in this statement?
   (A) Congress and the American people remain unfailingly divided along party lines.
   (B) The Obama administration failed to take any action aimed at solving the nation’s problems during his first term.
   (C) President Obama was not elected by a wide enough margin to have the mandate of the people.
   (D) The United States succumbs to challenges more often than it faces and defeats them.

26. Based on this quote, why do some politicians and journalists compare presidents Obama and Franklin Roosevelt?
   (A) Both men were elected in war time.
   (B) Both men failed to revive the economy despite their best efforts.
27. What conclusion can you accurately draw from this image?
(A) The United States sided with the Allies from the beginning of World War I.
(B) The United States government had reason to rely on the concept of freedom of the seas during war.
(C) Germany was willing to allow non-military passengers off ships before sinking them in 1915.
(D) American citizens should have been aware of the danger in traveling on belligerent ships in wartime.

28. Which of the following statements accurately identifies the Lusitania’s significance to America’s decision to enter World War I?
(A) The sinking of the Lusitania convinced Americans of the need to go to war against Germany.
(B) Americans blamed the Lusitania’s passengers for failing to heed the warning and resolved to remain neutral.
(C) Germany’s use of unrestricted submarine warfare set off years of negotiations and pledges between Germany and the United States before pulling the United States into war.
(D) The Lusitania had no significance to the United States because it was a British ship.

29. How did U.S. actions leading up to World War II reflect the lessons learned from this experience?
(A) The United States cut off all relations with Great Britain when war became imminent.
(B) The Neutrality Acts acknowledged the danger of sea travel during wartime.
(C) British ships were unable to dock in U.S. ports until after the United States officially declared war in 1941.
(D) The war in Europe became a media sensation even before the United States joined the war effort.
Questions 30–32 refer to the following quotations.

"So at last I was going to America! Really, really going at last! The boundaries burst. The arch of heaven soared. A million suns shone out for every star. The winds rushed in from outer space roaring in my ears, 'America! America!'"

—Mary Antin, The Promised Land, 1912

"America is God's crucible, the great melting pot, where all the races of Europe are melting and reforming... Germans and Frenchmen, Irishmen and Englishmen, Jews and the Russians—into the Crucible with you all! God is making the American."

—Israel Zangwill

"It is said... that the quality of recent immigration is undesirable. The time is quite within recent memory when the same thing was said of immigrants who, with their descendants, are now numbered among our best citizens."

—President Grover Cleveland, 1897

30. What changes in the United States led to the influx of immigrants referenced by Antin, Zangwill, and Cleveland?
   (A) As the nation began to emphasize business and industry there were more opportunities to start a successful small business in the United States.
   (B) The growing labor union movement convinced immigrants that their jobs and livelihood would be better protected in the United States than in their home countries.
   (C) The United States government attempted to integrate immigrants into the national community quickly to give them a sense of belonging.
   (D) Rapid industrialization created an enormous need for unskilled labor that immigrants could provide.

31. How was northern workers' reaction to immigration at the end of the nineteenth century similar to their reaction to the Great Migration in the twentieth century?
   (A) Northerners welcomed the assistance in understaffed factories.
   (B) Workers resented the arrival of people whom they believed would steal their jobs.
   (C) White northerners believed that an influx of minorities would raise their social standing.
   (D) Northerners hoped their urban population would grow, giving them more electoral power.

32. How did increased immigration lead to a change in government policy by the end of the nineteenth and early twentieth centuries?
   (A) The government eased citizenship requirements to encourage even more immigrants to enter the country.
   (B) Legislation began to restrict or prevent immigrants from certain countries from coming to the United States.
   (C) The government mandated that factories hire only immigrants.
   (D) Immigrants were restricted to living in neighborhoods with others from their home country.
Questions 33–36 refer to the following cartoon.

33. Which of the following conclusions can most definitively be drawn from the cartoon?
   (A) The Vietnam War had a brutal effect on the American government at several levels.
   (B) The Gulf of Tonkin Resolution was the sole reason the situation in Vietnam got out of control.
   (C) The anti-war movement placed the United States at more of a disadvantage than leaders’ decisions.
   (D) American presidents failed to recognize the role they played in the Vietnam quagmire.

34. In which of the following ways was the Vietnam War different than the wars that preceded it?
   (A) American soldiers were drafted into the military and sent overseas.
   (B) U.S. military forces in Vietnam were racially segregated.
   (C) Much of the war was fought in the air.
   (D) Public opinion played a significant role in the decision to end the war before victory could be achieved.

35. How did the Vietnam War lead to changes in the way that Americans perceive of their leaders?
   (A) Americans began to believe that the government was lying to the people and omitting information.
   (B) The public was convinced that the nation’s leaders were unaware of the magnitude of the situation.
   (C) People began to see their leaders as unwilling to compromise.
   (D) Americans saw their leaders as mistakenly concerned with the Cold War at the expense of other issues.
36. How did the Vietnam War reflect the United States’ goals throughout the Cold War?
(A) The United States aimed to defeat all communist nations in order to weaken the Soviet Union.
(B) The United States believed it needed to show its military strength to avoid attack.
(C) The United States took advantage of any opportunity to show off its nuclear arsenal.
(D) The United States concerned itself with not allowing communism to spread outside its borders.

Questions 37–39 refer to the following quotation.

“The question before the court and you, gentlemen of the jury, is not of small nor private concern. It is not the cause of a poor printer, nor of New York alone, which you are now trying. No! It may, in its consequence, affect every freeman that lives under a British government on the main [land] of America. It is the best cause. It is the cause of liberty.”

—Andrew Hamilton, Closing Statement in the Zenger Trial, 1735

37. Which of the following most accurately connects Hamilton’s statement with a prevailing reason that many colonists came to America?
(A) Colonists were looking for greater freedom than they had in Britain.
(B) Great Britain did not offer accused criminals a trial by jury.
(C) Englishmen believed that all of the British colonies should enjoy the same rights.
(D) Hamilton, like many colonists, differentiated between rights of freemen and slaves.

38. How did the issues expressed in this statement contribute towards the sentiments that led to the Revolutionary War?
(A) Britain began exerting less control over the colonies in a time of crisis.
(B) The British stripped American colonists of their liberties during the French and Indian War.

(C) Colonists grew tired of demanding their rights throughout the eighteenth century and rebelled.
(D) Accustomed to salutary neglect, the colonists fought British encroachments on their liberties.

39. How did the result of the Zenger trial set a precedent for future legal decisions in the United States?
(A) Americans came to believe in the primacy of freedom of speech.
(B) Freedom of the press was recognized as a fundamental right.
(C) American citizens understood that it was dangerous to criticize their leaders.
(D) Congress refused to make laws limiting First Amendment rights.

Questions 40–42 refer to the following political cartoon.

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40. According to the cartoon, how did the government’s priorities change between the early 1960s and the 1980s?
(A) The Reagan administration attempted to pay equal attention to domestic and foreign policy issues as opposed to the domestic focus of the Great Society.
(B) Reagan was less willing than Kennedy and Johnson to devote resources to defense.
(C) The emphasis on social programs that was a hallmark of the New Frontier and Great Society took a backseat to military spending under Reagan.
(D) Reagan cut spending across the board to balance the budget, while the Great Society put the nation in debt.

41. Which of the following ideas is most closely associated with Reagan’s focus on cutting social programs?
(A) Mutually assured destruction
(B) Supply-side economics
(C) Conservatism
(D) Small government

Questions 43–45 refer to the following image.

42. How do the policies of the Reagan administration impact the United States in the twenty-first century?
(A) The Obama administration similarly emphasizes small government.
(B) The Religious Right remains a major force in American politics.
(C) The federal government focuses on foreign policy to the exclusion of domestic issues.
(D) Reagan-era economic policies contributed to the crisis that began in 2007.

43. How does this image reflect the sectional tensions that existed in the United States leading up to the Civil War?
(A) Upper-class Americans continued to rely on duels to settle disagreements.
(B) Compromises legislated by Congress failed to settle the slavery question.
(C) The tension between the two sides led to violence even on the floor of Congress.
(D) Southerners condemned their representative’s actions and began to side with the North.

45. How did the political tension represented here eventually lead directly to the Civil War?
(A) Political parties disunited, evolving into northern and southern branches of a single party.
(B) The Know Nothing Party threatened the values on which the nation was founded.
(C) Congress was unable to pass laws due to disagreement, leading the people to react violently toward the government.
(D) The 1860 election of Abraham Lincoln caused southern states to secede from the Union.
Questions 46–48 refer to the following image.

Bettmann/CORBIS

46. Why might progressive reformers like Lincoln Steffens believe that the situation portrayed by Nast needed to be remedied?
   (A) It provides one example of the longstanding corruption typical to political machines.
   (B) It shows how the people were exploited by the government.
   (C) He discusses the connection between big business and government.
   (D) He reveals plans for political machines to illegally control city government.

47. Why were the late nineteenth and early twentieth centuries ideal times for political machines to rise to power?
   (A) More people moved out of overcrowded cities and into farming communities.
   (B) The growth of industry brought immigrants who could be easily manipulated to American cities.
   (C) Corrupt politicians were careful to hide their actions from the press and the public.
   (D) The tactics that Plunkitt described benefited large groups of people.

48. Which of the following progressive era accomplishments were designed to counter government corruption?
   (A) Anti-trust legislation
   (B) The Nineteenth Amendment
   (C) Direct election of senators
   (D) Referendum and recall

Questions 49–52 refer to the following quotations.

“I should like to have it said of my first Administration that in it the forces of selfishness and of lust for power met their match. I should like to have it said of my second Administration that in it these forces met their master.”

—Franklin Roosevelt

“Through four years of experience this New Deal attack upon free institutions has emerged as the transcendent issue in America. All the men who are seeking for mastery in the world today are using the same weapons. They sing the same songs. They all promise the joys of Elysium without effort. But their philosophy is founded on the coercion and compulsory organization of men.”

—Herbert Hoover

49. Based on the quotes, how did Roosevelt’s and Hoover’s opinions of the New Deal differ?
   (A) Roosevelt was wary of the government doing too much for too many people.
   (B) Hoover criticized the growth of the national government accompanying the New Deal.
   (C) Roosevelt’s economic advisers were more conservative than Hoover’s.
   (D) Hoover believed the United States was too susceptible to socialist forces.

50. Which conclusion is best supported by the document?
   (A) Roosevelt’s most important contribution was the reform acts that placed safeguards on the economy.
   (B) Hoover could have solved the nation’s problems if he’d had more time in office.
   (C) Roosevelt’s and Hoover’s different responses to the Great Depression reflect each of their ideas on government power.
(D) The New Deal failed to alleviate suffering during the Great Depression.

51. How did FDR establish a model for the "first hundred days" of a presidency?
   (A) He passed many laws and immediately began creating programs to counter the effects of the Great Depression.
   (B) He was able to reach agreement with Congress on the necessary points of action and act on those agreements.
   (C) By the end of that time, most Americans were back to work.
   (D) He devised all his plans for the duration of his term from the outset in the first hundred days.

52. Which of the following best explains public perception of Herbert Hoover during the Great Depression?
   (A) People believed that Hoover was too concerned with foreign policy to attend to the economic crisis.
   (B) Hoover's statements on rugged individualism convinced people that he had no interest in helping struggling individuals.
   (C) Newspapers portrayed Hoover as unable to push support measures through Congress.
   (D) Many Americans saw several similarities between Hoover and FDR.

Questions 53-55 refer to the following quotation.

"I have this morning witnessed one of the most interesting scenes a free people can ever witness. The changes of administration, which in every government and in every age have most generally been epochs of confusion, villainy and bloodshed, in this our happy country take place without any species of distraction, or disorder."

—from a letter by a Philadelphia woman to her sister-in-law about the pride she felt on the occasion of Thomas Jefferson's inauguration as third president of the United States in 1801.

53. Based on the sentiment expressed in the quote, why might Jefferson believe it necessary to claim, "we are all Republicans, we are all Federalists," in his inaugural address?
   (A) The division between political parties in the United States was growing too big for compromise.
   (B) He wanted to guarantee a smooth transition from one party to the other.
   (C) His vice president was a Federalist though Jefferson was a Republican.
   (D) He hoped to mask his moderate policies.

54. Which of the following examples illustrates Jefferson's willingness to place the country over his own political beliefs?
   (A) Allowing the Sedition Act to expire
   (B) Purchasing the Louisiana Territory from France
   (C) Enacting a trade embargo against European nations
   (D) Creating peace with France

55. How did the differences between Hamilton and Jefferson impact the future of American politics?
   (A) Their unity regarding Jefferson's inaugural address lessened political tensions in the nation.
   (B) Their inability to agree led to the duel in which Hamilton died, leading to the end of the Federalist Party.
   (C) Political parties, not mentioned in the Constitution, became a permanent part of American electoral politics.
   (D) Federalists and Democratic-Republicans remained the dominant political parties in the United States.

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.

"The only question is, whether it has a right to incorporate this company, in order to enable it the more effectually to accomplish ends which are in themselves lawful. To establish such a right, it remains to show the relation of such an institution, to one or more of the specified powers of the Government. Accordingly, it is affirmed, that it has a relation, more or less direct, to the power of collecting taxes; to that of borrowing money; to that of regulating trade between the States; and to those of raising and maintaining fleets and armies. To the two former, the relation may be said to be immediate. And in the last place, it will be argued, that it is clearly within the provision which authorizes the making of all needful rules and regulations concerning the property of the United States, as the same has been practised upon by the Government."

—Alexander Hamilton, Statement on the Constitutionality of the National Bank (1791)

"The incorporation of a bank, and other powers assumed by this bill, have not, in my opinion, been delegated to the United States by the constitution...
[The Constitution gives Congress the power] "to make all laws necessary and proper for carrying into execution the enumerated powers." But they can all be carried into execution without a bank. A bank, therefore, is not necessary, and, consequently, not authorized by this phrase.
...the Constitution allows only the means which are "necessary," not those which are merely "convenient" for effecting the enumerated powers. If such a latitude of construction be allowed to this phrase as to give any non enumerated power, it will go to every one... Therefore it was that the constitution restrained them to the necessary means; that is to say, to those means, without which the grant of the power would be nugatory."

—Thomas Jefferson, Statement on the Constitutionality of the National Bank (1791)

1. Based on the two opinions offered by the members of President Washington's cabinet in the passage above, complete the following three tasks:
   (a) Briefly explain the argument made by Alexander Hamilton.
   (b) Briefly explain the argument made by Thomas Jefferson.
   (c) Describe the development of the first political parties, explaining how the debate represented here contributed to that development. Provide at least ONE other example of the partisan divide among supporters of these two men.

