

Effective Fall 2017

AP[®]

CollegeBoard

AP United States History

Practice Exam and Notes

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About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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Introduction

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Part I of this publication is the AP U.S. History Practice Exam. This will mirror the look and feel of an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is **not** available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition/design of the exam and to offer these questions in a way that gives teachers the opportunity to test their students in an exam situation that closely resembles the actual exam administration.

Important: Final instructions for every AP Exam are published in the *AP Exam Instructions* book. Please reference that publication, which is posted at www.collegeboard.org/apexaminstructions in March and included in schools' exam shipments, for the final instructions and format of this AP Exam.

Part II is the Notes on the AP U.S. History Practice Exam. This section offers detailed explanations of how each question in the practice exam links back to the AP U.S. History course framework in order to provide a clear link between curriculum and assessment. The multiple-choice rationales explain the correct answer and incorrect options. Scoring information is provided for all of the free-response sections, including short-answer questions, the document-based question, and long essay questions.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. AP Development Committees define the scope and expectations of the course, articulating through a course framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions, and, as applicable, through-course performance assessments, are scored by thousands of college faculty and expert AP teachers at the annual AP Reading.

AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP exam score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B–, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

Practice Exam

Exam Content and Format

The 2017 AP United States History Exam is 3 hours and 15 minutes long. There are two sections:

- Section I is 1 hour, 35 minutes and consists of 55 multiple-choice questions, accounting for 40 percent of the final score, and three short-answer questions, accounting for 20 percent of the final score. Two short-answer questions are mandatory and students can choose which of the remaining two short-answer questions they respond to.
- Section II is 1 hour, 40 minutes and consists of one document-based question and three long essay questions, accounting for 40 percent of the final score. Students can choose which of the three long essay questions they respond to. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question.

Administering the Practice Exam

This section contains instructions for administering the AP United States History Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets and answer sheets. (Reminder: Final instructions for every AP Exam are published in the AP Exam Instructions book.)

SECTION I, Part A: Multiple-Choice Questions

When you are ready to begin Section I, Part A, say:

Section I, Part A is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.

You have 55 minutes for this part. Open your Section I booklet and begin.

Note Start Time here _____. Note Stop Time here _____. After 55 minutes say:

Stop working. I will now collect your multiple-choice answer sheet.

SECTION I, Part B: Short-Answer Questions

When you are ready to begin Section I, Part B, say:

Section I, Part B is the short-answer portion of the exam. Write your answers in the corresponding boxes on the lined pages designated for short-answer responses. Answer Question 1 and Question 2, and either Question 3 or Question 4. Use a pen with black or dark blue ink.

You have 40 minutes for this part. Begin.

Note Start Time here _____. Note Stop Time here _____. After 40 minutes, say:

Stop working. I will now collect your Section I booklet and your short-answer responses.

There is a 10-minute break between Sections I and II.

SECTION II: Free-Response Questions

After the break, say:

Section II is the free-response portion of the exam. Answer Question 1, the Document-Based Question, and your choice of either Long Essay Question 2, Question 3, or Question 4.

You have 1 hour and 40 minutes to complete Section II. Section II begins with a 15-minute reading period. The reading period is designed to provide you with time to develop your responses. During the reading period you are advised to read Question 1 (the Document-Based Question) and plan your answer. If you have time, you may also read Long Essay Questions 2, 3, and 4. You may begin writing your responses before the reading period is over. You may use any blank space of the page the questions or documents are printed on to organize your answers and for scratch work, but you must write your answers on the lined pages provided for the free-response questions. Make sure that you circle the number of the question you are answering on that page.

The suggested writing time for Question 1 is 45 minutes. After 45 minutes, you will be advised to go on to the next question. Questions 2, 3, and 4 are weighted equally; you won't get extra credit for answering the question that may seem more difficult. Choose the question for which you are better prepared.

Note Start Time here _____. Note Stop Time here _____. After 15 minutes, say:

The reading period is over. You should begin or continue writing your responses.

Note Start Time here _____. Note Stop Time here _____. After 45 minutes, say:

It is recommended that you now move on to the next question. Remember to answer either Question 2, Question 3, or Question 4. Do not answer more than one Long Essay Question.

After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet. Put your exam booklet on your desk, face up. Remain in your seat, without talking, while the exam materials are collected.

Collect a Section II booklet from each student and check that each student wrote his or her answers on the lined pages corresponding to each question. Then say:

The exam is over. I will now collect your materials.

Name: _____

AP[®] U.S. History
Answer Sheet
for Multiple-Choice Section

No.	Answer
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No.	Answer
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AP[®] United States History Exam

SECTION I, Part A: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time
55 minutes
Number of Questions
55
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Indicate all of your answers to the multiple-choice questions on the multiple-choice answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, Part B: Short Answer

At a Glance

Time
40 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink
Questions 1 and 2
Mandatory
Question 3 or 4
Choose One Question

Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and either Question 3 or Question 4. Write your responses in the corresponding boxes on the short-answer response sheets. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response page indicating whether you answered Question 3 or Question 4.

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the history faculty who serve on the AP United States History Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

55 Questions

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

Questions 1 and 2 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 3 - 6 refer to the following excerpt.

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

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

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

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

GO ON TO THE NEXT PAGE.

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

GO ON TO THE NEXT PAGE.

Questions 7 - 9 refer to the following excerpt.

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

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

English Parliament, Navigation Act of 1660

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

GO ON TO THE NEXT PAGE.

Questions 10 and 11 refer to the following excerpt.

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

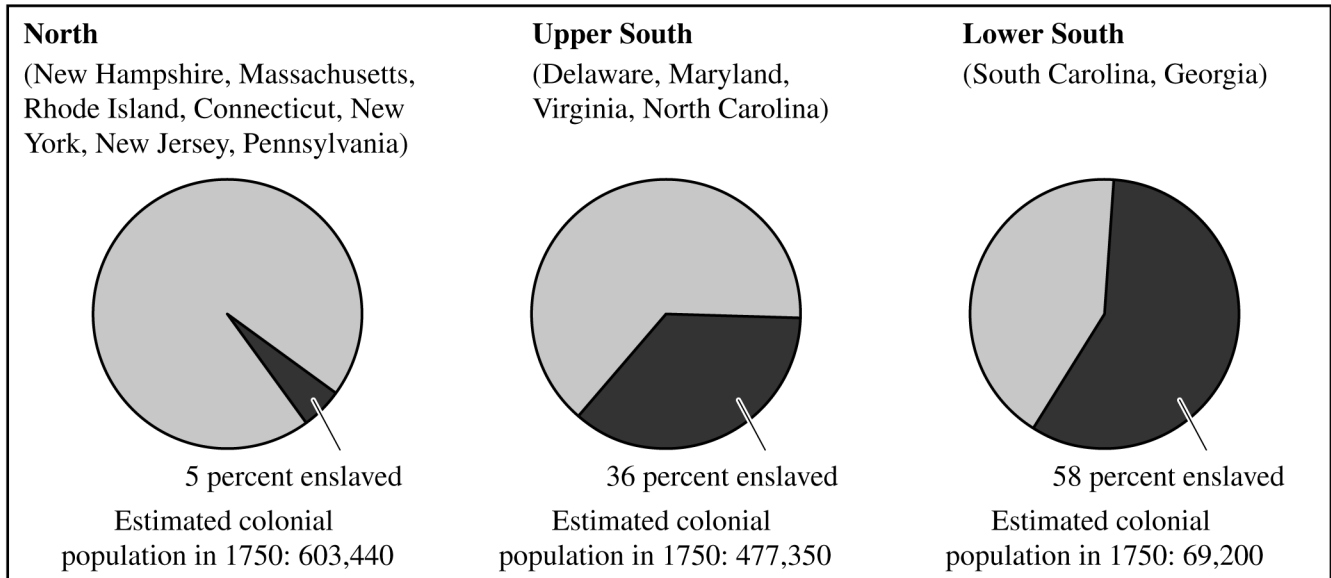
Jay Gitlin, historian, “Empires of Trade, Hinterlands of Settlement,” 1994

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

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Questions 12 - 14 refer to the following graphs.