2. United States historians disagree about the effectiveness of Reconstruction following the American Civil War.
   (a) Choose ONE of the following and provide ONE piece of evidence demonstrating the success of Reconstruction in that area.
   Economic reconstruction of the South
   Rights for former slaves
   Political reconstruction and unity
   (b) Provide ONE additional piece of evidence demonstrating the limitations or failures of Reconstruction in the area you chose in Part a.
3. Use the image above and your knowledge of United States history to answer Parts a, b, and c.
(a) Explain the point of view reflected in this postcard regarding ONE of the following:
   American territorial expansion
   Theories of race and responsibility
   America’s role in the world
(b) Explain how ONE aspect of the postcard expresses the viewpoint you identified in Part a.
(c) Explain how the viewpoint you have identified shaped ONE specific American foreign policy between 1898 and 1905.

"Just as the period of American history from 1933 to the late 1960s...was chiefly one of liberal reform, so the past thirty-five years have been an era of conservatism...Without Reagan, the conservative movement would never have been as successful as it was. In his political persona, as well as his policies, Reagan embodied a new fusion of deeply conservative politics with some of the rhetoric and even a bit of the spirit of Franklin D. Roosevelt’s New Deal and of John F. Kennedy’s New Frontier...The impact of the age of Reagan is indicated even more strongly by the guiding assumptions and possibilities of American politics and government, and the hold they have on public opinion. Thirty years ago, the proposition that reducing taxes on the rich was the best solution for all economic problems inspired only a few on the right-wing fringe. Today, it drives the national domestic agenda and is so commonplace that it sometimes appears to have become the conventional wisdom."


4. Based on Sean Wilentz’ argument about the impact of President Reagan in the passage above, complete the following two tasks.
(a) Provide ONE piece of evidence of the rise of conservatism from the time after 1980 that is not included in the passage.
(b) Provide ONE piece of evidence either supporting or refuting Wilentz’ claim that “Reagan embodied a new fusion of deeply conservative politics with some of the rhetoric and even a bit of spirit of Franklin D. Roosevelt’s New Deal and of John F. Kennedy’s New Frontier.”

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 50 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. Analyze the evolution of race relations from the period between 1914 and 1965.

**Document 1: Black Migrants’ Reasons for Relocation (1917)**

Sir: I am writing you to let you know that there is 15 or 20 familys wants to come up there at once but cant come on account of money to come with and we cant phone you here we will be killed they dont want us to leave here & say if we dont go to war and fight for our country they are going to kill us and wants to get away if we can if you send 20 passes there is no doubt that every one of us will com at once. we are not doing any thing here we cant get a living out of what we do now some of these people are farmers and som are cooks barbers and black smiths but the greater part are farmers & good worker & honest people & up to date the trash pile dont want to go no where These are nice people and respectable find a place like that & send passes & we all will come at once we all wants to leave here out of this hard luck place if you cant use us find some place that does need this kind of people we are called Negroes here. I am a reader of the Defender and am delighted to know how times are there & was to glad to, know if we could get some one to pass us away from here to a better land. We work but cant get scarcely any thing for it & they dont want us to go away & there is not much of anything here to do & nothing for it Please find some one that need this kind of a people & send at once for us. We dont want anything but our wareing and bed clothes & have not got no money to get away from here with & beging to get away before we are killed and hope to here from you at once. We cant talk to you over the phone here we are afraid to they dont want to hear one say that he or she wants to leave here if we do we are apt to be killed. They say if we dont go to war they are not going to let us stay here with their folks and it is not any thing that we have done to them.

Document 2: Percentage of Black Voting-Age Population Registered

Document 4: Chicago Race Riot (1919)

The refusal of Policeman Daniel Callahan (white) . . . to arrest George Stauber (white) . . . last Sunday afternoon after the latter had knocked Eugene Williams, age 13 . . . from a raft as he was floating down Lake Michigan at Twenty-ninth street, fanned into action one of the worst race riots in the history of Illinois. Officer Callahan, it is charged, not only refused to make an arrest, but kept expert swimmers from reaching Williams. The news of Callahan's negligence reached the bathers at the Twenty-sixth street beach and a mob of fifty men marched to Twenty-ninth street to avenge the death of the boy. The patrolman's action so enraged the bathers that they pounced upon Callahan and commenced to pommel him. Callahan was chased to a drug store, where he summoned help. . . .

Source: Chicago Defender, August 2, 1919, front page.


1. We must prevent the rise of any pronounced degree of intimacy between French officers and black officers. We may be courteous and amiable with these last, but we cannot deal with them on the same plane as with the white American officers without deeply wounding the latter. We must not eat with them, must not shake hands or seek to talk or meet with them outside of the requirements of military service.

2. We must not commend too highly the black American troops, particularly in the presence of [white] Americans. It is all right to recognize their good qualities and their services, but only in moderate terms, strictly in keeping with the truth.

3. Make a point of keeping the native cantonment population from “spoil[ing]” the Negroes. [White] Americans become greatly incensed at any public expression of intimacy between white women with black men. They have recently uttered violent protests against a picture in the “Vie Parisienne” entitled “The Child of the Desert” which shows a [white] woman in a “cabinet particulier” with a Negro. Familiarity on the part of white women with black men is furthermore a source of profound regret to our experienced colonials who see in it an over-weening menace to the prestige of the white race.


AP Photo/Jackson Daily News/Fred Blackwell
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 question you have selected.

**Question 1.** Compare the relationship between Great Britain and its American colonies in the years prior to 1763 and that in the years after 1763.

**Question 2.** Compare the relationship between the United States and the Soviet Union in the years prior to 1945 and that in the years after 1945.

*END OF EXAMINATION*
ANSWERS FOR SECTION I

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

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PART A: EXPLANATIONS FOR THE MULTIPLE-CHOICE ANSWERS

1. (D) One of the greatest weaknesses of the Articles of Confederation was that the national government had no power and no ability to tax, rendering it completely ineffective and unable to carry out even its meager duties. Under the Constitution, these powers, and others, were delegated to the national government in order to remedy this (The American Pageant 15th ed., pp. 170–172/16th ed., pp. 170–172; Learning Objective POL-5).

2. (A) The stronger national government meant that other nations would respect and enter into trade agreements and treaties with the United States. It also ensured the smooth functioning of one nation working together as opposed to thirteen states working solely in their own interest (The American Pageant 15th ed., pp. 166–167/16th ed., pp. 166–167; Learning Objective ID-1).

3. (C) George Washington, one of the few nationally known figures at the time, was a natural choice as the first leader of the newly created executive branch (The American Pageant 15th ed., p. 181/16th ed., pp. 183–184; Learning Objective POL-5).

4. (A) Distinct regional identities existed in the colonies and persisted even after independence. These identities were connected to economic activity, religion, family structure, and education. Moreover, smaller states worried that their power would be usurped by larger states that would impose their traditions and policies on them (The American Pageant 15th ed., pp. 172–176/16th ed., pp. 173–177; Learning Objective ID-1).

5. (C) In the beginning of Congressional Reconstruction African Americans in the South voted, held office, and participated in society, as the radical Republicans hoped (The American Pageant


8. (B) Hayes won a bitter election after promising to withdraw federal troops from the South in a deal known as the Compromise of 1877. With the troops gone, white southerners felt free to rule the South as they wished (The American Pageant 15th ed., pp. 494–495/16th ed., pp. 494–495; Learning Objective POL-2).

9. (B) After years of declaring the United States neutral and refusing to trade with warring powers, the United States first amended this stance with cash and carry and later removed all barriers—except transportation—to the Allies receiving military aid with lend-lease as they began to fall to German armies. The people, skeptical of involving the nation in another major war, needed to be convinced that providing weapons and war munitions was justifiable (The American Pageant 15th ed., pp. 791–792/16th ed., pp. 782–784; Learning Objective WOR-7).

10. (C) The Four Freedoms addressed what FDR saw happening in Europe as the Nazis spread their power and influence. With Freedom from Want, Roosevelt mentions the poverty and desperation that come with economic hardship associated with events like the Great Depression (The American Pageant 15th ed., p. 803/16th ed., p. 794; Learning Objective WOR-4).

11. (B) The Axis powers saw the United States providing aid first to Britain, then to the USSR, and eventually to China. This resulted in a target on the United States as it clearly chose one side over the other (The American Pageant 15th ed., pp. 793–794/16th ed., p. 785; Learning Objective WOR-7).

12. (B) While the environment posed great challenges to the many Native American tribes, their ability to adapt combined with their use of technology enabled them to create urban settlements (The American Pageant 15th ed., pp. 6–8/16th ed., pp. 8–10; Learning Objective PEO-1).

13. (C) Although there was significant diversity among Native groups in the Northeast, most (like the Iroquois) took advantage of the abundance of available food resources to establish fixed settlements and villages (The American Pageant 15th ed., pp. 6–8/16th ed., pp. 8–10; Learning Objective PEO-1).

14. (C) Seeing these images in newspapers—they were on front pages around the world—and watching police attack children in
Birmingham on the evening news showed Americans the brutal actions of those opposing the civil rights movement. This changed public perception in some parts of the country as well as convincing leaders like John F. Kennedy that it was time to take action to protect African Americans and guarantee equal rights (The American Pageant 15th ed., pp. 895–898/16th ed., pp. 879–881; Learning Objective POL-7).

15. (A) The women’s movement of the 1960s and 1970s, the anti-war movement, and the student movement all relied on the civil disobedience modeled by civil rights workers in the South. There was also a great deal of participant overlap in these movements (The American Pageant 15th ed., pp. 910–913/16th ed., pp. 895, 898–899; Learning Objective ID-8).

16. (B) Nations worldwide published pictures of the atrocities committed against African American protestors, with many published on the front page of foreign language newspapers. This information also harmed the U.S.’s reputation as the land of the free, diminishing its bargaining power with the USSR and other nations whose behaviors the U.S. government condemned (The American Pageant 15th ed., pp. 895–898, 903–904/16th ed., pp. 879–881, 888–889; Learning Objective ID-8).

17. (A) After years of little progress, as well as violence against African Americans in the civil rights movement, Black Power advocates criticized nonviolence as too slow and continuing to allow whites physical, emotional, and legal power over African Americans. Disagreeing with the idea that nonviolence made civil rights protesters morally and ethically right and that this would, in fact, gain them the respect and equality they sought, Black Power advocates began to argue against integration in white society and in favor of reacting when confronted with violence (The American Pageant 15th ed., pp. 904–905/16th ed., pp. 889–891; Learning Objective POL-7).

18. (A) This is the first protest against slavery levied by a religious group in Pennsylvania, a northern colony at the same time as southern states like Virginia codified slave codes. This predicts the growing sectionalist tension that will revolve around slavery leading to the Civil War (The American Pageant 15th ed., p. 66/16th ed., pp. 68–69; Learning Objective CUL-1).

19. (C) Slave holders relied on several arguments in defense of the “peculiar institution.” One of the most common was the need throughout the country for slave labor, which indirectly benefited all sectors of the economy, including manufacturing (The American Pageant 15th ed., p. 234/16th ed., p. 236; Learning Objective WXT-1).

20. (C) Thoreau mentions overthrowing rulers who abuse their power and act tyrannically. These ideas derive from such Enlightenment thinkers as John Locke (The American Pageant 15th ed., p. 329/16th ed., p. 331; Learning Objective CUL-4).
21. (A) Many people opposed the Mexican War, especially in the North where the need for land was not as pressing as it was for those in the South and the West. Critics who did not believe President Polk’s reports that U.S. soldiers were attacked at the border asserted that there were ulterior motives for going to war with Mexico and that the entire thing was a hoax to ensure that the United States was able to fulfill its Manifest Destiny (The American Pageant 15th ed., pp. 369–370/16th ed., p. 373; Learning Objective WOR-6).

22. (B) The disagreement about the war fell along sectional lines. Thus, much of the opposition to the war came from Northern Whigs who opposed the spread of slavery (The American Pageant 15th ed., p. 370/16th ed., p. 373; Learning Objective WOR-6).

23. (B) The Wilmot Proviso, which passed in the House of Representatives twice but never in the Senate, stated that slavery would be banned in any territory acquired as a result of the Mexican War (The American Pageant 15th ed., pp. 373, 376/16th ed., pp. 376–377; Learning Objective POL-6).

24. (B) While President Obama faced many of the issues on this list the most pressing national problem in his first term was the massive economic crisis known as the Great Recession. Bringing the nation out of the recession was a major priority of the Obama administration in the first term and the focus of many laws and executive orders issued during those four years (The American Pageant 15th ed., pp. 983–986/16th ed., pp. 989, 992–993; Learning Objective WXT-8).

25. (A) President Obama claims that Americans unify and work together during times of great crisis, but the “red and blue” mentality that exists in the country and the extreme congressional gridlock meant that neither the people nor the government could find common ground from which to build consensus on issues (The American Pageant, 15th ed., not in the text/16th ed., p. 1192; Learning Objective POL-5).


27. (D) In addition to the fact that everyone knew about the blockades that existed and the tactics employed by the German navy, all passengers were clearly warned of the dangers of sailing on a ship under the flag of a belligerent nation (The American Pageant 15th ed., pp. 672–673/16th ed., pp. 671–672; Learning Objective WOR-7).

28. (C) The sinking of the Lusitania and death of more than 100 Americans enraged the American people and forced the government to insist upon its freedom of the seas as a neutral nation, but it would take two years and additional loss of life and cargo before America

29. **(B)** The Neutrality Acts specifically mandated that Americans and American ships avoid using waterways that served as war zones, having learned prior to entering World War I that freedom of the seas does not apply in wartime (The American Pageant 15th ed., pp. 782-783/16th ed., pp. 775-776; Learning Objective WOR-7).

30. **(D)** America offered the promise of opportunity and advancement. Industries needed large numbers of unskilled workers for an ever increasing number of factories built in cities as industrialization progressed (The American Pageant 15th ed., pp. 542-545/16th ed., pp. 542-547; Learning Objective PEO-2).

31. **(B)** In both instances white northerners feared for their jobs, leading to tension between people who lived and worked in a place for most of their lives and newcomers whom they perceived as a threat to their livelihood and way of life (The American Pageant 15th ed., pp. 545-551/16th ed., pp. 550-552; Learning Objective PEO-6).