ENSLAVED PEOPLE OF AFRICAN DESCENT IN EASTERN NORTH AMERICA, 1750



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

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Questions 15 - 17 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 18 - 20 refer to the following excerpt.

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

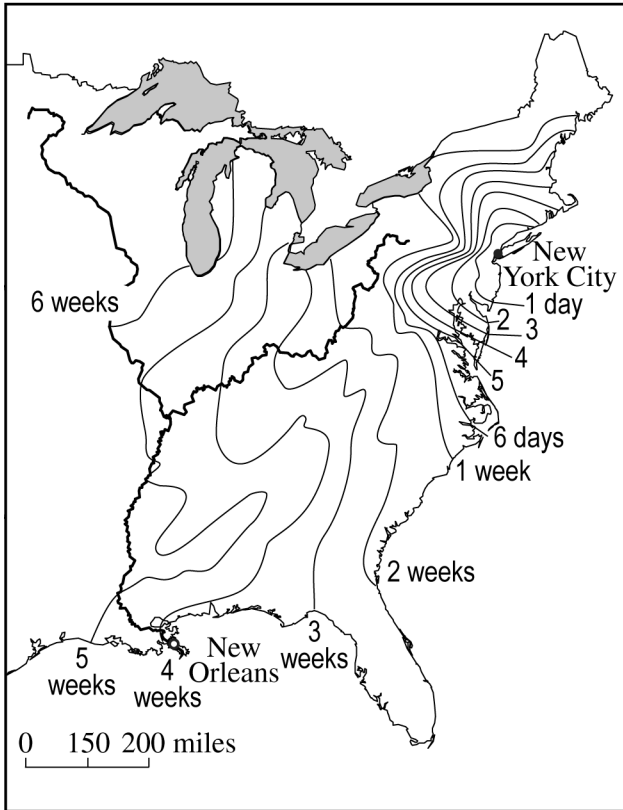
John Adams, former president of the United States, letter to Thomas Jefferson, former president of the United States, 1815

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

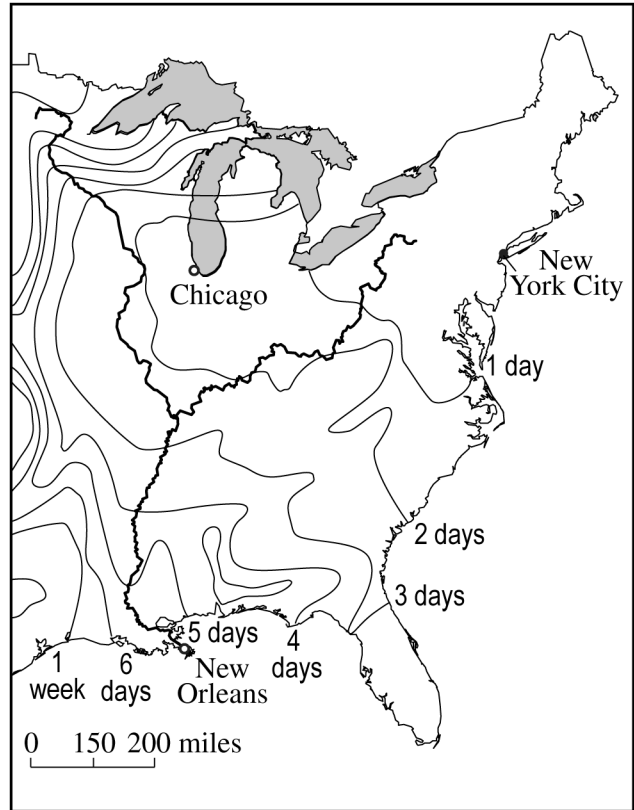
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Questions 21 - 24 refer to the following maps.

TRAVEL TIMES FROM NEW YORK CITY, 1800



TRAVEL TIMES FROM NEW YORK CITY, 1857



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

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

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

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

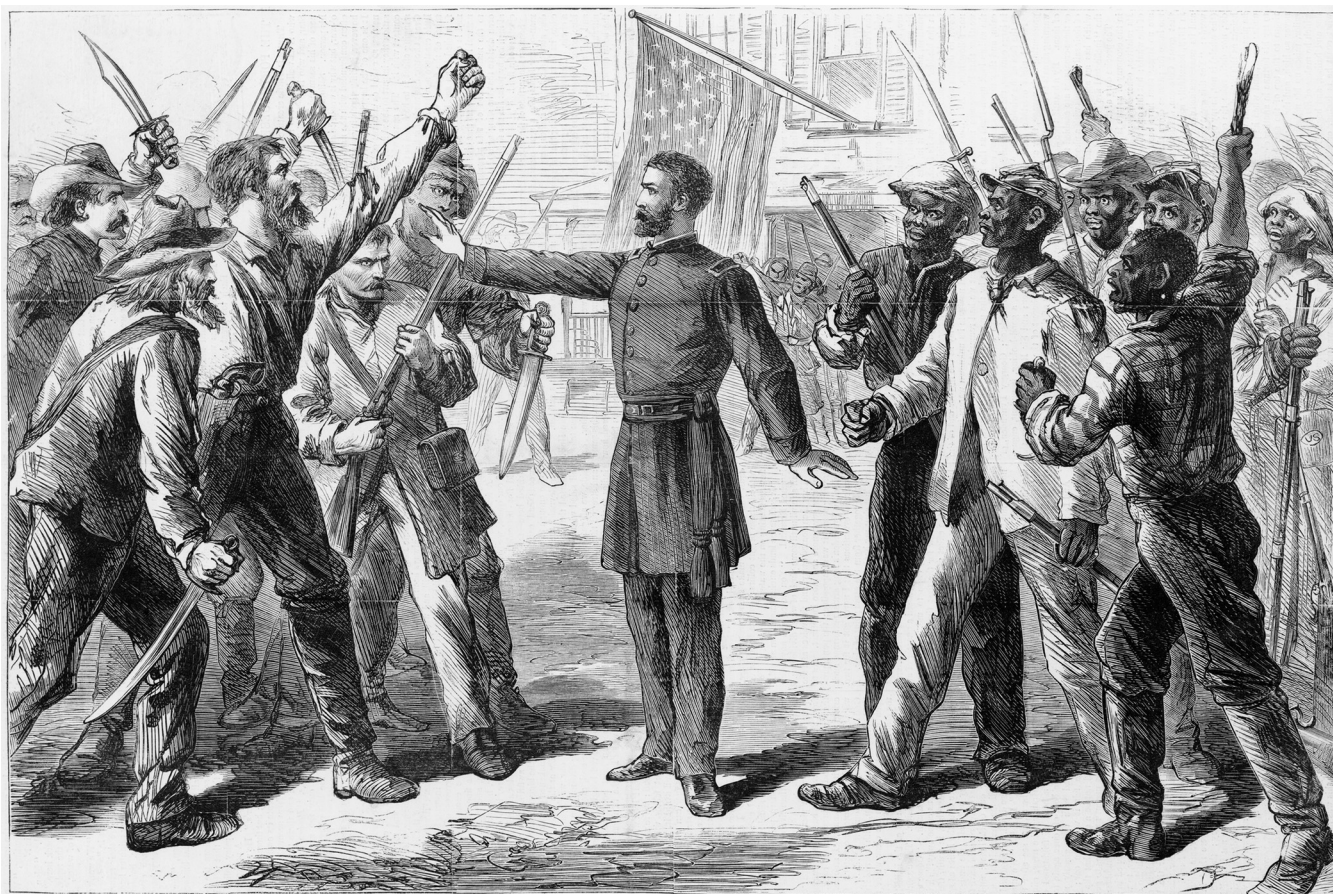
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23. In the 1850s, which of the following groups would have been most likely to benefit from the changes depicted on the maps?
- (A) Immigrants from western Europe
 - (B) American Indians
 - (C) Mexicans who remained in the southwestern United States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

GO ON TO THE NEXT PAGE.

Questions 25 - 27 refer to the following image.

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



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

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

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Questions 28 - 31 refer to the following excerpt.

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

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

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

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

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

GO ON TO THE NEXT PAGE.

Questions 32 - 34 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 35 and 36 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 37 and 38 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 39 - 41 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 42 - 44 refer to the following excerpt.

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

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

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

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

GO ON TO THE NEXT PAGE.

Questions 45 - 47 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

Questions 48 - 50 refer to the following excerpt.

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

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

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

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

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

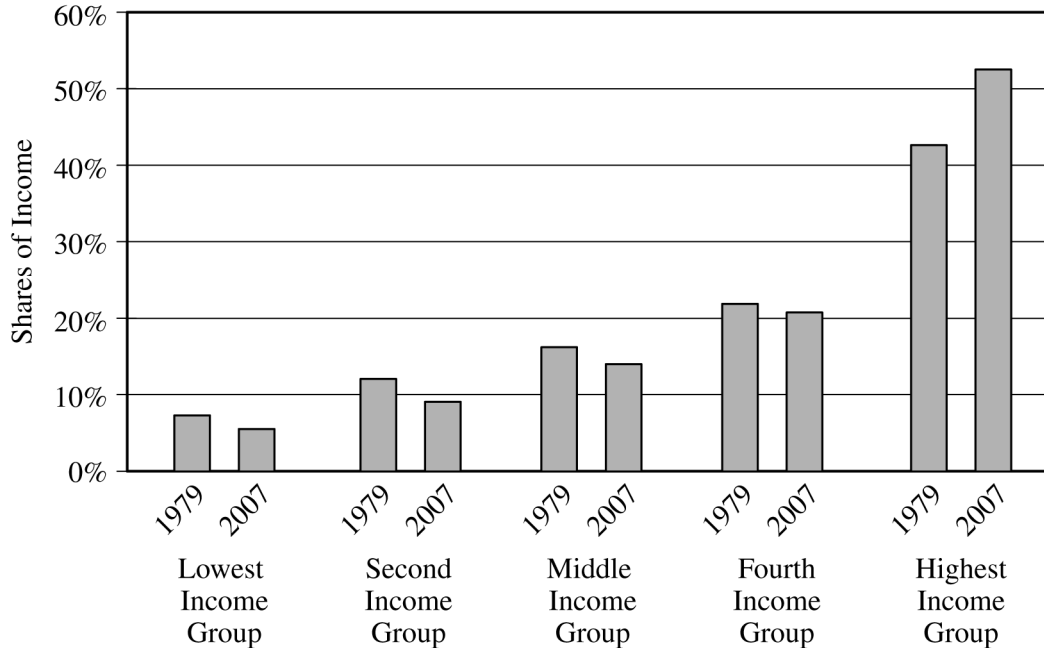
Report of the National Advisory Commission on Civil Disorders, also known
as the Kerner Commission, 1968

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

GO ON TO THE NEXT PAGE.

Questions 51 and 52 refer to the following graph.

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



Congressional Budget Office

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

GO ON TO THE NEXT PAGE.

Questions 53 - 55 refer to the following excerpt.

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

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

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

GO ON TO THE NEXT PAGE.

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

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

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

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

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

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

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

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

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

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

GO ON TO THE NEXT PAGE.

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



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

2. Using the image above, answer (a), (b), and (c).

- Briefly describe ONE perspective about politics in the 1830s expressed in the image.
- Briefly explain ONE specific event or development that led to the perspective expressed in the image.
- Briefly explain ONE specific effect of the political developments referenced by the image.

GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

GO ON TO THE NEXT PAGE.

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

Write your answer to **SHORT-ANSWER QUESTION 2** on this page only. Do **NOT** write outside the box.

Q2

End of response area for Q2

Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do **NOT** write outside the box.

Q3

or

Q4

End of response area for Question 3 or Question 4

AP[®] United States History Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour and 40 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

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

1 hour

Reading Period

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

Suggested Writing Time

45 minutes

Percent of Total Score

25%

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

Answer Question 2, Question 3, or Question 4

Suggested Writing Time

40 minutes

Percent of Total Score

15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

Instructions

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

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question (DBQ). If you have time, you may also read Questions 2, 3, and 4. You may begin writing your responses before the reading period is over.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

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

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

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

In your response you should do the following.

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

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

Document 1

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

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

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

Document 2

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

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

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

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

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

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

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GO ON TO THE NEXT PAGE.

Document 3

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

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

GO ON TO THE NEXT PAGE.

Document 4

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



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

WOMEN ARE NEEDED ALSO AS:

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

—and in hundreds of other war jobs!

SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE

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

GO ON TO THE NEXT PAGE.

Document 5

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

Dear *Yank*,

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

GO ON TO THE NEXT PAGE.

Document 6

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

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

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

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Document 7

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

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

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

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

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

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

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

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

In your response you should do the following.

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

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

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

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

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

GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

Notes on the Practice Exam

Introduction

This section provides a description of how the questions in the AP Practice Exam correspond to the components of the course framework included in the *AP U.S. History Course and Exam Description*. For each of the questions in the AP Practice Exam, the key concepts, learning objectives, and primary practice or skill from the course framework are indicated.

In addition, the multiple-choice and free-response questions include the following features:

- For multiple-choice questions, the correct response is indicated with a justification for why it is correct. There are additional explanations that address why the other responses are incorrect.
- Free-response questions include scoring guidelines that explain how students can use knowledge learned in the AP U.S. History course to answer the questions.