32. **(B)** Native workers’ fears coupled with the changes brought about by the massive influx of immigration led to legislation intended to restrict the number of immigrants coming to the country from nations outside of northern and western Europe. This began with the Chinese Exclusion Act and escalated to include the quotas passed in the 1920s (The American Pageant 15th ed., pp. 498, 703-704/16th ed., pp. 498, 695-696; Learning Objective ID-6).

33. **(A)** Despite Johnson’s domestic accomplishments, his leadership during and connection to the Vietnam War ultimately cast a shadow over his presidency from which he could not escape, as large parts of the population turned against the government (The American Pageant 15th ed. p. 908/16th ed., p. 893; Learning Objective WOR-8).

34. **(D)** Vietnam was the first televised war. Americans could see coffins returning home and watch American soldiers under attack. In addition, trusted reporters like Walter Cronkite had a huge impact on American public opinion, leading to protests and cries to end the war throughout the U.S. (The American Pageant 15th ed., p. 908; 16th ed., p. 893; Learning Objective CUL-7).

35. **(A)** The refusal to take responsibility and revelations of deceitful practices led many, especially among the younger generation, to question their faith in their leaders. This change in sentiment was, of course, condemned by those in power (The American Pageant 15th ed., pp. 906-908/16th ed., pp. 891-893; Learning Objective ID-3).

36. **(D)** Vietnam, at the theoretical level, was about keeping communism out of South Vietnam and maintaining two distinct nations in Vietnam, one of which aligned with the United States. U.S. actions, then, at the start of the war, reflect the policy of containment (The American Pageant 15th ed., p. 906/16th ed., p. 891; Learning Objective WOR-7).
37. (A) Many British colonists came to America seeking freedoms and rights that they did not have in Britain. These included religious freedom for some, especially in New England and Maryland. For others, the right to own land was a priority because America, unlike Britain, did not have primogeniture laws (*The American Pageant* 15th ed., p. 92/16th ed., pp. 95–96; Learning Objective CUL-1).

38. (D) Until the end of the French and Indian War, Britain operated under a policy of salutary neglect, allowing the colonies to govern themselves as long as the mother country continued to reap economic benefits. After the war, Britain began to levy taxes and other laws the colonists found oppressive, especially because the laws were passed without any colonial representation in Parliament (*The American Pageant* 15th ed., pp. 116–122/16th ed., pp. 119–126; Learning Objective WOR-2).

39. (B) In ruling that the press could not be punished for printing critical information so long as it was true, the Zenger trial established the broad freedom of the press that continues to exist in the United States. This was codified in the First Amendment and continues to be upheld by legislation and court decision (*The American Pageant* 15th ed., p. 92/16th ed., p. 95; Learning Objective CUL-4).

40. (C) The Great Society emphasized domestic improvements and extending a variety of benefits and opportunities to the American people. Following his small government philosophy, Reagan believed that many of these programs were the province of the state, not the federal government. He increased the resources devoted to military spending in order to best the USSR in the Cold War, including the development of a satellite-based missile defense system known as the Strategic Defense Initiative (*The American Pageant* 15th ed., pp. 944–946/16th ed., pp. 935–937; Learning Objective POL-3).

41. (D) Reagan believed that the federal government should be responsible for the well-being of the nation, but not all of the needs of the individuals in it. Thus, while Reagan believed in stimulating the economy, he believed social services like Medicare and environmental policy were best left to the states (*The American Pageant* 15th ed., pp. 944–945/16th ed., pp. 935–936; Learning Objective POL-4).

42. (D) Among Reagan’s economic policies was the deregulation of businesses and banks, leading to risky investments. In addition to myriad other factors, this is one reason for the so-called Great Recession (*The American Pageant* 15th ed., pp. 951, 983–986/16th ed., pp. 942, 989, 992–993; Learning Objective WXT-8).

43. (C) The caning of Charles Sumner by Preston Brooks became one of the most famous incidents leading up to the Civil War, as Brooks, in an effort to defend his family and his state, attacked Sumner for his anti-slavery views after Sumner made an especially inflammatory speech. This was indicative of the escalating tensions throughout the nation as the slavery issue flared (*The American Pageant* 15th ed., pp. 400–401/16th ed., pp. 403–404; Learning Objective POL-6).
44. (B) In 1856 the two sides of the slavery issue clashed in Kansas as both flooded in to cast their vote for a free or slave state as provided for by the Kansas-Nebraska Act. When violence broke out it was similar to a civil war on a smaller level, a microcosm of what was to come (The American Pageant 15th ed., pp. 398–400/16th ed., pp. 401–403; Learning Objective ID-6).

45. (D) Lincoln’s election was the last straw for states that claimed they were willing to secede. Misinformed notions about Lincoln’s desire to end slavery everywhere and the fact that he was elected without a single southern electoral vote justified the states’ decisions (The American Pageant 15th ed., pp. 410–413/16th ed., pp. 414–417; Learning Objective POL-6).

46. (A) Thomas Nast, a cartoonist, published several cartoons depicting the abuses of Tammany Hall and the “Tweed Ring.” This cartoon reflects the way in which Tweed and his cohorts overpowered lawmakers in New York City (The American Pageant 15th ed., p. 490/16th ed., pp. 489–490; Learning Objective POL-2).

47. (B) Political machines, for all of their faults, could be extremely beneficial for immigrants, providing them with homes, jobs, and paths to citizenship. As large numbers of immigrants arrived in America, they sustained these organizations (The American Pageant 15th ed., pp. 546–547/16th ed., pp. 547, 549; Learning Objective ID-5).

48. (D) Political reforms like referendum, initiative, and recall were designed to give voters more of a say in government and make the process more democratic (The American Pageant 15th ed., p. 641/16th ed., 641, 644; Learning Objective POL-3).

49. (B) Franklin Roosevelt’s New Deal programs expanded the power and reach of the national government in a way that Hoover’s policies staunchly avoided, preferring to restrict the scope and power of the national government and allow state and local governments to provide for people (The American Pageant, 15th ed., pp. 752–754/16th ed., pp. 743–745; Learning Objective POL-4).

50. (C) Roosevelt and Hoover had different beliefs about the amount of power the government should wield; these beliefs are reflected in the Depression-era policies (The American Pageant 15th ed., pp. 752–754/16th ed., pp. 743–745; Learning Objective WXT-8).

51. (A) Since FDR presidents who come into office during times of crisis are watched by politicians and the media to see what they will accomplish in the “first hundred days.” Most recently this was one way the media evaluated Barack Obama’s presidency (The American Pageant 15th ed., pp. 754–755/16th ed., pp. 745–746; Learning Objective POL-4).

52. (B) Americans suffering during the Great Depression felt that they’d been abandoned by their president, dubbing shantytowns “Hoovervilles” and the newspapers that kept them warm “Hoover blankets.” Hoover’s stance that the national government was not responsible for individual economic relief and that people should
“pull themselves up by their bootstraps” are his Depression-related legacy. In fact, by the time he left office Hoover and his advisors had several economic plans in the works. His administration did not last to see their fruition, and FDR receives credit for many of these ideas (The American Pageant 15th ed., pp. 744, 746/16th ed., pp. 735–738; Learning Objective WXT-8).

53. (B) The first two presidents of the United States were Federalists and Jefferson was a Democratic-Republican. People were unsure if the transition of power from one party to another would happen peacefully and if the Constitution could withstand this change in government. In addition, Jefferson’s election had been especially contentious, ultimately decided in the House of Representatives. Hence, Jefferson’s attempt to assuage the people’s concerns (The American Pageant 15th ed., pp. 203–204/16th ed., pp. 205–206; Learning Objective POL-2).

54. (B) Jefferson believed in a strict interpretation of the Constitution. Although there is nothing in the Constitution that gives the president permission to buy land from foreign countries, Jefferson acted on the offer to buy Louisiana from Napoleon understanding the numerous benefits for the United States (The American Pageant 15th ed., pp. 210–212/16th ed., pp. 213–214; Learning Objective WOR-5).

55. (C) Political parties evolved from the differences between these two camps in the young United States. The Constitution doesn’t mention political parties as an element of the electoral system. Since Washington’s presidency, though, the nation has never been without at least one. Over the course of time, the relationship between the parties has grown more contentious (The American Pageant 15th ed., p. 186/16th ed., p. 188; Learning Objective POL-2).

SECTION I, PART B: SHORT-ANSWER QUESTIONS

QUESTION 1

While Hamilton argues that the elastic (or necessary and proper) clause allows for the creation of the national bank, Jefferson asserts that this interpretation is not valid. Explaining the development of the first political parties requires an examination of these two men’s opposing views on the nature of the Constitution. Hamilton supported a loose interpretation of the Constitution, arguing that whatever it did not forbid should be allowed in the interest of strengthening the nation. Jefferson, on the other hand, feared tyranny above all and supported a strict interpretation of the Constitution. He believed that any power not explicitly given to the national government must therefore be prohibited to it. You might discuss the difference in opinions over the relative status of the state governments or their clash over the economic future of the nation.

QUESTION 2

The question here asks you to choose an area—social, economic, or political—and give one piece of evidence demonstrating the success of Reconstruction followed by a piece of evidence refuting that success.
In rebuilding the economy of the South, advances were made in industrializing the region and in rebuilding the agricultural foundation. Nevertheless, consider who profited from that reconstruction—especially so-called carpetbaggers—and evaluate the relative success of the new system of sharecropping.

In relation to the former slaves, great strides were made in establishing their constitutional rights. Nevertheless, consider the shortcomings of the Freedman’s Bureau, the rise of the KKK, and the growth of Black Codes following the establishment of Redeemer governments by 1877.

In regard to political reconstruction, evaluate the partisan divide between Republicans and Democrats and its persistence through the end of (and beyond) the nineteenth century. Discuss the rise of Republican governments in the South under military reconstruction and their subsequent replacement by Redeemer Democrats.

**QUESTION 3**

This image shows elements of paternalism and an unmistakable sense of pride in American accomplishments by 1900. The depiction of the “happy” people of the new American colonies and the smiling Uncle Sam indicates that America’s claim over these people is just and benevolent. On the map—and represented among the people at the front of the image—are shown the American territories of Puerto Rico, Hawaii, the Philippines, and Guam.

A discussion of this image must include some reference to the debate over the acquisition of the Philippines—and perhaps to President McKinley’s decision to “uplift, civilize, and Christianize” the Filipinos. The so-called “white man’s burden” was heavily debated in this country, as was the decision by a nation that had overthrown colonial tyranny to take a colony of its own.

Policies you might discuss include the decision to retain the Philippines following the Spanish-American War (and the subsequent Philippine-American War), or the decision to get involved in the Spanish-American War at all. The Platt Amendment and the refusal to grant American citizenship to territorial possessions similarly supports these ideas.

**QUESTION 4**

Essentially, this question asks you to examine Reagan’s role in the rise of conservatism since 1980. Besides the fiscal policy goal listed in the passage, other evidence of conservatism in American government includes the influence of the Moral Majority and other evangelicals on American policies (related to issues like HIV/AIDS, gay marriage, and abortion) or the increasing power of corporations in national politics.

Discussions of Reagan’s role ought to reference his political appeal, and might mention his nickname as the “Great Communicator.” Furthermore, the apparent (at least, to conservatives) success of “Reaganomics” served to cement Reagan’s role as hero even as did FDR’s supposed salvation of the nation’s economy. On the other hand, Reagan himself could be argued to have been ambivalent and uninvolved in most major governmental actions.
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 In this letter to a northerner, a desperate black Alabaman pleads to be given the means to come to the North to escape the discrimination, intimidation, and threats of violence that defined the lives of black Americans in the South around the time the United States entered World War I, a conflict in which black soldiers fought nobly.

DOCUMENT 2 This map and pie chart show that the Voting Rights Act of 1965 enfranchised considerably more black southerners than before the legislation was passed. Take note of Mississippi as a stunning example of this change.

DOCUMENT 3 This photograph of the Freedom Riders' bus burning near Anniston, Alabama, demonstrates white southerners' hatred of civil rights activists and their cause. Rather than tolerate this peaceful protest, in which both black and white activists challenged segregation inside bus stations, white southerners set fire to their buses and severely beat protestors, who were forced to flee.

DOCUMENT 4 This document discusses the reaction of black Chicagoleans to the murder of a young black swimmer who had inadvertently drifted into a segregated white bathing area on Lake Michigan. The event touched off one of the worst race riots in the nation's history. The time and place of the riot indicate that even as late as the post-World War I period northern blacks faced discrimination and segregation like that found in the South, and they were angered by their treatment to the point where they struck back at their oppressors. In other words, migration north was not synonymous with equality.

DOCUMENT 5 In this document the French military provides its troops with advice regarding the complexities and nuances of American racism so that they would not antagonize or alienate the white American troops fighting in France. Take note of the comment regarding black officers, who were also relegated to a second-class status.

DOCUMENT 6 This photograph shows what happened to black demonstrators in Birmingham, Alabama, one of the nation's most segregated cities, in 1963. Civil rights leaders organized a protest known as the Children's Crusade, in which teenagers, rather than their parents, took to the streets to fight for equal rights. Bull Connor and the city's police force responded by spraying protestors with fire hoses strong enough to strip bark from trees and setting police dogs on peaceful teenagers. Television coverage of this event spread throughout the world and convinced President Kennedy to act.

DOCUMENT 7 Taken in the early 1900s, this photograph of the lynching and burning of a black man has taken on an atmosphere of amusement judging from the facial expressions of the onlookers. You are left to draw your own conclusion about the extent of "justice" meted out to black Americans during this period in U.S. history.
DOCUMENT 8 While this map shows some improvement in integrating public schools, with the exception of Missouri, Oklahoma, Kentucky, and West Virginia, the extent of improvement is negligible in the South. Contrast this map with Document 2 (Black Registration in the South, 1964). While Mississippi has registered a considerable number of black voters by 1965, schools in the state were still not integrated.

One way to designate each document is by its basis—political, social, or economic. Keep in mind that some have more than one designation. This form of categorization can be seen below:

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

- The legitimization of racial segregation was articulated in the *Plessy v. Ferguson* decision in 1896, in which the Supreme Court ruled that as long as facilities were equal for the races, segregation was constitutional.

- A number of significant groups formed early in the twentieth century, among them the Niagara Movement in 1905, the NAACP in 1908, the National Urban League in 1911, and the United Negro Improvement Association in 1916.

- The rise in popularity of the KKK in the 1920s was profound.