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 1 hour and 35 minute multiple-choice and short-answer section (Section I) and a 1 hour and 40 minute free-response section (Section II). Each section is divided into two parts, as shown in the table on the following page. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions <ul style="list-style-type: none"> • Required Question 1: periods 3–8 • Required Question 2: periods 3–8 • Choose between <ul style="list-style-type: none"> • Question 3: periods 1–5 OR • Question 4: periods 6–9 	40 minutes	20%
II	Part A: Document-based question	1 question: periods 3–8	60 minutes (includes 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: <ul style="list-style-type: none"> • periods 1–3 • periods 4–6 • periods 7–9 	40 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Students will not be able to move on to Part B of Section I until the 55 minutes of Part A are completed and their responses to the multiple-choice questions are collected. Time management is especially critical with regard to Section II, which consists of two essay questions. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

Multiple-Choice Questions

Section I, Part A of the AP U.S. History Exam consists of 55 multiple-choice questions that are organized into sets of between two to five questions each. The questions in each set ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps, reflecting the types of material that historians use in studying the past. Multiple-choice questions assess students' ability to reason about this source material in tandem with their knowledge of content required by the course. The possible answers for a multiple-choice question reflect the level of detail present in the required historical developments found in the concept outline for the course. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Course Framework Alignment and Rationales

Question 1

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	1.2.III.A
(A)	This option is incorrect. Shipping inventories documenting trade between English colonists in Boston and Liverpool would reveal little about the terms of the interaction between American Indians and European colonists.	
(B)	This option is incorrect. Diaries from British settlers would have focused primarily on the concerns of the colonial community and would not likely have revealed much of the interaction with American Indians.	
(C)	This option is correct. Artifacts from American Indian settlements could reveal what objects they traded for and how they used the objects, supporting the argument that materials acquired from trade were employed in a manner consistent with American Indian customs.	
(D)	This option is incorrect. Reports from the Spanish government would not be likely to have a close perspective on how American Indians interacted with European culture.	

Question 2

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	1.2.I.B
(A)	This option is incorrect. Some American Indians did travel to Europe, but there was no large-scale migration.	
(B)	This option is correct. European explorers introduced several plants and animals to North America through the Columbian Exchange.	
(C)	This option is incorrect. European exploration contributed to the introduction and expansion of African slavery in the Americas.	
(D)	This option is incorrect. Early exploration of North America was dominated by Spanish explorers, leading to increased interaction between Spain and other European powers with interests in North America and a greater role in European affairs.	

Question 3

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	2.1.III.E
(A)	This option is incorrect. English colonists were primarily concerned with establishing fortified settlements rather than sending religious missions to convert American Indians to Christianity.	
(B)	This option is correct. Early English colonists in North America constructed their settlements as fortified palisades to defend against the frequent threat of attack by American Indians.	
(C)	This option is incorrect. The English negotiated peace agreements to coexist with American Indians but did not encourage political alliances that recognized equal sovereignty.	
(D)	This option is incorrect. The pattern of settlement among English colonists typically involved the establishment of families and communities in North America, unlike the French who had few female settlers and more frequent instances of intermarriage with American Indians.	

Question 4

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	1.1.I.C
(A)	This option is correct. John Smith's account describes a highly organized society of American Indians with established towns and trade networks.	
(B)	This option is incorrect. Smith's account describes Europeans as dependent on trade with American Indians for survival, not vice versa.	
(C)	This option is incorrect. Smith's account describes an assault on an English fort by a force of four hundred Pamunkey Indians, suggesting a group not yet depleted by the introduction of diseases from Europe.	
(D)	This option is incorrect. Smith's account does not describe any significant social divisions among the American Indians he encountered.	

Question 5

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	1.1.I.C
(A)	This option is incorrect. Smith's account makes no reference to religion among either the Pamunkey Indians or the English colonists.	
(B)	This option is correct. Smith's description of the poorly provisioned English colonists and the precariousness of their North American settlements would encourage increased support from the monarchy and investors.	
(C)	This option is incorrect. At the time of John Smith's account, the settlement in Virginia represented the only established English colony in North America.	
(D)	This option is incorrect. John Smith was a leader of the English settlement established along the James River and worked to preserve this English foothold in North America.	

Question 6

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	2.1.I.C
(A)	This option is incorrect. While English explorers originally envisioned extracting material wealth from North American colonies, the severe lack of provisions led subsequent settlements to dispense with this mission.	
(B)	This option is incorrect. The encomienda labor system was established and favored by the Spanish in North America, not by the English colonists.	
(C)	This option is correct. The lack of food described by Smith led future English settlements to prioritize the production of food through farming.	
(D)	This option is incorrect. English colonies in North America had little interaction with the Spanish.	

Question 7

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	2.2.I.C
(A)	This option is incorrect. English colonists sustained a strong cultural link between the North American colonies and the home island through strong trade relations.	
(B)	This option is correct. The Navigation Act of 1660 ensured a network of trade between English colonial possessions and England that would guarantee raw materials and markets for the products of English manufacturing.	
(C)	This option is incorrect. The Navigation Act of 1660 forged stronger economic and cultural links between English colonies and the metropole, encouraging political commonalities rather than disparities.	
(D)	This option is incorrect. The Navigation Act of 1660 was concerned with the movement of goods and materials, not the migration of people.	

Question 8

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	2.2.I.C
(A)	This option is incorrect. At the time of the Navigation Act's passage in 1660, the ideas of the Enlightenment had not yet spread to the level they would reach in the eighteenth century.	
(B)	This option is incorrect. The provisions of the Navigation Act of 1660 were intended to govern trade between English colonial possessions and the home island, while the emerging British trade in African slaves existed primarily between English possessions in the Caribbean and West Africa.	
(C)	This option is correct. The emergence of an economy based on trans-Atlantic trade encouraged legislation to protect the profitability of these networks from competing European powers.	
(D)	This option is incorrect. The Navigation Act of 1660 represented a form of market protectionism that sought to limit market competition from the other major European trade powers in the Atlantic world.	

Question 9

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	3.1.II.A
(A)	This option is incorrect. Imperial governors did impose restrictions on certain religious groups, such as Roman Catholics, but this did not produce a unified opposition by English colonists.	
(B)	This option is correct. In the 1760s, the British Parliament's attempts to impose higher taxes on English colonists led to protests over the colonies' lack of representation in the passage of laws.	
(C)	This option is incorrect. English colonists were not empowered to either accept or reject the English legal system, and, in fact, colonists embraced English law as the basis for their governments and the source of their rights and liberties.	
(D)	This option is incorrect. Although protests over representation would culminate in the Declaration of Independence in 1776, during the 1760s most colonists were not seeking to break away from the British Empire.	

Question 10

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	2.1.I.B
(A)	This option is incorrect. European powers armed American Indians and enlisted them to fight in the wars between the French and British over control of North America, but this does not support Gitlin’s argument that the French maintained the integrity of American Indian civilizations.	
(B)	This option is incorrect. The French use of slavery, including the enslavement of American Indians, to cultivate sugarcane undermines Gitlin’s argument that French patterns of settlement kept American Indian civilization largely intact.	
(C)	This option is incorrect. Military conflicts between European powers on the continent frequently disrupted and often destroyed American Indian civilization, which tends to contradict Gitlin’s assertion that French settlement had comparatively little impact on American Indians.	
(D)	This option is correct. The fact that French settlers frequently intermarried with members of local American Indian communities supports Gitlin’s assertion that French and American Indian societies coexisted in relative harmony.	

Question 11

Main Practice/Skill Assessed	Learning Objective	Key Concept
Comparison	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	2.1.I.B
(A)	This option is incorrect. British settlement in North America typically involved establishing settlement colonies that removed American Indians from land and disrupted their communities.	
(B)	This option is correct. Like the French, the Dutch established trading posts in modern-day New York that depended on commerce with the local Lenape to thrive.	
(C)	This option is incorrect. In North America, the Spanish conquered American Indian lands and frequently used the indigenous population as slave labor.	
(D)	This option is incorrect. The Portuguese established permanent settlements in South America that exploited the labor of the indigenous population to cultivate sugarcane.	

Question 12

Main Practice/Skill Assessed	Learning Objective	Key Concept
Comparison	GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	2.1.II
(A)	This option is correct. The percentage of enslaved persons within the population was measurably higher in the lower South, where cultivation of labor-intensive crops like sugarcane and tobacco required a larger agricultural labor force.	
(B)	This option is incorrect. Each of the three regions participated in the Atlantic economy, supplying cash crops and raw materials to Great Britain.	
(C)	This option is incorrect. Though some regions enslaved American Indians to supplement the labor force, by 1750 the trans-Atlantic slave trade dominated forced labor in the colonies.	
(D)	This option is incorrect. The structures of British government in the North American colonies and the relations of the colonies to the metropole did not vary from region to region to an extent that would affect the percentage of slaves in the population.	

Question 13

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	2.1.II.D
(A)	This option is incorrect. The conversion of enslaved people to evangelical Christianity occurred throughout the British colonies irrespective of local demographics.	
(B)	This option is incorrect. Educating slaves to read was often against the law and was viewed, particularly in the lower South, as potentially threatening to the control of outnumbered White slaveholders.	
(C)	This option is incorrect. The economy of the lower South was geared towards cash crop production, and slave labor was monopolized by agriculture rather than by skilled trades.	
(D)	This option is correct. The high proportion of enslaved Africans to White colonists afforded opportunities for large slave communities to preserve and adapt many of their own cultural traditions.	

Question 14

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	3.2.I.C
(A)	This option is incorrect. Slavery was prohibited in the Northwest Territory under the Northwest Ordinance of 1787.	
(B)	This option is correct. Revolutionary ideals rooted in Enlightenment humanism led many Americans to question the practice of slavery in a free republic.	
(C)	This option is incorrect. The understanding of slavery as a positive social institution only became widely articulated among Southern slaveholders in the 1830s. In the late 1790s, an increasing number of Americans rejected slavery and a number of northern states began to pass legislation abolishing the institution.	
(D)	This option is incorrect. Slave ownership in the North, already on the decline, ebbed further in social acceptability as Northern states began to contemplate abolition.	

Question 15

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	3.2.II.A
(A)	This option is incorrect. The incorporation of organized territories such as the Northwest Territory in 1787 was not opposed by Anti-Federalists as an abuse of federal authority.	
(B)	This option is incorrect. Popularization of the concept of republican motherhood occurred irrespective of the Federalist/Anti-Federalist political division.	
(C)	This option is correct. State constitutions that were established to limit the reach of executive authority emerged from Anti-Federalists' suspicion of overbearing federal power.	
(D)	This option is incorrect. Anti-Federalist political beliefs were not primarily concerned with opposition to inherited wealth.	

Question 16

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	3.3.I.B
(A)	This option is incorrect. The imposition of protective tariffs was intended to safeguard early American production of goods and relied upon extending the reach of the federal government, contrary to the beliefs of the Anti-Federalists.	
(B)	This option is incorrect. The United States did not abolish the trans-Atlantic slave trade until 1807, and the campaign for abolition was not supported by Anti-Federalist political beliefs.	
(C)	This option is incorrect. The use of property qualifications to restrict voting was not a major grievance of Anti-Federalists.	
(D)	This option is correct. Incidents such as the Whiskey Rebellion (1794) demonstrated the willingness of western farmers to resist federal taxation.	

Question 17

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	3.2.II.E
(A)	This option is incorrect. Anti-Federalists did not seek to guarantee citizenship rights for women and American Indians.	
(B)	This option is correct. The Bill of Rights was a series of ten amendments to the United States Constitution passed to guarantee the rights of the individual against the authority of the federal government.	
(C)	This option is incorrect. The United States Constitution does not grant the states a role in the conduct of foreign affairs.	
(D)	This option is incorrect. The United States Constitution does not permit the states to print currency.	

Question 18

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	3.1.II.A
(A)	This option is correct. Efforts by the British Parliament to increase taxation and control of the colonies through legislation, such as the Sugar Act (1764), the Stamp Act (1765), and the Quartering Act (1765), fostered the opposition of future revolutionaries such as John Adams.	
(B)	This option is incorrect. American Indians had been forming political alliances with European powers since the beginning of European settlement on the continent and played little role in the growth of revolutionary sentiment.	
(C)	This option is incorrect. The participation of colonial merchants in the Atlantic economy was restricted by the Navigation Acts, which prohibited trade with European powers other than Great Britain.	
(D)	This option is incorrect. During the 1760s, the colonial population was still clustered on the Eastern Seaboard and had yet to migrate into the interior in large numbers.	

Question 19

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	3.1.II.E
(A)	This option is correct. Despite broad support for independence, many colonists were not driven to the point of breaking away from Great Britain and remained loyal. The existence of many colonists for whom there was no mental revolution against British imperial rule contradicts Adams' theory.	
(B)	This option is incorrect. Social and economic divisions existed within the colonies but had little bearing on Adams' theory of the Revolution.	
(C)	This option is incorrect. Adams' theory of the Revolution posited that it actually began years before the war, in the minds of discontented colonists. The necessity of military victories to confirm independence does not contradict this theory.	
(D)	This option is incorrect. Adams' theory of the Revolution posited that it actually began years before the war, in the minds of discontented colonists. The need for support from European allies to defeat Britain does not contradict this theory.	

Question 20

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	4.1.II.B
(A)	This option is incorrect. The transformation of the American economy to one based on internal production rather than imports likely did not have direct bearing on how Adams perceived the nation's political origins.	
(B)	This option is correct. The establishment of a distinctively American national identity drew from understandings of the nation's origins in the Revolution.	
(C)	This option is incorrect. Westward expansion driven by the concept of Manifest Destiny did not gain widespread currency in the United States until the 1840s.	
(D)	This option is incorrect. The United States did not grow rapidly into a mass democracy until the 1820s and 1830s.	

Question 21

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	WXT-3.0 Analyze how technological innovation has affected economic development and society.	4.2.I.C
(A)	This option is incorrect. Proposals for the federal funding of national transportation networks, such as Henry Clay’s American System, were rejected by Congress in the first half of the nineteenth century.	
(B)	This option is incorrect. The United States was not divided into time zones until the 1880s, and the existence of time zones would not greatly affect the speed of travel.	
(C)	This option is correct. The widespread construction of roads and canals in the first half of the nineteenth century by private companies, states, and the federal government led to faster transportation in the United States.	
(D)	This option is incorrect. Diesel engines did not come into being in the United States until the 1890s, and internal combustion engines were not widely used in transportation until the twentieth century.	

Question 22

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	4.2.I.A
(A)	This option is incorrect. King George III of Great Britain established a boundary line in 1763 to discourage British colonial settlement west of the Appalachian Mountains. This line predated the period of the maps and did not affect the speed of travel in North America.	
(B)	This option is incorrect. The formation of a national bank, first chartered in 1791 and rechartered in 1816, predated the period of the maps and contributed to the financing of some of the transportation improvements in the United States. The establishment of the national bank was a cause of the change rather than an effect.	
(C)	This option is incorrect. By 1803, after the Louisiana Purchase, the United States had already gained control of or claimed sovereignty over territories in the Mississippi River valley that France had earlier reclaimed from Spain.	
(D)	This option is correct. The expansion of and improvements to transportation allowed American farmers and consumers easier access to commercial centers for the sale and purchase of goods. This led to greater connections between and the more efficient operation of distant markets, contributing to the Market Revolution of the first half of the nineteenth century.	