- The Committee on Civil Rights was formed in 1946.

- The federal government and the military were desegregated in 1948.

- The Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas* in 1954 was a watershed.

- Demographics changed as more and more blacks migrated north.

- Important black political leaders such as Dr. Martin Luther King, Jr., and Malcolm X emerged. In addition, after World War II more civil rights organizations such as the Southern Christian Leadership Conference (SCLC), the Black Muslim movement, and, in the 1960s, the Student Non-Violent Coordinating Committee (SNCC) formed.

- The Montgomery bus boycott focused national attention on the plight of blacks.

- Nonviolent protests were aimed at segregated lunch counters, bus terminals, hotels, and other public facilities.
Freedom Summer (1964) was an effort to register southern blacks to vote and provide educational support for the underfunded black communities in the South.

Congress passed important legislation such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

A Sample Essay

If you take the view that racism remained prevalent from World War I to the 1960s, your essay might look something like this:

While some substantial gains were made in combating racism in the period from World War I to the 1960s, a legacy of racism and discrimination lingered in the United States in the 1960s. Despite the fact that President Wilson had claimed that the United States was fighting in World War I to "make the world safe for democracy," this obviously did not include black Americans, quite a few of whom actually were doing the fighting in Europe. In 1916, the year before the United States entered World War I, President Wilson won passage of the Jones Act, which gave Filipinos basic democratic rights, including universal male suffrage. The same cannot be said of Wilson's attitudes toward black Americans. As a Virginian he was steeped in the racial ideology of the South. To avoid offending those Americans, in both the North and the South, who opposed racial equality, the French military advised its troops not to treat black American soldiers as equal to white American soldiers. "We cannot deal with them [black officers] on the same plane as with white American officers without deeply wounding the latter" (Document 5).

So poor were conditions for black southerners that they were relegated to living out their lives in quiet desperation as sharecroppers and tenant farmers. The material demands of the war provided some opportunities for blacks to migrate north if they could, as expressed in Document 1, in which a desperate black migrant appeals for assistance to move his family to the North in order to escape the persecution, intimidation, and violence associated with the South in this period. For those blacks who challenged the status quo or who broke the law, a different kind of "justice" was meted out, as shown in Document 7, a photograph of a black man who has been lynched and his body burned as a warning to other blacks. In fact, so frequent were cases of lynching during the World War I era that the NAACP would hang a banner outside one of its northern offices that read: "Today a black man was lynched in the South." Not surprisingly, the Ku Klux Klan experienced a massive rebirth during the postwar years. Yet this period witnessed the emergence of important black civil rights organizations such as the Niagara Movement, led by W. E. B. Du Bois.

Unfortunately, by World War II attitudes had not dramatically changed in the United States in regards to its black citizens. The nation, including the military, continued to be segregated (a condition legitimized by the Plessy v. Ferguson Supreme Court decision in 1896). It was not until after the war that the military and the federal government were desegregated. In
1954 the Supreme Court overturned *Plessy* in its landmark decision in *Brown v. Board of Education*. Yet, in 1964, Mississippi schools were still not integrated (Document 8). Although it was now unconstitutional to segregate the races, racist attitudes take a longer time to die.

To be sure, there were successes along the way, such as the Montgomery bus boycott, led by Dr. Martin Luther King, Jr. Also various southern universities such as the University of Alabama were integrated. Added to this was the passage of the Civil Rights Act in 1964 and the Voting Rights Act the following year, which went a long way in integrating public schools in the South. As more and more blacks and whites began to protest against racial injustice, discrimination, and segregation, many in the South responded shamefully and at times violently, as expressed in the southern response to the Freedom Rides in 1961 (Document 3) and the Freedom Summer (1964), which sought to register blacks to vote and provide educational assistance. We see this clearly in Document 6, showing the Birmingham, Alabama police and fire departments opening fire hoses on peaceful young protestors. Thus by the middle of the 1960s the government and civil rights activists had taken significant steps to address racial discrimination, but the attitudes of the World War I era continued unabated well into the 1960s.

**COMMENT:** This essay effectively synthesized document information—six of the nine documents—with appropriate comments and analysis of important outside information relating to the topic. The view that racial attitudes were maintained throughout the period from World War I to the 1960s despite some important civil rights gains is sustained throughout the essay.

**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

Some would argue that the relationship between Great Britain and the American colonies prior to 1763 was based on salutary neglect. That is, Britain at this point had not placed restrictions on the colonists that were either exploitative or hard to avoid. Prior to 1763 the British had not yet imposed revenue-raising taxes on the colonies, although the British did seek to control and subordinate American trade and the American economy to its own needs. The Navigation Laws were a series of British laws that attempted to expand Britain’s economy, often at the expense of the American colonies.

After 1763—the end of the French and Indian War—however, Britain’s need to pay off war debts led it to levy a series of increasingly severe taxes on the colonists. Furthermore, the British began to crack down on the smuggling that was rampant in the colonies before the war. This interference in the colonial economy led to a rise in radicalism among colonists and, eventually, to calls for independence.

In order to develop a strong thesis, you should focus on the role that the French and Indian War (which concluded in 1763) had in altering the relationship between the British and Americans. You might choose to argue that the relationship between the two was benign and perhaps cordial before the Seven Years War, discussing the freedom given to the
colonies and the lack of enforcement of existing laws. Alternatively, one
might argue that the British had always sought to subordinate American
capitalism to British capitalism and simply explain the shift occurring in
1763 as an increase by way of scale—discussing the pre-existing Hat, Iron,
and Wool Acts along with the hated Navigation Acts.

**QUESTION 2**

Though tensions clearly existed between the Americans and the Soviets in
the years before 1945, the relationship between the two nations during the
war years was one of friendship. Some would argue that this relationship
was one of expediency, but the extension of lend-lease dollars and the
frequent diplomatic initiatives clearly indicate a strong level of
cooperation in the mutual fight to defeat the Nazis.

After WW II, however, friendship and cooperation turned almost
immediately into hostility and distrust. From the refusal to disclose the
potential of the nuclear bomb to the 1948 showdown over Berlin (not to
mention the rising red scare within the United States), the relationship had
broken down to the point of near war.

Again, to develop a strong thesis, you must focus on the year offered
(1945) as a point of transition. Why did things change after this year? You
might argue that Russian aggression in Eastern Europe, combined with
American fears of Communism, led to the breakdown in relationships—
citing changes that occurred following Yalta and Potsdam. On the other
hand, you might argue that hostilities always existed and that the
cooperation that the two nations enjoyed during the war was simply
evidence of their desperation in trying to meet the challenge posed by
fascism.

**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.
Directions Each of the following questions is part of a set of two to five 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 quotations.

"Of all the dangers and misfortunes which could befall this nation, I should regard that of its becoming a warlike and conquering power, the most direful and fatal... This is no war of defense, but one unnecessary and of offensive aggression. It is Mexico that is defending her fire-sides, her castles and her altars, not we."
—Henry Clay

1. Based on the above quotes, how did the Mexican War cause a high level of controversy in the United States?
   (A) Government officials could not agree on the size of Mexican territory they hoped to win at the end of the war.
   (B) The strength of the Mexican army caused massive casualties that horrified most Americans.
   (C) The similarities between the Mexican and American people led people to disagree with the war.
   (D) The role of the executive branch in encouraging war was debated in the government, in the press, and among the people.

2. Which of the following statements most accurately portrays the effect of the Mexican War on the national political climate?
   (A) The American public put aside their political and sectional differences to focus on the war effort.
   (B) The idea of fulfilling the nation's Manifest Destiny trumped other political issues and became the central focus of national attention.
   (C) The possibility of slavery expanding with the country exacerbated long existing tensions and hostilities within the country.
   (D) A new political party emerged in opposition to the war.
3. How do the above quotes set a precedent for the debate over imperialism fifty years later?
(A) Mexico remained the focus of imperialists' goals after winning only a portion of the nation's land in the 1840s.
(B) The role of leadership in a nation became a deciding factor in whether or not it became a target of American expansionists.
(C) Similar ideas about civilizing and Christianizing people as well as the presidential power to do so abound in imperialists' writing.
(D) The power of the U.S. military decreased after the Civil War, placing more attention on theory moving forward.

Questions 4–6 refer to the following quotation.

"In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. . . . We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force."

—Martin Luther King, Jr.

"About three months later, Malcolm X rejected King's "peaceful, turn-the-other-cheek revolution": "Revolution is bloody, revolution is hostile, revolution knows no compromise, revolution overthrows and destroys everything that gets in its way. And you, sitting around here like a knot on the wall, saying, 'I'm going to love these folks no matter how much they hate me,' . . . . Whoever heard of a revolution where they lock arms . . . , singing 'We shall overcome?' You don't do that in a revolution. You don't do any singing, you're too busy swinging."

—Malcolm X

4. Which of the following groups of reformers laid out the promises that King and his fellow activists would seek to fulfill in the 1950s and 1960s?
(A) Progressive-era muckrakers
(B) Jacksonian-era Democrats
(C) Antebellum compromisers
(D) Reconstruction-era Radical Republicans

5. Which of the following statements most accurately describes the response of the federal government to the activism of King and others?
(A) By channeling the group's frustrations into anti-Communist rhetoric, the government managed to avoid taking action until after the turbulent Vietnam years.
(B) As public support mounted for the reformers, each branch of the federal government sought in its own way to promote measures of desegregation and enfranchisement.
(C) Out of fears of racial violence, the national government federalized many state institutions to ensure their rapid compliance with new national mandates.
(D) Acting on the belief that activists were seeking to initiate class conflict, the national government utilized its resources to crush large-scale protests and avoid changes that would upset the delicate balance in the Democratic Party.

6. The debate among activists about tactics for reform, as reflected in these passages, was most directly brought about by
(A) the refusal of the federal government to enforce integration mandates in southern schools.
(B) a widespread economic downturn in the mid-1960s, which hurt minorities disproportionately.
(C) strong white resistance in the South, including a string of violence directed toward activists.
(D) the failure of most nonviolent protests to achieve change, particularly in the realm of desegregation attempts.
Questions 7-8 refer to the following quotation.

"Who of those in future centuries will believe this? I myself who am writing this and saw it and know the most about it can hardly believe that such was possible."

—Bartolome de Las Casas, 1542

7. Based on the above quote, what conclusion can be drawn about European treatment of the natives in America?
   (A) Europeans were especially kind to the natives they found when they landed in America.
   (B) Europeans ignored the natives, preferring to explore on their own.
   (C) Europeans demolished native populations through hard work and disease.
   (D) Europeans attempted to replicate native cultures and traditions.

8. In which of the following ways did early treatment of natives affect the relations between Europeans and Native Americans later?
   (A) Native Americans learned to resist European colonization and often drove away later groups that arrived in the Americas.
   (B) The relationship between conqueror and conquered set a precedent for future enslavement and subjugation of the Europeans over the natives.
   (C) Both groups were able to peacefully coexist after de Las Casas revealed the way in which Spanish explorers decimated the Arawaks.
   (D) Native Americans learned to respect and fear Europeans, preventing future violent clashes between the two groups.

Questions 9-11 refer to the following images.

9. Considering the atmosphere in the country in the 1960s, how did revelations of Nixon’s actions in Cambodia affect the American public?
   (A) The American people supported the bombing of Cambodia as a necessary part of the war effort in Indochina.
   (B) The American people began to understand the tactics used by the Johnson administration leading to a post-presidency increase in his approval.
   (C) Americans blamed the army for following orders that led to crimes against civilians.
   (D) The people protested against the Cambodian raids and faith in the government once again decreased despite the election of a new president.
10. Which Cold War policy did U.S. military action in Korea, Vietnam, and Cambodia hope to achieve?
(A) Brinkmanship
(B) Mutually assured destruction
(C) Containment
(D) Détente

11. How did the Nixon administration’s actions in Southeast Asia contradict the majority of Nixon’s foreign policy goals?
(A) Nixon’s foreign policy focused on nations in the Western Hemisphere rather than those farther from home.
(B) Nixon emphasized a theory of détente, taking major steps to cool—rather than to escalate—tensions with long-standing enemies.
(C) The Nixon administration preferred an isolationist foreign policy to work on domestic issues.
(D) Nixon focused solely on large powerful nations and ignored smaller nations all over the globe.

Questions 12–14 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.”
—Nathaniel Bacon accusing 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.”
—Governor William Berkeley responds to Nathaniel Bacon, 1676

12. What do these quotes suggest about the relationship between white settlers, Native Americans, and colonial government in seventeenth-century Virginia?
(A) White settlers believed the government prioritized the interests of Native Americans over their own, to white settlers’ detriment.
(B) Colonial governors established a colony where all three groups lived and worked together for the good of the colony.
(C) Native Americans were given independence and control in Virginia that they did not experience elsewhere.
(D) The three groups existed separately on the same land with little interaction.

13. What conclusions can be drawn about the social hierarchy in the southern colonies based on this exchange?
(A) Native Americans and Africans achieved greater social position than small farmers and other poor whites.
(B) White farmers rose to the highest levels of society.
(C) White farmers felt threatened by Native Americans, whom they believed should have lower social standing.
(D) Governors in different colonies decided who had social standing in each community.

14. How did the effects of Bacon’s Rebellion go beyond Virginia?
(A) Violence spilled into neighboring colonies like Maryland and Delaware.
(B) Several colonies began to extend greater freedoms to Native Americans.
(C) Wealthy whites realized that they needed a more subservient labor force than indentured servants.
(D) Farmers in many colonies rebelled against their colonial governors.
Questions 15–17 refer to the following political cartoon.

15. Based on the above political cartoon, what conclusions can you draw about the U.S.’s relationship with Latin America at the beginning of the twentieth century?
(A) The United States played the role of the benevolent neighbor anxious to help Latin America when called upon.
(B) The United States exerted its influence over the region regardless of the needs or desires of the Latin American nations themselves.
(C) The United States conquered and colonized several Latin American nations in the interest of protecting them from European investors.
(D) The United States remained isolationist and stayed out of Latin American affairs except to trade.

16. Which of the following acts best exemplifies the main idea of the cartoon?
(A) The Platt Amendment
(B) The Teller Amendment
(C) The Monroe Doctrine
(D) Freedom of the seas

17. How did U.S. dominance in Latin America change the region’s geography?
(A) The U.S. adjusted the borders of nations over which it exerted influence.
(B) The U.S. destroyed rainforests to acquire natural resources.
(C) The U.S. closed rivers to prevent European trade.
(D) The U.S. constructed the Panama Canal through the Isthmus of Panama.