Question 23

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	MIG-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.	5.1.II.A
(A)	This option is correct. By the 1850s, the westward expansion of the United States, to which transportation improvements contributed, benefited many immigrants from western Europe by creating new economic opportunities for them to either own farmland or seek jobs in new industries.	
(B)	This option is incorrect. By the 1850s, the increased westward movement of people in the United States, facilitated in part by transportation improvements, did not benefit American Indians but rather brought increased pressures on their sovereignty and self-sufficiency from White settlers.	
(C)	This option is incorrect. By the 1850s, increased United States settlement of the territory conquered during the Mexican-American War, which had been prompted in part by demands for new land created by transportation improvements, did not benefit Mexicans incorporated into the southwestern United States. They became legally disadvantaged and marginalized compared to White settlers.	
(D)	This option is incorrect. By the 1850s, in the South, territory gained and settled through the westward expansion of the United States led to the growth of an extensive cotton-producing plantation economy that did not benefit African Americans because it depended on their enslavement and forced labor.	

Question 24

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	6.2.II.A
(A)	This option is incorrect. Automobiles did not become widely available until the early twentieth century.	
(B)	This option is incorrect. The commercial use of electricity did not develop until the end of the nineteenth century, and widespread electrification did not occur in the United States until the first third of the twentieth century.	
(C)	This option is correct. The time it took to travel across the United States continued to decrease in the 1870s with the opening of transcontinental railroad lines (the first completed in 1869). These railroads greatly increased the speed of transcontinental travel that previously was possible only on overland trails or long-distance oceanic voyages.	
(D)	This option is incorrect. The development of the cotton gin in 1793 predated the trend depicted on the maps and did not directly affect the speed of travel.	

Question 25

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	5.3.II.C
(A)	This option is incorrect. The role of the Union soldier in this scene and the prominent placement of the United States flag in this image do not indicate that the image was intended to criticize the treatment of the South by the North after the Civil War.	
(B)	This option is incorrect. The attempt by the Union soldier in the image to restrain racial conflict between White and Black Southerners and the title's reference to the Freedmen's Bureau, which supported African Americans, does not indicate that the image was produced with the intent to foment rebellion among formerly enslaved people during Reconstruction.	
(C)	This option is incorrect. The role of the Union soldier in arresting conflict in the South and the title, referring to a federal office established by Congress during Reconstruction, support rather than criticize the exertion of federal power in the South after the Civil War.	
(D)	This option is correct. The role of the Union soldier in stopping conflict between White and Black Southerners and the reference to the Freedmen's Bureau, which aided formerly enslaved people, indicates that this image could be used to argue that the presence of federal troops in the South during Reconstruction altered race relations between Southerners.	

Question 26

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	5.3.II.C
(A)	This option is correct. The occupation of the South after the Civil War depicted in the image and the contemporaneous management of Reconstruction by the president and Congress represented an expansion of federal power over the states.	
(B)	This option is incorrect. This image does not present any evidence for or against a decline in the agrarian economy after the Civil War, and there was not a pronounced decline in agriculture immediately after the Civil War.	
(C)	This option is incorrect. The image does not present any evidence for or against an increase in sectional divisions after the Civil War, during which time tension still existed between the North and the South.	
(D)	This option is incorrect. The image does not depict the institutionalization of racial segregation, which did not occur until the passage of Jim Crow laws beginning at the end of the nineteenth century.	

Question 27

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	5.3.II.A
(A)	This option is incorrect. There was no significant manufacturing in the South during Reconstruction, and most newly free African Americans ended up working as sharecroppers producing cotton.	
(B)	This option is incorrect. Many White Southerners resisted attempts by the federal government to expand the rights of African Americans during Reconstruction. This included the passage of state laws known as Black Codes limiting the rights of African Americans and the organization of vigilante terrorist groups such as the Ku Klux Klan.	
(C)	This option is incorrect. Newly enfranchised African Americans overwhelmingly became supporters of the Republican Party, whose leader, Abraham Lincoln, had turned the Civil War into a conflict to end slavery. Radical Republicans in Congress continued to support the rights and freedoms of African Americans during Reconstruction over the objections of Democrat-dominated former Confederate states.	
(D)	This option is correct. The passage of the Fourteenth and Fifteenth Amendments during Reconstruction provided African Americans in the South with political rights for the first time, including the right for Black men to vote.	

Question 28

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	5.1.I.B
(A)	This option is incorrect. Ideas about United States identity and community involved in nationalism are not the most direct influence on Horace Greeley’s advice that Americans should seek opportunities in the West.	
(B)	This option is incorrect. Popular sovereignty referred to ideas in the 1850s about how to determine the legality of slavery in western territories acquired after the Mexican-American War.	
(C)	This option is correct. Horace Greeley’s advice to seek opportunities in the West reflects ideas about the mission of United States westward expansion encompassed in the notion of Manifest Destiny.	
(D)	This option is incorrect. The idea of isolationism referred to the desire of many Americans prior to the First and Second World Wars to remain out of European conflicts.	

Question 29

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	5.1.I.D
(A)	The option is incorrect. The passage of antitrust legislation most directly affected the expansion of corporate monopolies rather than the availability of economic opportunity for western settlers.	
(B)	The option is correct. Federal policies in the late nineteenth century to make western land, whether acquired by treaty or warfare with American Indian nations, readily available to United States settlers (beginning with the Homestead Act of 1862) most directly supported the ideas expressed in the excerpt.	
(C)	This option is incorrect. Exclusions on immigration from Asia, such as the Chinese Exclusion Act of 1882, did not affect the viability of economic opportunity for United States settlers in the West to the extent that direct federal aid to potential landowners did.	
(D)	The option is incorrect. In the late nineteenth century, the United States Treasury did not purchase silver to be coined as money. This led to the formation of the Free Silver movement, which sought to pressure the federal government into coining silver again so that monetary inflation would ease the burden of debt on western farmers.	

Question 30

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	6.2.II.C
(A)	The option is incorrect. Economic decline and depopulation of eastern United States cities did not result from internal migration to the West.	
(B)	The option is correct. The movement of United States settlers to the West in the late nineteenth century brought them into conflict with American Indian nations, helping to provoke a series of wars on the Great Plains.	
(C)	The option is incorrect. The outbreak of the Mexican-American War in 1846 predated the late nineteenth century.	
(D)	The option is incorrect. Restrictions on immigration from eastern and southern Europe that placed quotas on the number of people who could be admitted to the country were not put in place by the United States government until the 1920s.	

Question 31

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	6.2.II.B
(A)	This option is incorrect. Business leaders on the whole did not move to the West to pursue philanthropic ventures but rather often focused their efforts on charitable and cultural organizations in eastern and Midwestern urban areas.	
(B)	This option is incorrect. The development of an extensive conservation movement in the United States did not occur until the early twentieth century.	
(C)	This option is incorrect. Southern European immigrants seeking opportunities in urban areas settled primarily in eastern cities rather than the western United States.	
(D)	This option is correct. Immigrants from northern Europe, arriving with more means than other groups of immigrants, often settled in the West to set up their own homesteads for farming or ranching or engaged in mining.	

Question 32

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	6.3.II.C
(A)	This option is incorrect. Vocational job training was advocated by Booker T. Washington in the later nineteenth century and not Du Bois because Washington believed that African Americans had to achieve economic self-sufficiency before seeking civil and political rights.	
(B)	This option is incorrect. Widespread advocacy for the expansion of financial aid for college did not come about until the mid-twentieth century, when the United States government implemented the Serviceman's Readjustment Act (G.I. Bill) to provide support for returning military veterans after the Second World War.	
(C)	This option is incorrect. Exams for civil service jobs were advocated by government reformers in the later nineteenth century, such as President James Garfield, and not African American activists such as Du Bois.	
(D)	This option is correct. Du Bois' desire to foster the intellectual development of the "Talented Tenth" led him to advocate for broader access to secondary and university education for African Americans.	