Questions 18–20 refer to the following quotation.

“Iraq continues to flaunt its hostility toward America and to support terror. The Iraqi regime has plotted to develop anthrax, and 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—leaving the bodies of mothers huddled over their dead children. This is a regime that agreed to international inspections—then kicked out the inspectors. This is a regime that has something to hide from the civilized world.

States like these, and their terrorist allies, constitute an axis of evil, arming to threaten the peace of the world. By seeking weapons of mass destruction, these regimes pose a grave and growing danger. They could provide...”

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these arms to terrorists, giving them the means to match their hatred. They could attack our allies or attempt to blackmail the United States. In any of these cases, the price of indifference could be catastrophic."
—George W. Bush, State of the Union, 2002

18. Which of the following actions might be justified by George W. Bush’s 2002 State of the Union?
(A) Increasing troops deployed to Afghanistan
(B) Military tribunals in Guantanamo Bay
(C) Air strikes on Pakistan
(D) The capture of Saddam Hussein

19. Which of the following statements best explains the U.S.’s role in the world in the twenty-first century?
(A) The post–Cold War United States is heavily involved in the Middle East and its foreign policy is devoted to taking action against terrorists in many parts of the world.
(B) The United States suffered a significant decrease in power after the Cold War and has given up its position as a political, military, and cultural leader in the world.
(C) Resistance to globalization in the United States under the guise of American exceptionalism damaged its position in world markets.
(D) The Great Recession that began in 2008 damaged other countries significantly enough to make the United States the only remaining superpower.

20. In what way did Operation Desert Storm lead to the U.S.’s military action in Iraq in the twenty-first century?
(A) The U.S. wanted to avenge the massive casualties of the first conflict.
(B) The UN sanctions that Iraq violated were a result of Desert Storm.
(C) Iraq invaded Kuwait again, reigniting the conflict.
(D) The U.S. military sought resources it could not find during the first war.

Questions 21–23 refer to the following map.
21. Based on the map, how had the U.S. economy changed by 1900?
(A) The Southeast transitioned from being primarily agricultural to focusing on its industrial output in the years after the Civil War.
(B) The United States was forced to deal with foreign nations to import the oil that it needed.
(C) Different regions of the country began to specialize in various raw materials or industrial outputs.
(D) The Northeast was the primary region of manufacturing.

22. Based on the map, why was the Northeast a more popular destination for immigrants than other regions?
(A) The Northeast offered more opportunities for unskilled laborers than regions with fewer factories or more specialized labor needs.
(B) Segregation in the South prevented immigrants from northern and western Europe from seeking opportunities there.
(C) By 1900 few immigrants chose to enter the nation through ports in California due to the decreased opportunity to find gold.
(D) Few immigrants were employed in the meatpacking and food production plants in the Midwest.

23. Which of the following is an effect of the changes illustrated on the map?
(A) The government started offering subsidies to farmers as agriculture waned in the United States.
(B) The United States invested in a federal highway system to move products from one part of the country to another.

24. Franklin Roosevelt’s ideas on the role of government, as expressed here, in many ways echoed the aspirations of
(A) the Progressives.
(B) the Jacksonian Democrats.
(C) the Jeffersonian Republicans.
(D) the Federalists.

25. The root cause of the problems that Roosevelt’s administration had to address was
(A) agricultural overproduction.
(B) overregulation of major industries.
(C) wild boom-bust cycles in the financial markets.
(D) environmental degradation.

26. The lasting legacy of President Roosevelt’s ultimate response to the Great Depression was
(A) a decline in public trust of national economic policy.
(B) an increase in the role of the federal government at providing social and economic security to the nation’s citizens.
(C) an unsustainable tax structure that placed too high a burden on the nation’s working class.
(D) a long-term decline in partisanship in light of the unified support for the New Deal among members of both parties.
27. Based on Roosevelt’s comments, with which president’s policies would he most agree?
(A) Barack Obama  
(B) Ronald Reagan  
(C) George W. Bush  
(D) Gerald Ford

Questions 28–30 refer to the following quotation.
“The nearer any government approaches to a republic the less business there is for a king. It is somewhat difficult to find a proper name for the government of England. Sir William Meredith calls it a republic; but in its present state it is unworthy of the name, because the corrupt influence of the crown, by having all the places in its disposal, hath so effectively swallowed up the power, and eaten out the virtue of the house of commons (the republican part of the constitution) that the government of England is nearly as monarchical as that of France or Spain.”—Thomas Paine, Common Sense, 1776

28. Why would this characterization of England’s government serve Thomas Paine’s higher purpose?
(A) Paine advocated for colonists to reach an agreement with England, and a strong government would assist in that process.
(B) Paine wanted to overthrow the king and portraying him as all powerful would rally support for that cause.
(C) Paine wanted American colonists to fear and hate their mother country, but colonists resisted feelings of hostility.
(D) Paine presented a case for independence and portraying King George as all-powerful provided colonists with an identifiable enemy.

29. Which of the following political trends in the American colonies reflect Paine’s depiction of the struggle for power in England?
(A) Salutary neglect  
(B) Taxation without representation  
(C) Colonial self-government  
(D) Virtual representation

30. Which of the following documents reflects Americans’ fear of the government Paine describes?
(A) U.S. Constitution  
(B) Northwest Ordinance  
(C) Mayflower Compact  
(D) Articles of Confederation

Questions 31–32 refer to the following quotation.
...We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new Governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgement of the competent authorities of this Government, shall make a corresponding change on the part of the United States indispensable to their security,... It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. If we look to the comparative strength and resources of Spain and those new Governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in hope that other powers will pursue the same course. ...  
—James Monroe, Monroe Doctrine December 2, 1823
31. How did the Monroe Doctrine differ from previous U.S. foreign policies?
(A) The United States fulfilled its alliance by fighting with France during the Napoleonic Wars.
(B) As per Washington's Farewell Address, the United States avoided inserting itself into other nations' affairs.
(C) The United States previously supported European colonization in the Western Hemisphere to avoid instability.
(D) The United States preferred financial over military incentives to maintain peace in Latin America.

32. Which of the following statements accurately describes the Monroe Doctrine's enduring significance in U.S. history?
(A) The United States was forced to enter several military conflicts to defend the independence of Latin American nations.
(B) The Monroe Doctrine became a tool of expansionists in the United States hoping to exert greater influence in Latin America at the turn of the century.
(C) The Monroe Doctrine served as a model for subsequent edicts aimed at other regions of the globe.
(D) Issuing the doctrine made the United States a significant world power in 1823, a status it has never relinquished.

Questions 33-34 refer to the following cartoon.

33. Which constitutional issue was crucial to Congress's hostility to the League of Nations?
(A) Article X shifted the power to declare war from Congress to the League of Nations.
(B) After World War I many congressmen wanted to return to isolationism.
(C) Several senators didn't believe the president had the power to deviate from a proposed peace plan.
(D) Congress was concerned about diverting too many government funds to the League of Nations.

34. Which of the following accurately expresses an impact of the Senate's refusal to join the League of Nations?
(A) The League thrived as a Europe-centric organization.
(B) The United States remained completely isolated from world affairs until entering World War II in 1941.
(C) Without the United States the League was ineffective and fell apart as Europe neared the Second World War.
(D) The United States' status as a world power decreased in the eyes of other powerful nations.
Questions 35–37 refer to the following quotation.

"I am a plain man, and I get my living by the plow. I have lived in a part of the country where I have known the worth of good government by the want of it. The black cloud of Shays rebellion rose last winter in my area. It brought on a state of anarchy that led to tyranny. . . . When I saw this Constitution I found that it was a cure for these disorders. I got a copy of it and read it over and over. . . . I don’t think the worse of the Constitution because lawyers, and men of learning, and moneymen are fond of it. [They] are all embarked in the same cause with us, and we must all swim or sink together."

—Jonathan Smith

35. Based on these quotes, why might some people perceive the Constitution as a document that would only benefit a small portion of the population?
(A) The majority of the Framers were wealthy professionals and landowners, and the Constitution therefore protected their personal interests.
(B) Most of the delegates were bankers and industrialists who needed their stake in the national economy protected.
(C) The Framers were concerned that the new government would seize their property and took steps to prevent that.
(D) The Constitution created a caste system led by a powerful and wealthy aristocracy.

36. Which aspect of the Constitution might one cite to contradict Henry’s argument?
(A) The Electoral College
(B) Congress’s power to tax
(C) The supremacy clause
(D) The Bill of Rights

37. Why might abolitionists have agreed with critics of the Constitution?
(A) Many were not among the elite and were therefore left out of the convention and ratification process.
(B) Abolitionists believed that the national government would be too dominated by northern financial interests.
(C) Several provisions of the Constitution, according to many abolitionists, favored the property rights of slave owners over the individual rights of men.
(D) The Constitution was written with westward expansion in mind, which included the expansion of slavery.

Questions 38–39 refer to the following image.

38. In which of the following ways does the above image express backlash to the changes in the 1920s?
(A) The rise of the KKK discouraged people from believing in organized religion.
(B) Greater freedom and individuality for some minority groups led to a fundamentalist resurgence.
(C) Educational reforms led to a state-by-state re-evaluation of curriculum at every level of schooling.
(D) The massive casualties of World War I forced a nationwide examination of the country’s ethics and values.

39. Which of the following ongoing battles is depicted in the image?
(A) Public versus private education
(B) National versus state power
(C) Separation of church and state
(D) Minority rights in the South

Questions 40–42 refer to the following quotation.

“The Constitution is either a superior paramount law, unchangeable by ordinary means, or it is on a level with ordinary legislative acts, and like other acts, is alterable when the legislature shall please to alter it. If the former part of the alternative be true, then a legislative act contrary to the Constitution is not law; if the latter part be true, then written constitutions are absurd attempts, on the part of the people, to limit a power in its own nature illimitable.... It is emphatically the province and duty of the judicial department to say what the law is.... If, then, the courts are to regard the Constitution, and the Constitution is superior to any act of the legislature, the Constitution, and not such ordinary act, must govern the case to which they are both applicable.”

—John Marshall, Decision in Marbury v. Madison, 1803

40. How did the Supreme Court later apply the precedent set in Marbury v. Madison?

(A) In the 1930s, the Supreme Court declared two major New Deal acts, the AAA and the NIRA, unconstitutional.
(B) In 1955 the Court ruled that schools needed to desegregate with “all deliberate speed.”
(C) In 1965, the Court ruled that suspects must be informed of their rights before they are questioned in connection with a crime.
(D) In 2000, the Court ruled in favor of George W. Bush, leading to his victory in that year’s presidential election.

41. Which constitutional principle is affirmed by this decision?

(A) Federalism
(B) The supremacy clause
(C) Popular sovereignty
(D) Limited government

42. Which of the following examples describes an adverse effect of the Court’s power to “say what the law is”?

(A) The Warren Court expanded the rights of the accused in the 1960s.
(B) Controversial decisions touch off protests and attempts to reverse the Court’s judgment.
(C) The Dred Scott decision overturned key slavery compromises.
(D) The Marshall Court upheld the constitutionality of the national bank.

Questions 43–45 refer to the following image.

43. Which of the following philosophical arguments would the “Robber Barons” in this cartoon support?

(A) The Social Gospel
(B) Social Darwinism
(C) Socialism
(D) Industrialism
44. Which of the following changes most strongly supported the growth of big business (or trusts) in the Gilded Age?
(A) The expansion of the industrial workforce as a result of waves of immigration
(B) The addition to the United States of vast new territories and a wealth of resources
(C) The rise of the “New South” and an end to Southern reliance on sharecropping
(D) The influence of wealthy businessmen in U.S. politics and the resulting governmental support of industry

45. The rise of “industrial combinations” (or trusts) led to significant controversy over
(A) the role of states in regulating commerce.
(B) immigration, especially from Eastern and Southern Europe.
(C) the wealth gap and the responsibilities of industrial giants to the working class.
(D) the decline in skilled jobs as mechanization of industry increased.

Questions 46–47 refer to the following image.

National Archives

46. Based on the image, how did World War II lead to lasting changes in the United States?
(A) Women’s increased role in society and the workforce contributed to the feminist movement in the 1960s and 1970s.
(B) Women were able to keep the jobs that they moved into during the war when men returned home.
(C) Women began to receive equal pay for equal work in several key industries.
(D) Women became more involved in military operations in the immediate aftermath of World War II.

47. Which of the following statements accurately describes the impact of the war on the nation’s industry?
(A) The government devoted all of its financial resources to the war, leaving little available to counter the lingering effects of the Great Depression.
(B) War mobilization revived the nation’s factories leading to a huge spike in output and hiring.
(C) Women were not able to work to men’s capacity, slowing down the industrial process.
(D) Factories were unable to convert to peace time manufacturing at the end of the war and fell into debt again.
Questions 48–50 refer to the following quotation.

"Let the churches of all denominations speak out on the subject of temperance, let them close their doors against all who have anything to do with the death dealing abomination, and the cause of temperance is triumphant. A few years would annihilate the traffic. Just so with slavery.... It is a great national sin. It is a sin of the church. The churches by their silence, and by permitting slaveholders to belong to their communion, have been consenting to it.... The church cannot turn away from this question. It is a question for the church and for the nation to decide, and God will push it to a decision."

—Charles Grandison Finney, "Hindrances to Revivals," 1830s

48. Based on the above quote, what was one way in which alcohol consumption and slavery were related?
(A) Both were acceptable because they existed in Biblical times.
(B) Both should be considered sinful and those who practice either of them should be removed from the church.
(C) Both were controversial subjects that led to dissent among congregations.
(D) The church refused to get involved with either cause, leaving both to be decided by local governments.

49. How were the Second Great Awakening and the civil rights movement of the 1960s similar?
(A) The church was an important fixture in both reform movements.
(B) Both believed that African Americans should have equal rights.
(C) Both encompassed social, economic, and medical causes.
(D) Both movements were supported by the majority of Americans.

50. How does the Second Great Awakening reflect a difference in religious thought in America?
(A) The church was formerly pro-slavery.
(B) Alcohol was a part of church ceremonies dating back to the establishment of Plymouth colony.
(C) Preachers previously avoided discussing how people lived their private lives.
(D) The church moved from being opposed to significant change to advocating in favor of it.

Questions 51–53 refer to the following quotation.

"The Declaration of Independence mentions the Supreme Being no less than four times. 'In God We Trust' is engraved on our coinage. The Supreme Court opens its proceedings with a religious invocation. And the Members of Congress open their sessions with a prayer. I just happen to believe the schoolchildren of the United States are entitled to the same privileges as Supreme Court Justices and Congressmen."

—Ronald Reagan, March 8, 1983

51. Which constitutional principle did critics of Reagan's stance on school prayer claim that it violated?
(A) Freedom of speech
(B) Freedom of assembly
(C) Separation of church and state
(D) Right to privacy

52. Which of the following groups would support Reagan's stance on school prayer?
(A) The Moral Majority
(B) The American Civil Liberties Union
(C) The National Organization for Women
(D) The Strategic Defense Initiative
53. Based on this quote, why should schoolchildren engage in regular prayer?
   (A) It will help them focus on their studies for the day.
   (B) Prayer is a traditional part of American history and government.
   (C) Schools should be conducted similarly to political institutions.
   (D) The United States was founded as a Christian country and must continue to remind students of this heritage.

**Questions 54–55 refer to the following quotation.**

"Until this moment, Senator, I think I never really gauged your cruelty or your recklessness. Little did I dream you could be so cruel as to do an injury to that lad…. If it were in my power to forgive you for your reckless cruelty, I would do so. I like to think that I am a gentleman, but your forgiveness will have to come from someone other than me…. Have you no decency, sir, at long last? Have you left no sense of decency?"

—Joseph Welch, 1954

54. Which of the following statements most accurately explains the effect of McCarthyism on the United States?
   (A) The government focused on detecting and eliminating significant communist threats to the nation.
   (B) The fear associated with the McCarthy era led people to insist on their civil liberties as Americans.
   (C) Freedom of speech and the press suffered as accusations increased and larger swaths of the population were targeted.
   (D) The arts thrived as a forum to oppose threats to democratic values in the nation.

55. Which of the following statements accurately expresses the similarities between the McCarthy era and the Salem Witch Trials?
   (A) Little evidence was needed to try, convict, and sentence someone once they were accused.
   (B) The majority of those accused were people in positions of influence.
   (C) Accusations were often the product of an unrelated disagreement.
   (D) The trials were connected to ideas that flourished in other places.

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**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. Slavery emerged in the colonies that would become the United States because of a combination of demographic, economic, and geographic conditions.
   (a) Explain ONE demographic reason for the rise of slavery in any part of the North American British colonies.
   (b) Explain ONE economic reason for the rise of slavery in any part of the North American British colonies.
   (c) Explain ONE geographic reason for the rise of slavery in any part of the North American British colonies.

   “Nineteenth-century evangelicals like Finney, or Iyman Beecher, or Francis Asbury ... unrelenting in
   their emphasis on the terrible sinfulness of humans. But they focused on sin as human action. For all
   they preached hellfire and damnation, they nonetheless harbored an unshakable practical belief in the
   capacity of humans for moral action, in the ability of humans to turn away from sinful behavior and
   embrace moral action... The label [of the Second Great Awakening] sought to describe a broad
   religious phenomenon that transcended sectarian and denominational boundaries...Nineteenth-
   century evangelicals consider[ed] themselves participants in a much broader spiritual movement to
   evangelize the nation and world.”

   Donald Scott, “Evangelicalism, Revivalism, and the Second Great Awakening.”
   National Humanities Center (October 2000)

2. Based on the description of the Second Great Awakening offered by Donald Scott in the
   passage above, complete the following two tasks:
   (a) Explain the impact of the Second Great Awakening’s “belief in the...ability of
   humans to turn away from sinful behavior and embrace moral action.”
   (b) Provide ONE piece of evidence that supports the impact you described in Part a.
3. Use the cartoon above that was published in 1893 and your knowledge of United States history to answer Parts a, b, and c.
   (a) Briefly explain the message intended by the cartoonist who created this image.
   (b) Provide ONE piece of evidence from American history that would have motivated the cartoonist to create this image.
   (c) Explain ONE reason for the increase in immigration in the 1890s.

4. United States historians debate the effectiveness of Franklin D. Roosevelt’s New Deal programs.
   (a) Choose ONE of the following areas and explain the problems faced by the nation in the years leading up to the New Deal.
       Agriculture
       Unemployment
       Banking
   (b) Name and explain ONE New Deal policy or program that addressed the problems in the area you chose in Part a.
   (c) Explain at least ONE criticism of the New Deal policies or programs in the area you chose in Part a.

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. To what extent did American society’s views of women change from the World War I era to the mid-1970s?

Document 1: Suffrage Flyer (1919)
Document 2: World War II Poster

"The girl he left behind is still behind him. She's a WOW."

Document 3: Women in the Booming Service Sector (1950s)

The suburban housewife—she was the dream image of the young American woman and the envy, it was said, of women all over the world. The American housewife—freed by science and labor-saving appliances from the drudgery, the dangers of childbirth and the illnesses of her grandmother. She was healthy, beautiful, educated, concerned only about her husband, her children, her home. She had found true feminine fulfillment. As a housewife and mother, she was respected as a full and equal partner to man in his world. She was free to choose automobiles, clothes, appliances, supermarkets; she had everything that women ever dreamed of.

In the fifteen years after World War II, this mystique of feminine fulfillment became the cherished and self-perpetuating one of contemporary American culture. Millions of women lived their lives in the image of those pretty pictures of the American suburban housewife, kissing their husbands goodbye in front of the picture window, depositing their stationwagonsful of children at school, and smiling as they ran the new electric waxer over the spotless kitchen floor. They bake their own bread, sewed their own and their children’s clothes, kept their new washing machines and dryers running all day. They changed the sheets on the beds twice a week instead once, took the rug-hooking class at adult education, and pitted their poor frustrated mothers who had dreamed of having a career. Their only dream was to be perfect wives and mothers; their highest ambition to have five children and a beautiful house, their only fight to get and keep their husbands. They had no thought for the unfeminine problems of the world outside the home; they wanted the men to make the major decisions. They gloried in their role as women, and wrote proudly on the census blank “Occupation: housewife.”


The purpose of NOW is to take action to bring women into full participation in the mainstream of American society now, exercising all the privileges and responsibilities thereof in truly equal partnership with men.

NOW is dedicated to the proposition that women, first and foremost, are human beings, who, like all other people in our society, must have the chance to develop their fullest human potential. We believe that women can achieve such equality only by accepting to the full the challenges and responsibilities they share with all other people in our society, as part of the decision-making mainstream of American political, economic and social life.

We organize to initiate or support action, nationally, or in any part of this nation, by individuals or organizations, to break through the silken curtain of prejudice and discrimination against women in government, industry, the professions, the churches, the political parties, the judiciary, the labor unions, in education, science, medicine, law, religion and every other field of importance in American society.

Enormous changes taking place in our society make it both possible and urgently necessary to advance the unfinished revolution of women toward true equality, now. With a life span lengthened to nearly 75 years it is no longer either necessary or possible for women to devote the greater part of their lives to child-rearing; yet childbearing and rearing—which continues to be a most important part of most women’s lives—still is used to justify barring women from equal professional and economic participation and advance.
Document 6: Women’s Liberation March, 1976


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 each 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 question you have selected.

Question 1. To what extent was the period following the War of 1812 an “Era of Good Feelings”?

Question 2. To what extent was the period following World War II a “Cold War”?

END OF EXAMINATION
ANSWERS FOR SECTION I

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

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PART A: EXPLANATIONS FOR THE MULTIPLE-CHOICE ANSWERS

1. **(D)** Debate over the Mexican War focused on whether the war was based on an attack or simply a “land grab” by President Polk; suspicions regarding the report of shots fired on American troops by the Mexican army; and the United States’ role in agitating for conflict by blatantly violating Mexico’s stance on Texas. Combined with the rising tensions in the country at that time, these divisions made the war extremely controversial and contentious (*The American Pageant* 15th ed., pp. 369–372/16th ed., pp. 373–374; Learning Objective WOR-5).

2. **(C)** Debates over the war were marked by extremely hostile exchanges over what gaining new land would mean for the expansion of slavery. The Wilmot Proviso, which passed the House but failed in the Senate, attempted to ban slavery in any land won during the war and southern representatives threatened secession if they were barred from bringing slaves into this new land. The land became the subject of the Compromise of 1850, which forestalled the Civil War briefly (*The American Pageant* 15th ed., p. 376/16th ed., p. 377; Learning Objective PEO-3).

3. **(C)** Key figures in the imperialist debates of the 1890s and 1900s used the same language and philosophy to justify American actions in Latin America and in the Pacific, as did President McKinley in deciding to annex the Philippines. In addition, the government and the media focused on the abuses of presidential power in that era—especially regarding Theodore Roosevelt—as

4. (D) Though equal protection of the laws and the right to vote had been guaranteed by Reconstruction reformers via the Fourteenth and Fifteenth Amendments, the United States had failed to fulfill those promises a century later (*The American Pageant* 15th ed., pp. 482-483/16th ed., pp. 482-483; Learning Objective POL-3).

5. (B) Via presidential mandates (like the desegregation of the military or the support of the Little Rock 9), judicial activism (such as occurred in *Brown v. Board*) or legislative action (like the passage of the Civil Rights and Voting Rights Acts)—the federal government was moved to take action by the efforts of reformers, though many complained about the enforcement of those mandates (*The American Pageant* 15th ed., pp. 868, 898/16th ed., pp. 858, 884; Learning Objective POL-7).

6. (C) Continued violence against protesters and the reluctance of the federal government to override the justice systems in the South led many frustrated reformers to discount nonviolence and turn to more direct action instead (*The American Pageant* 15th ed., pp. 904-905/16th ed., pp. 889-891; Learning Objective ID-8).

7. (C) European explorers’ early encounters with Native Americans ended in slavery, bloodshed, and death. Natives were put to work to find the gold that Europeans expected to bring home and were often tortured when they failed to locate gold or other precious metals. Natives also could not withstand European diseases, and many perished—intentionally and accidentally—as a result of exposure to illnesses they could not fight (*The American Pageant* 15th ed., pp. 15-17/16th ed., pp. 15-17; Learning Objective PEO-1).

8. (B) Throughout the Western Hemisphere European colonizers and Native Americans engaged in violent struggle from the time of the conquistadores through the late nineteenth century. Native Americans, in fact, were used as slaves in the British colonies before settlers realized that they couldn’t withstand the work and started bringing in African slaves (*The American Pageant* 15th ed., pp. 15-17, 257-258, 581-584/16th ed., pp. 15-17, 258-260, 579-580; Learning Objective PEO-4).

9. (D) Richard Nixon came into office promising Vietnamization and a new era in U.S. foreign policy. When the public found out about the underhanded way in which he prosecuted the war, it created new doubts about the government and their leaders. Moreover, the deaths of four students at Kent State in Ohio during a protest against the Cambodia raid fueled hatred and mistrust of the government and all of its instruments (*The American Pageant* 15th ed., p. 924/16th ed., pp. 900-901; Learning Objective WOR-7).
10. (C) Although containment was originally intended as encompassing resources and economic assistance, military action in Korea, Vietnam, and Cambodia shared the rationale of preventing the spread of communism at all costs (*The American Pageant* 15th ed., pp. 846–847/16th ed., p. 826; Learning Objective WOR-7).

11. (B) With Henry Kissinger, his secretary of state, Nixon worked to ease tensions between the United States and its communist rivals, becoming the first president to visit China since it became communist in 1949. Nixon negotiated and entered into arms agreements with the Soviet Union in an effort to reduce nuclear weapons stockpiles as well as trading grain. In China, Nixon engaged in “ping-pong diplomacy,” with the U.S. and Chinese ping-pong teams traveling to play tournaments against each other in the name of peace (*The American Pageant* 15th ed., pp. 919–920/16th ed., pp. 901–902; Learning Objective WOR-7).

12. (A) Bacon and his followers were angered by the kind treatment that Berkeley extended to the Native Americans while they struggled to find land and prosper. This led to Bacon’s Rebellion, in which Bacon and his followers burned Jamestown down and attempted to overtake the colony. They failed after Bacon died in the middle of the rebellion (*The American Pageant* 15th ed., p. 62/16th ed., p. 64; Learning Objective POL-1).

13. (C) Nonwhites were always at the bottom of the social hierarchy. White farmers, regardless of their wealth, had higher status (*The American Pageant* 15th ed., p. 62/16th ed., p. 64; Learning Objective ID-5).

14. (C) Bacon’s Rebellion served as a warning to Native Americans and African Americans that whites of any social status would always be superior to them and resist any attempts to better their position (*The American Pageant* 15th ed., p. 62/16th ed., p. 64; Learning Objective PEO-4).

15. (B) Using his “big stick diplomacy,” Teddy Roosevelt inserted the United States into several Latin American nations’ economic and political affairs. He also intervened in Panama to inspire a rebellion against Colombia and guaranteed U.S. access to the canal zone at the isthmus of Panama. Using his corollary to the Monroe Doctrine, Roosevelt assessed where U.S. support was needed in Latin America; the United States did not wait for Latin American nations to come ask for aid. This inspired resentment throughout Latin America as much as it inspired gratitude among those helped by the United States (*The American Pageant* 15th ed., pp. 627–629/16th ed., pp. 626–628; Learning Objective WOR-7).

16. (A) In the Platt Amendment, which the United States inserted into Cuba’s constitution after the Spanish-American War, the United States pledged to assist Cuba when that nation was threatened or experiencing economic or political difficulties. The United States used the Platt Amendment to exercise a great deal

17. (D) As the United States' empire and trading activity grew, many came to realize that the nation would benefit from a faster water route between the Atlantic and the Pacific. Despite past failed attempts, a canal through the Isthmus of Panama appeared to be the best solution. After U.S. warships protected Panama during its fight for independence from Colombia, Roosevelt secured the canal zone and began construction (The American Pageant 15th ed., pp. 627-629/16th ed., pp. 626-628; Learning Objective WOR-3).

18. (D) This speech, a few months after the 9/11 attack, turned attention to Iraq and the weapons of mass destruction that it was allegedly hiding. This reasoning was invoked a year later when the United States invaded Iraq and captured Saddam Hussein. He was tried and sentenced to death for multiple atrocities over the course of his rule (The American Pageant 15th ed., pp. 976-977/16th ed., pp. 982, 984; Learning Objective WOR-8).

19. (A) Since 9/11, much of the U.S. focus has been on defeating terrorists as well as regimes in the Middle East and protecting itself from the nuclear threat posed by nations like Iran (The American Pageant 15th ed., pp. 974-979, 986-988/16th ed., pp. 981-986, 995-997; Learning Objective CUL-7).