Question 33

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	6.3.II.C
(A)	This option is correct. Civil rights organizations such as the National Association for the Advancement of Colored People (NAACP)—of which Du Bois was a cofounder—developed at this time to fight for equal opportunities for African Americans.	
(B)	This option is incorrect. The Great Migration of African Americans from the South to the Midwest and North occurred as a result of increasing access to industrial employment in cities.	
(C)	This option is incorrect. The Supreme Court case of <i>Plessy v. Ferguson</i> (1896) contributed to the increase of legal segregation.	
(D)	This option is incorrect. The excerpt sought to address, not inflame, the existing problems of discrimination based on race.	

Question 34

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	7.1.II.D
(A)	This option is incorrect. The goal of African American educational reform was generally not adopted by the majority of White Progressive reformers.	
(B)	This option is incorrect. Progressive presidents generally did not support African American educational programs. President Woodrow Wilson even increased the segregation of federal employment.	
(C)	This option is incorrect. During the Progressive Era, state legislatures continued to maintain segregationist laws and policies.	
(D)	This option is correct. The idea of encouraging educational achievement in the African American community challenged the racialized attitudes that many White Progressive reformers advocated through the eugenics movement.	

Question 35

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WXT-3.0 Analyze how technological innovation has affected economic development and society.	7.1.I.A
(A)	This option is incorrect. Most of the work of rebuilding the national infrastructure after the Civil War had been completed by Taylor's time, so this was not a priority in his thinking.	
(B)	This option is correct. Taylor's effort to maximize industrial workplace efficiency arose out of a desire to increase profit by minimizing the time and labor it took to perform each step of production under industrial capitalism.	
(C)	This option is incorrect. Taylor was not concerned with improving the national standard of living, although the increased industrial efficiency often resulted in decreased costs of some items for consumers and could produce increased earnings for the most productive workers.	
(D)	This option is incorrect. Although the Progressive Era saw increased regulation in some industries, most businesses were still lightly regulated, and Taylor was not concerned with reducing the amount of government regulation.	

Question 36

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	6.1.II.C
(A)	This option is incorrect. Tenant farmers were largely unaffected by Taylor's ideas, as his efforts were focused on increasing industrial, not agricultural, productivity.	
(B)	This option is incorrect. Owners of large businesses supported Taylor's efforts because they desired the profit that came from increased efficiency.	
(C)	This option is correct. Factory workers opposed Taylor's efforts because his ideas often resulted in reductions in the workforce and a replacement of autonomy in their labor with small repetitive tasks.	
(D)	This option is incorrect. White-collar professionals supported the efforts of Taylor because his ideas required companies to hire more managers to carry them out.	

Question 37

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	CUL-3.0 Explain how ideas about women's rights and gender roles have affected society and politics.	7.1.II.A
(A)	This option is correct. Crocker's statement reinforces environmental reforms developed as part of the emergence of the conservation and preservation movements during the Progressive Era.	
(B)	This option is incorrect. The excerpt does not address the economic and labor reforms developed as part of the New Deal in the 1930s.	
(C)	This option is incorrect. The excerpt does not address the efforts by other reformers to end Jim Crow laws and segregationist policies.	
(D)	This option is incorrect. The excerpt does not address the political and economic reforms that the Populist Party advocated at the turn of the twentieth century.	

Question 38

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	7.1.II.B
(A)	This option is incorrect. The effort by environmentalists to advocate for the reduction of pollution began in earnest after the publication of Rachel Carson's <i>Silent Spring</i> (1962) and gained momentum after the establishment of the Environmental Protection Agency (EPA) in 1970.	
(B)	This option is incorrect. Environmentalists rarely partnered with business leaders in the early twentieth century, and the regulation of emissions began only after the passage of the Clean Air Act in 1963.	
(C)	This option is correct. Conservationists in the early twentieth century sought broader government protections over natural resources, primarily by passing laws funding irrigation projects and by protecting land through the expansion of the National Park system.	
(D)	This option is incorrect. Conservationists and politicians did not attempt to promote sustainable farming methods until the erosion caused by the Dust Bowl of the 1930s damaged large areas of agricultural land.	

Question 39

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	MIG–2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	7.1.I.C
(A)	This option is correct. During the Great Depression, the decline of agricultural prices and widespread ecological damage in Dust Bowl regions resulted in a predominantly westward migration of people looking for work.	
(B)	This option is incorrect. During the Great Depression, average family size declined and the average age of marriage increased as men and women delayed establishing families because of economic difficulties.	
(C)	This option is incorrect. During the Great Depression, people generally moved to industrial centers in the North and Midwest and agricultural regions in the West for employment. Suburbanization did not intensify until after the Second World War.	
(D)	This option is incorrect. During the Great Depression, conservative opposition arose against Franklin D. Roosevelt’s New Deal programs, which were meant to address a wide range of economic challenges, but this opposition did not directly respond to the conditions described in the excerpt.	

Question 40

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change Over Time	POL–3.0 Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.	7.1.III.A
(A)	This option is incorrect. Progressive Era reforms addressed a wide range of ideas for reforming the political system (for example, through woman suffrage) and addressing social problems (for example, through Prohibition).	
(B)	This option is incorrect. Economic production during the First World War addressed the demands of providing supplies for allies in Europe and eventually for supporting the United States war effort when it joined the conflict.	
(C)	This option is correct. The New Deal addressed short-term economic and employment problems caused by the Great Depression and established long-term solutions through programs such as Social Security.	
(D)	This option is incorrect. The Great Society addressed issues of poverty and social equality in the 1960s through the creation of programs like Medicare and the enactment of housing reforms.	

Question 41

Main Practice/Skill Assessed	Learning Objective	Key Concept
Comparison	POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	6.1.III.C
(A)	This option is incorrect. Abolitionism before the Civil War addressed the issue of ending slavery in the United States.	
(B)	This option is incorrect. Nativism in the mid-nineteenth century arose as a reactionary response to increasing numbers of immigrants, primarily those who were Roman Catholic, in the United States.	
(C)	This option is correct. The Populist movement arose primarily as an outlet for farmers to address long-standing economic problems they faced at the turn of the twentieth century, and provided a precondition for the ideas expressed in the excerpt.	
(D)	This option is incorrect. The counterculture emerged after the Second World War as a rejection of middle-class suburbanization and as a reaction to United States foreign policy during the Cold War.	

Question 42

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WOR-2.0 Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	8.1.1.B
(A)	This answer is incorrect. The passage of new immigration laws in the 1960s repealed prior restrictions on immigration, which did not advance the objectives of containment foreign policy.	
(B)	This answer is correct. United States foreign policy objectives in 1950 focused on the containment of the Soviet Union and communism. The excerpt from NSC-68 references the United States adoption of a more sustained resistance to the Soviet Union and prioritization of military action over diplomacy in a Cold War. These policies directly influenced United States participation in the Korean War (1950–1953), where armed conflict with North Korea served as proxy for war with the Soviet Union and contained communism in Asia.	
(C)	This answer is incorrect. Federal actions to address poverty in the United States primarily advanced economic and social stability, not the containment of communism.	
(D)	This answer is incorrect. Identifying suspected communists in the government advanced domestic containment efforts but did not necessarily advance containment as foreign policy.	