20. (B) After the coalition forces' victory in Operation Desert Storm, the United Nations imposed sanctions on Iraq preventing it from manufacturing or keeping weapons of mass destruction and requiring Iraq to allow UN inspectors into the nation to ensure compliance. After Iraq refused to allow the inspectors access to alleged weapons sites the U.S. military invaded (The American Pageant 15th ed., pp. 976-977/16th ed., pp. 982, 984; Learning Objective WOR-8).

21. (C) After the Civil War, the United States transitioned from a primarily agrarian economy to one that looked more toward industry. Thus, different industries grew in different parts of the country. The expansion of the railroad system enabled the transportation of resources and products from one part of the country to another, facilitating production in geographically optimal regions. By the end of the nineteenth century, almost every region of the nation played a significant role in the rapidly industrializing economy (The American Pageant 15th ed., pp. 512-521/16th ed., p. 512-520; Learning Objective WXT-3).

22. (A) Although the entire nation was transformed by industrialization, the majority of factories remained in the Northeast. Immigrants who were qualified to work in more specialized areas often looked for such jobs, but many immigrants—men, women, and children—sought a better life through the money they could earn working at jobs that required little to no training. It was also easier for European immigrants
23. (C) One of the major justifications for U.S. imperialism at the beginning of the twentieth century was the need for new markets. As American manufacturing began to produce more than Americans could consume on their own, new ports and peoples were sought for that purpose. In addition, new lands could also provide raw materials that the climate in the United States would not allow (The American Pageant 15th ed., p. 608/16th ed., p. 607; Learning Objective WXT-6).

24. (A) Just as the Progressives had done just a few years previously, Roosevelt believed the government should take a lead role in restoring balance to the nation’s social and economic status (The American Pageant 15th ed., p. 755/16th ed., pp. 745–746; Learning Objective POL-3).


26. (B) The New Deal programs, while by no means unanimously supported, carved a role for the national government in providing for the nation’s weakest citizens and opened the door to large-scale social insurance programs that endure today (The American Pageant 15th ed., pp. 774–775/16th ed., pp. 765–766; Learning Objective POL-4).


28. (D) By the time Thomas Paine published Common Sense the Revolutionary War had already started. His pamphlet intended to sway people who weren’t convinced that independence was the best course of action. In fact, many of the acts that the colonists rebelled against were passed by Parliament (The American Pageant 15th ed., pp. 135–136/16th ed., pp. 137–139; Learning Objective CUL-4).

29. (B) Taxation without representation was a rallying cry in the colonies that began with the 1764 Sugar Act and intensified with the Stamp Act a year later. The colonists believed that they had the same rights as Englishmen living in England and Parliament could not pass laws that affected them without their input. Cries of “no taxation without representation” reflect colonists’ conception of England and King George III as far away authoritarian powers (The American Pageant 15th ed., pp. 115–119/16th ed., pp. 119–123; Learning Objective CUL-4).
30. (D) After experiencing oppression under British rule but needing to establish a government as an independent nation, the Continental Congress created the Articles of Confederation. Under the Articles state governments held the majority of power, and a weak national government, consisting of a Congress with one vote per state, oversaw national and international matters. The Framers believed that this would prevent dictatorship in the new United States (The American Pageant 15th ed., pp. 162–165/16th ed., pp. 162–165; Learning Objective POL-5).

31. (B) Upon leaving office Washington famously urged the United States to remain politically and militarily remote from the rest of the world as it gained its own strength as a nation. With his commitment to protect independent nations in Latin America if they were threatened by an imperial power, Monroe stepped outside of the limits recommended by Washington and began to assert U.S. influence in the Western Hemisphere (The American Pageant 15th ed., pp. 242–243/16th ed., pp. 243–244; Learning Objective WOR-5).

32. (B) The Monroe Doctrine was frequently invoked by expansionists looking for new land once, as Frederick Jackson Turner stated, the frontier was closed. The United States asserted its right, as the protector of Latin America, to interfere in the economic and political spheres of the nations to ensure their stability. One of the most famous examples of this is the Roosevelt Corollary to the Monroe Doctrine which asserts that if the United States senses instability in a nation it can step in to prod that nation up. This earned Teddy Roosevelt, and the United States, reputations as the policeman of the Western Hemisphere (The American Pageant 15th ed., pp. 616–617, 620/16th ed., pp. 615–617; Learning Objective WOR-6).

33. (A) The League of Nations, the centerpiece of Wilson's peace plan, included a provision that when one member nation was threatened the other members committed to defend it. Many in the Senate, led by Henry Cabot Lodge, refused to consent to the Treaty of Versailles or join the League of Nations because the United States would be pulled into wars with which it had no concern without the power to vote on whether or not to declare war for itself. Although some senators were willing to ratify the treaty if Wilson consented to changes, Wilson refused. The United States never signed the treaty nor joined the League (The American Pageant 15th ed., pp. 694–696/16th ed., pp. 686–688; Learning Objective POL-6).

34. (C) Woodrow Wilson was so destroyed by the Senate's refusal to ratify the treaty that he ultimately had a stroke and finished his presidency in ailing health. Without Wilson and the United States, the League was ineffective to stop the rise of fascist and totalitarian powers in the 1930s or to prevent their incursions into independent, self-governing countries (The American Pageant 15th ed., p. 695/16th ed., p. 688; Learning Objective WOR-7).
35. (A) The majority of the Framers were landowners. Many attended college, and many were businessmen and lawyers. Also, some were among the largest slaveholders in the country at that time. Viewing the Constitution as an economic document, then, indicates that the Framers created a structure of government that protected their interests and holdings to the exclusion of those not in their elite company (*The American Pageant* 15th ed., pp. 169–170/16th ed., pp. 169–170; Learning Objective ID-5).

36. (D) As a compromise to Antifederalists who opposed the Constitution without guaranteeing individual rights, Madison pledged to introduce amendments in the first Congress. The Bill of Rights, ratified in 1791, includes freedoms of speech, press, and religion, as well as trial by jury and protection from illegal search and seizure, all designed to protect the individual (*The American Pageant* 15th ed., pp. 181–182/16th ed., p. 184; Learning Objective POL-5).

37. (C) Many abolitionists looked at provisions like the Fugitive Slave Clause, the Three-Fifths Clause, and the Commerce Compromise and identified the Constitution as a document designed to protect the property rights of slaveholders. Among the most prominent abolitionists making that argument was Frederick Douglass, who eventually changed his mind and saw the Constitution as an inclusive document that does not prioritize one race over another (*The American Pageant* 15th ed., p. 172/16th ed., p. 172; Learning Objective POL-5).

38. (B) The “Roaring Twenties” were a time of great change as technology allowed people the freedom to travel and pursue interests outside the home. People became more aware of the world through the radio, and newly enfranchised women began to enjoy more freedom than in the past. These political, social, and cultural reforms created a significant backlash as many more conservative Americans agreed with Harding’s emphasis on a return to normalcy. Tennessee was one state that acted on this legislatively, trying to firmly establish its Christian roots by banning the teaching of evolution in 1925. This led to the Scopes Monkey Trial, which became a national sensation (*The American Pageant* 15th ed., pp. 709–710/16th ed., pp. 701–702; Learning Objective CUL-5).

39. (C) Dating back to the creation of the Bill of Rights and Jefferson’s comments about a wall of separation between religion and government, battles about separation of church and state have yet to cease in the United States as they apply to schools, courthouses, and public spaces with little consistent resolution. The Scopes trial, and the persistent controversy over the role of evolution in the classroom, are an important part of this debate (*The American Pageant* 15th ed., pp. 709–710/16th ed., pp. 701–702; Learning Objective POL-5).

40. (A) *Marbury v. Madison* marked the first time that the Court struck down a law passed by a co-equal branch and solidified its
power of judicial review, the ability to strike down laws the Court deems unconstitutional. The Court has used this power innumerable times in the more than two hundred years since *Marbury*. During the 1930s the Court struck down central New Deal measures ruling that the federal government overstepped its boundaries in creating the NIRA and AAA. This led to Franklin Roosevelt’s court-packing scheme (*The American Pageant* 15th ed., pp. 209, 762/16th ed., pp. 210–211, 753; Learning Objective POL-5).

41. (B) Article VI of the Constitution states that the document is the highest law in the land. This decision, which establishes that any law that contradicts the Constitution can be struck down, affirms that principle (*The American Pageant* 15th ed., p. A13/16th ed., p. A13; Learning Objective POL-5).

42. (C) In *Dred Scott v. Sanford*, the Supreme Court ruled that the federal government could not interfere with private property rights, allowing slave owners to bring their slaves anywhere in the nation they wished and striking down the Missouri Compromise. This proved to be one of the major causes leading to the Civil War (*The American Pageant* 15th ed., pp. 403–404/16th ed., pp. 406–407; Learning Objective POL-5).

43. (B) Social Darwinists argued that “survival of the fittest” meant that the strongest and ablest businesses would thrive and grow while weaker ventures would succumb to buyouts and competition (*The American Pageant* 15th ed., p. 525/16th ed., p. 524; Learning Objective CUL-5).

44. (D) Wealth often translated into power (one of the chief complaints of the Progressives in later years), and government policies of the Gilded Age strongly favored industries with subsidies for transportation and communication as well as near-nonexistent industrial regulation (*The American Pageant* 15th ed., pp. 520–525/16th ed., pp. 519–525; Learning Objective WXT-6).


46. (A) Although women were not able to keep the jobs they gained during the war, understanding the possibilities in the workforce and in society and the constraints placed on them as housewives planted the seeds of the women’s movement that would happen later. It also led to a significant, if often unspoken, increase in women in the workforce in the 1950s (*The American Pageant* 15th ed., pp. 803–804/16th ed., pp. 794–795; Learning Objective WOR-4).

47. (B) The nation rebounded from the Great Depression as a result of World War II. Beginning with the mobilization that happened when the government passed the Lend-Lease Act, factories began manufacturing more goods and turning a profit, spurring the economy. As the war progressed, the sheer quantity of goods

48. (B) The church was a major fixture in the Second Great Awakening, with preachers all over the country sermonizing against slavery and the “demon rum.” Both were viewed as sins and the cause for many of the nation’s problems in the home and outside of it. Finney’s speech addresses this point, stating that by taking action against consumption and slavery it can play a role in the eradication of both (The American Pageant 15th ed., pp. 307–310/16th ed., pp. 309–312; Learning Objective CUL-4).

49. (A) The church was a central fixture of the Second Great Awakening, as many of the movements that rose to prominence in that era had their foundation in Christian morality about right and wrong. The civil rights movement in the South, meanwhile, looked to the church as a unifying force and meeting place, with preachers among the highest level of leadership in many organizations (The American Pageant 15th ed. pp. 307–310/16th ed., pp. 309–312; Learning Objective CUL-4).

50. (D) Throughout American history to that point many churches, especially those in New England, supported maintaining the status quo in social and cultural matters. With the Second Great Awakening, the church became a leading force in advocating for significant changes in American life including temperance, abolition, and prison and mental health reform (The American Pageant 15th ed. pp. 314–317/16th ed., pp. 316–317; Learning Objective CUL-4).

51. (C) Critics argued that school prayer violated the establishment clause, and that students would feel compelled to participate in a school-sanctioned prayer even if it was optional. They argued that this would violate the precedent set in and upheld since Engel v. Vitale in 1962 (The American Pageant 15th ed. p. 943/16th ed., pp. 933–935; Learning Objective POL-5).

52. (A) The Moral Majority was a conservative group founded with the belief that Christianity needed to play a bigger role in daily life in the United States and that the changes the country experienced were largely due to the decreased influence of the church in the U.S. This group spoke out against many changes that they believed interfered with the church’s teachings, including abortion. The Moral Majority supported many of Reagan’s more conservative ideas, including school prayer (The American Pageant 15th ed. pp. 951–953/16th ed., 942, 945; Learning Objective CUL-5).

53. (B) Many institutions, including some that are essential parts of the United States government, begin their day with a prayer. Because the figures involved are adults, this has long been considered acceptable. Moreover, the founders relied on Christian principles in making several arguments for independence and state building. These arguments have failed to
justify school prayer because children are viewed as too easily influenced or pressured (The American Pageant 15th ed., pp. 943 and 951–952/16th ed., pp. 935, 942, and 945; Learning Objective POL-5).

54. (C) The random nature of accusations created an overwhelming paranoia that prevented people from speaking out against anything they opposed or in favor of anything that might relate to communism or socialism. Although these democratic institutions eventually rebounded, much of the 1950s-era conformity and the rebellion of the 1960s can be traced back to the oppressive atmosphere of the McCarthy years (The American Pageant 15th ed., pp. 866–867/16th ed., pp. 836–837; Learning Objective POL-7).

55. (A) The mass hysteria associated with both the Salem Witch Trials and the McCarthy era meant that an accusation was the equivalent of a sentence. In both events one could accuse others to avoid sentencing, but in both cases the taint of the accusation remained. The similarities between these events, although the McCarthy era lasted significantly longer, are why McCarthyism is often referred to as a witch hunt. Although the McCarthy hearings did lead to the capture of some communists, many others suffered for large portions of their lives after being wrongly accused (The American Pageant 15th ed., pp. 73–74, 866–867/16th ed., pp. 73–74, 836–837; Learning Objective CUL-5).

SECTION I, PART B: SHORT-ANSWER QUESTIONS

QUESTION 1

Consider first which North American colonies developed a reliance upon African slavery—the Chesapeake and Southern colonies. To answer the question, remember that in these colonies (founded for the purpose of profit), the economy depended on plantation-style agriculture of cash crops. Unlike in New England, these areas did not (at least initially) see large-scale migration of English families looking to create a new life for themselves. Furthermore, consider the social and racial conditions of slavery—perhaps contrasting these with the nature of slavery and labor systems in the colonies of other European nations. Some details worth mentioning include Bacon’s Rebellion (a conflict involving indentured servants that led many to prefer slaves), the rise of tobacco farming and John Rolfe, or the settlement of colonists from the Barbados who had prior experience with African slaves.

QUESTION 2

The Second Great Awakening’s emphasis on the ability of humans to change their sinful nature (in contrast to Puritan/Calvinist ideas of predestination) led to the rise of many significant reform movements in the mid-nineteenth century. Beyond this ideological shift, the community-based revivals also provided fertile grounds for organizing reformers. Examples you might use include Dorothea Dix’s reforms of
prisons and asylums, Horace Mann’s work in public education, the rise of the temperance movement, or the growth of the women’s suffrage movement.

QUESTION 3

This image shows the irony of the children and grandchildren of immigrants—now successful American businessmen—protesting the arrival of new immigrants to the land of opportunity. Based on the time period (1893), you might infer that the immigrant being shunned belongs to the “New Immigrants” from southern and eastern Europe. The New Immigrants were particularly disliked because of fears about their foreign languages, unfamiliar religious practices, and racially or ethnically different appearances. Competition over industrial jobs (the wages of which many believed were driven down by immigrants) and ethnocentric ideas contributed to the clash. You might discuss the rise of the Know-Nothing party or the 1882 legislation to ban Chinese immigration altogether.

In your discussion of causes of immigration, you might include either a “push” or “pull” factor as your choice to explain the influx in the Gilded Age. Unrest in Europe certainly increased the desires of many would-be immigrants to leave their country of origin. On the other hand, rapid industrialization and the promise of jobs, along with the egalitarian principles of the American Constitution made America a beacon of hope.

QUESTION 4

To begin, focus on explaining the root of the problems in your area of choice. In agriculture, overproduction was the root of the disasters of the 1920s and 1930s. The Great Crash caused the skyrocketing rates of unemployment, though the market saturation brought on by a decade of reckless spending and overproduction certainly didn’t help. In the banking industry, a lack of regulation had spelled disaster as many lost significant assets in the stock market failure of 1929—the nation’s lack of confidence in the banks further complicated this issue.

As you consider which New Deal program to discuss, remember that Part c asks you to also explain one criticism of that plan. New Deal programs abounded—some that fit the categories listed here include the AAA, the CCC, the WPA, the FERA, and the Glass-Steagall Act’s creation of the FDIC. Critics were also abundant during the New Deal years, from both the left (arguing, as did Huey Long and Francis Townsend, that the New Deal did not go far enough to help the needy) and the right (arguing, as did the American Liberty League and Hoover supporters, that the New Deal amounted to socialism and would destroy the American social fabric).

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 The designer of this flyer (created before the ratification of the Nineteenth Amendment) drew attention to the hypocrisy of
allowing and celebrating women to work in war industries and serve as war nurses while simultaneously denying them the vote. This flyer encouraged men to support candidates for Congress who would vote for women’s suffrage.

DOCUMENT 2 This World War II propaganda poster urging women to join the workforce in support of the war reflects the importance of women to the war effort. Although they couldn’t fight, women played a significant role in the war by working in factories at home, and serving as nurses and supply pilots abroad. Images like Rosie the Riveter and women’s satisfaction with working outside the home eventually led to the women’s movement of the 1960s.

DOCUMENT 3 This photo shows the increasing number of women in the workforce, especially in office jobs, in the 1950s. More women, both married and single, went to work in this decade despite the “housewife” image portrayed in many television shows of the day.

DOCUMENT 4 In her book, The Feminine Mystique, Betty Friedan attacks the view of the American woman as equal to men based solely on the material quality of her life. She caustically presents the view that women had no concerns outside those that affected the material happiness of their own families.

DOCUMENT 5 The National Organization for Women (NOW) has been one of the primary national organizations for women’s rights since it was founded in 1966. Over the years it has attacked stereotypes, attitudes, and discrimination that have negatively shaped women’s lives. In the document the NOW statement of purpose indirectly attacks earlier perspectives such as the Cult of Domesticity, Republican Motherhood, and possibly even the Barbie Doll itself. The political sentiment being expressed is a demand for equality in politics and government nearly fifty years after the ratification of the Nineteenth Amendment. Laws change, but attitudes take longer to change. NOW was obviously tired of waiting.

DOCUMENT 6 This photograph is quite revealing in that the year is 1976 and women are still demanding “equality” and complaining that they are “second-class citizen(s),” over half a century after the Nineteenth Amendment. Given the date, it is possible they are advocating in favor of the Equal Rights Amendment.

DOCUMENT 7 This chart shows that the number of women in the workforce grew at a rate higher than the rate for general employment. All workers doubled in number, whereas women in the workforce tripled. Of course the chart does not tell us what type of labor women were doing.

One way to categorize your documents so that they reflect the nature of the question being asked is to group as negative those documents that reflect, say, the way society’s attitudes regarding women did not change and group as positive those that reflect change. Some documents reflect both a negative view and a positive view. Also a document may not be identified with one perspective or another, but that does not mean that it cannot be used in defending your thesis. Remember that you provide
meaning and perspective to the documents based on your own attitudes and understanding of U.S. history. Below is a categorization of the documents based on changes in attitude:

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<th>Negative Documents (Attitudes did not change)</th>
<th>Positive Documents (Attitudes did change)</th>
<th>Neutral Documents</th>
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In developing your essay, you should incorporate the following historical information:

- Attitudes regarding the role of women in American society such as the Cult of Domesticity and Republican Motherhood were common.

- There were antecedents to the twentieth-century women’s movement—for example, the Seneca Falls Conference.

- Women’s rights, such as the right to vote and the legalization of birth control methods and devices, were national issues in the early twentieth century.

- The Nineteenth Amendment, which gave women the right to vote, was ratified in 1920.

- After World War II, stereotypes of women’s place in the family and society were widely expressed in popular culture and consumerism.

- In the 1960s women’s rights activists such as Betty Friedan, author of *The Feminine Mystique*, facilitated the challenge to attitudes that left women subordinated despite the educational and professional advances they had made over the years.

- The Equal Rights Amendment was not ratified, and the Supreme Court’s ruling in *Roe v. Wade* continues to be questioned.

**A SAMPLE ESSAY**

If your view is that society’s views of women changed in the twentieth century, your essay might look something like this:

*Over the course of much of the twentieth century, various reform movements, including the women’s rights movement, sought to address the inequalities of American life. Key to gaining political, social, and economic rights was the transformation in attitudes that shaped the American public’s views of women. To be sure, women throughout the nation’s history have sought to challenge stereotypes, attitudes, and conditions that have shaped their lives. For example, women who*
organized the Seneca Falls Conference (such as Elizabeth Cady Stanton and Lucretia Mott) sought to challenge attitudes that limited the role of women—for example, the eighteenth-century Cult of Domesticity and in the nineteenth-century Republican Motherhood. In the case of the former, women were expected to develop and adhere to the following characteristics: piety, purity, submissiveness, and domesticity. A small step in the right direction came with the advent of the notion of Republican Motherhood in which women, though disenfranchised, were given a political role: to raise the next generation of politically minded males who fully understood the importance of and responsibility to God, family, and country. Yet, the responsibilities of women had not changed that much by the early twentieth century. Women’s work was still limited mainly to that of caregiver to the helpless and injured.

By the twentieth century, many women were discontented with the slow pace of change. Their efforts in World War I had helped them to convince the nation to support their right to vote (Document 1), but in peacetime their primary role remained bearing and rearing children. Most women were unable to improve their lives as a result of traditional stereotypes and unwanted pregnancies. One reformer, Margaret Sanger, took the bold step of publicly advocating for access to birth-control methods, a highly controversial crusade in the first decades of the twentieth century. Later this crusade would expand to the right to have an abortion to end an unwanted pregnancy, which the Supreme Court ruled constitutional in the Roe v. Wade case of 1973. Access to contraceptives for married couples in all fifty states had been legalized only eight years earlier.

Following ratification of the Nineteenth Amendment in 1920, many women believed that the goal of the women’s rights movement had been met; they did not seek to radically challenge the social and ideological attitudes that were so deeply ingrained in American life. Others, such as Elizabeth Paul, took the next step, advocating for an Equal Rights Amendment to the Constitution, an objective that would challenge attitudes in a political battle in the 1970s. Although women’s efforts in the workforce and abroad were applauded during World War II (Document 2), following the war America seemed to settle back into a sense of conformity in which everyone knew his or her role in the nuclear family. However, women did start moving into the workforce, with many finding employment in the service sector during the economic boom of the 1950s (Document 3), despite the prevalence in popular culture of images of the happy housewife.

In the early 1960s, society’s perceptions and attitudes about women’s roles were challenged by Betty Friedan, whose landmark book, The Feminine Mystique, exposed how societal forces such as intellectual and professional oppression left many middle-class women angry and frustrated (Document 4). Attitudes, however, were indeed changing. The following year the 1964 Civil Rights Act was passed; this prohibited
discrimination on the basis of, among other factors, gender. In 1966 the National Organization for Women was founded in part to "advance the unfinished revolution of women toward true equality now" (Document 5). But as more women played an active role in social programs and movements, they found that even within these reform-minded organizations perceptions of women’s work reflected a pre-World War II attitude. Consequently it was deemed necessary to resuscitate the crusade for an Equal Rights Amendment (Document 6). Unfortunately for advocates of the ERA, attitudes had not changed dramatically enough. Anti-ERA forces led by, among others, Phyllis Schlafly, a conservative Republican, contended that the amendment would break down all differences between the genders.

Undoubtedly attitudes regarding women had changed profoundly in the first five or six decades of the twentieth century. But as is the case with all reform movements, attitudes must change enough so that more democratic legislation can follow. So it is for the women’s rights movement.

COMMENT: This essay effectively synthesizes outside information—the writer’s knowledge of the nineteenth-century women’s rights movement, the ideological influences on women in the eighteenth and nineteenth centuries, as well as twentieth-century movements such as the legalization of birth control and the growing activism of women in the formation of NOW. The document information is also used effectively to depict post-World War II popular and consumer attitudes toward women.

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

Many historians see the years following the War of 1812 as a time when nationalism flourished because Americans unified behind common economic and political objectives. As the nation expanded industrially and as the sections were integrated (especially the North and West) because of the development of national roads and canals, a sense of greater self-sufficiency prevailed. To a certain degree these sentiments and developments generally defined the years immediately after the war. But if there was an Era of Good Feelings, it was very short lived. The elimination of the Federalist Party did much to give Americans the impression that they were unified.

Following the War of 1812 the Federalist Party began to disappear as a viable political alternative to the Democratic-Republicans. The Federalists had only themselves to blame. Well before the war they had passed the undemocratic Alien and Sedition Acts. These pieces of legislation sought to deny Americans their First Amendment right to criticize the government and, by extending the time period before one could become a citizen, neutralized the political power of many new immigrants, who would probably have voted for the Democratic-Republicans. The Federalists further alienated many Americans because of their activities during the War of 1812, which they fervently opposed. In fact some New England Federalists actually sold supplies
to the British during the war. Equally controversial was the calling of the Hartford Convention in 1814, at which the delegates discussed the possibility of amending the Constitution to require a two-thirds vote by Congress for a declaration of war. A number of the delegates even discussed secession. With the end of the war many Americans chastised the Federalists for their actions. Soon, at least on the national level, the Federalists imploded, leaving only the Democratic-Republicans. In fact the Democratic-Republican president, James Monroe, was reelected in 1820, having won all but one electoral vote.

Yet, though there was only one major national political party, Americans were still divided as economic and political tensions prevailed, thus limiting the longevity of the assumption that Americans were unified. The issues that had divided the nation before the war continued to shape the political debate after it: the tariff controversy, the establishment of a national bank, tax-supported infrastructural development, the availability of land, and, of course, slavery. The tariff of 1816 (the first in the nation’s history) serves as a good example. New England, which had not yet developed a substantial industrial sector, opposed the tariff, whereas the South and West favored it as an expression of national unity and the means for expansion of the nation’s economy. (Southern political and economic leaders, however, would condemn subsequent protective tariffs as detrimental to their sectional interests.) The rechartering of the Bank of the United States, a part of Clay’s American System, would soon divide the nation as well—the South came to strongly oppose it.

When in 1820 Missouri was prepared to enter the Union as a slave state and thus affect the political balance that prevailed in the Senate, a further sectional division reemerged. The year before this crisis the nation had been devastated by a financial panic, and the focus of the blame was on the Democratic-Republicans, who controlled government. Soon, from the ashes of the old Federalist Party a new political party, the National Republicans, emerged to challenge the power of the Democratic-Republicans. By 1824, although all four candidates for the presidency were Democratic-Republicans, divisions within the party and the nation had emerged. Probably by this point the Era of Good Feelings had run its course.

This approach lays out a clear thesis supported by sufficient background information on the reasons why the Federalist Party collapsed after the War of 1812. It is important to point out that the period was referred to as the Era of Good Feelings because there was only one major national party, the Democratic-Republics. It is also important to point out that the period was short-lived because of ongoing controversies—the tariff, the Bank of the United States, and the expansion of slavery—and that the tariff and slavery soon replaced a sense of national unity with sectional concerns.

**Question 2**

Many describe the years following the Second World War as the Cold War—referring to the mounting tensions between the United States—along with other Western (capitalist) nations—and the Soviet Union and its communist satellite countries. In many respects, this was a “Cold War,” particularly when you consider that no open hostilities
were ever declared between the Soviet Union and the United States. The tensions were largely diplomatic—though the stakes had been raised by the advent of nuclear weapons—and certainly much of the fear Americans felt at the time can be chalked up to a bit of hysteria. Long periods of relative peace, most notably the era of détente under President Richard Nixon, also demonstrate the ideological nature of this clash. Finally, the end of the “Cold War” came about bloodlessly, brought on by the collapse of the Soviet Union as a result of liberalized internal policies (known as glasnost and perestroika under Soviet Premier Mikhail Gorbachev) and internal dissent—not American intervention.

On the other hand, the idea of a Cold War might also be considered to be an over-simplification. There were many “hot spots” in the Cold War and in many cases, United States troops fought alongside nations battling enemy soldiers supported by Soviet troops. The countries themselves came to the brink of war twice (that we know of): in Berlin in 1948 and later in Cuba in 1962. With crises like the U-2 incident and the revelation of Russian spies in the United States during the HUAC hearings, one could hardly claim that the two nations were not openly at odds. Proxy wars in places like Korea and (especially) Vietnam demonstrate the reality of the conflict for American troops. Supported by the rhetoric of American politicians (including arguments like the Domino Theory), it seems fairly clear that our true targets were the Communist nations and the Soviet Union itself—not the North Koreans or the North Vietnamese.

Regardless of which approach you take, be sure to offer an explanation for the development of the term itself and a reason for its longevity (the period lasted more than half a century).

**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 CAUSATION Essay, therefore:

   **Give 1 point** for an essay that describes causes AND/OR effects of a historical development, OR
Give 2 points for an essay that describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development.

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.