Question 43

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WOR-2.0 Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	8.1.1.B
(A)	This answer is incorrect. United States responses to decolonization in the 1940s and 1950s varied and did not always correspond to the objectives of containment.	
(B)	This answer is incorrect. Debates at the time focused on which containment foreign policy to adopt, not on the role of the president in setting the policy.	
(C)	This answer is correct. The policy articulated in the NSC-68 excerpt encouraged militarization and the aggressive containment of communism. These strategies suggested a buildup of the United States arsenal and the potential risk of nuclear war with the Soviet Union, which created unease among some policy experts and some in the American public who favored a more diplomatic approach to containment.	
(D)	This answer is incorrect. The mass mobilization of civilian resources, dating to the Second World War, preceded the events discussed in the excerpt.	

Question 44

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	WOR-2.0 Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	8.1.1.A
(A)	This answer is correct. The goals expressed in the excerpt, including an appeal to the survival of the free world, directly reflected the United States view that containment of communism required a united effort with European and global allies to counter the threat. The United States funding of Europe’s economic recovery through the Marshall Plan (1948) and its participation in the North Atlantic Treaty Organization (NATO, 1949) serve as further evidence of this direct context.	
(B)	This answer is incorrect. The containment policy in the excerpt called for aggressive United States action to counter communism, not for a retreat from international affairs.	
(C)	This answer is incorrect. The containment policy in NSC-68 advocated aggressive military, political, and economic action by the United States as the means to thwart the Soviet Union, not the acquisition of territory.	
(D)	This answer is incorrect. The United States sought access to Western European markets in this period but not necessarily to Eastern European markets, since those fell within the Soviet bloc or sphere of influence.	

Question 45

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	8.2.I.A
(A)	This answer is incorrect. Protests of the early Civil Rights movement referenced in the excerpt focused on eliminating racial segregation against African Americans, not Latino Americans, and prioritized civil rights over economic issues.	
(B)	This answer is incorrect. Protests such as lunch counter sit-ins and mass demonstrations focused on eliminating racial segregation against African Americans in public spaces, not on eliminating racial discrimination in labor unions.	
(C)	This answer is incorrect. The lunch counter sit-ins and civil rights protests referenced in the excerpt focused on racial segregation, not on sex discrimination or women’s roles in society.	
(D)	This answer is correct. In the excerpt, Ella Baker references events in the Civil Rights movement such as the 1960 sit-in at Greensboro, N.C., during which students from the Student Nonviolent Coordinating Committee (SNCC) protested racial segregation and discrimination against African Americans at store lunch counters.	

Question 46

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	8.2.I.A
(A)	This answer is incorrect. Lunch counter sit-ins emphasized civil disobedience rather than the legal challenges to racial discrimination more strongly associated with organizations such as the National Association for the Advancement of Colored People (NAACP).	
(B)	This answer is correct. Organizations such as the Student Nonviolent Coordinating Committee (SNCC), which led sit-ins at lunch counters during the Civil Rights movement, prioritized the tactics of nonviolence and passive resistance as the best means to call attention to the injustice of racial discrimination.	
(C)	This answer is incorrect. The passive resistance used by protestors and demonstrators of SNCC and the Southern Christian Leadership Conference (SCLC) contrasted with the militant resistance associated with later groups such as the Black Panthers.	
(D)	This answer is incorrect. Lunch counter sit-ins emphasized civil disobedience rather than petitions to government officials or bodies.	

Question 47

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	8.2.I.B
(A)	This answer is incorrect. The desegregation of the armed services by President Truman in 1948 preceded the Civil Rights protests in the early 1960s.	
(B)	This answer is incorrect. The ratification of the Fifteenth Amendment to the United States Constitution in 1870 preceded the Civil Rights protests in the early 1960s.	
(C)	This answer is correct. The Civil Rights Act of 1964 fits chronologically as a result of the sit-ins and protests of the early 1960s. The law banned racial discrimination against African Americans in public spaces and accommodations, the main focus of early Civil Rights movement.	
(D)	This answer is incorrect. The decision in <i>Brown v. Board of Education of Topeka</i> in 1954 preceded the Civil Rights protests in the early 1960s.	

Question 48

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	8.3.I.B
(A)	This option is correct. The families moving to the suburbs in the 1950s and 1960s were predominantly White, while many African American families continued to move into cities. These trends contributed to a situation in which geography and economic status separated White and African American families.	
(B)	This option is incorrect. While several distinct youth cultures emerged in the 1950s and 1960s, they did not particularly contribute to the racial divide described by the Kerner Commission.	
(C)	This option is incorrect. Although new immigrants did arrive in the 1950s and 1960s (particularly after the Immigration Act of 1965), they had not contributed significantly to a racial divide by the time of the Kerner Commission's 1968 report.	
(D)	This option is incorrect. The excerpt deals with separation between African American and White members of the armed forces, but racial segregation of the military had been abolished in 1948.	

Question 49

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	8.2.III.C
(A)	This option is incorrect. While urban riots and uprisings occurred in the 1960s, they did not have a strong causal relationship with the protests against the Vietnam War in the late 1960s and early 1970s.	
(B)	This option is incorrect. While urban riots and uprisings occurred in the 1960s at approximately the same time as many women began to demand equal rights, the two developments did not have a strong causal relationship.	
(C)	This option is correct. The Kerner Commission report responded to a series of urban riots and uprisings in the mid-1960s; the excerpt refers to “last summer’s disorders.” While the Kerner Commission advocated “mak[ing] good [on] the promises of American democracy to all citizens,” many conservatives in contrast advocated more vigorous law enforcement.	
(D)	This option is incorrect. While urban riots and uprisings occurred in the 1960s, they did not particularly contribute to the decline of union membership in manufacturing industries in the 1970s and 1980s.	

Question 50

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	8.2.II.C
(A)	This option is correct. The Kerner Commission largely attributed the riots and uprisings to high levels of unemployment among urban African Americans, as particularly suggested by the line “segregation and poverty have created in the racial ghetto a destructive environment totally unknown to most white Americans.”	
(B)	This option is incorrect. Several major civil rights laws had passed in the mid-1960s, but the uprisings later in the decade occurred in spite of them.	
(C)	This option is incorrect. Although several sociologists of the time associated urban crime with a “delinquent subculture,” the Kerner Commission distinguished the uprisings of the 1960s from crime and associated them instead with poverty and unemployment.	
(D)	This option is incorrect. The Kerner Commission did not attribute the rising crime rates of the 1960s to inadequate policing nor did it see policing as a major part of the solution.	

Question 51

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	9.2.I.D
(A)	This option is correct. By showing the decrease in the share of personal income for the first through fourth income groups from 1979 to 2007 and the increase for the highest income group, the graph suggests that wages paid during this period did not increase much for the majority of Americans in the first four groups.	
(B)	This option is incorrect. Although immigration from Latin America did increase during the period shown, the graph does not reflect this trend.	
(C)	This option is incorrect. Although more women did participate in the paid workforce during the period shown, the graph does not reflect this trend.	
(D)	This option is incorrect. Labor union membership in manufacturing industries decreased during the period shown (although it increased in some service industries and the public sector), but the graph does not reflect any of these trends.	

Question 52

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	WXT-3.0 Analyze how technological innovation has affected economic development and society.	9.2.I.C
(A)	This option is incorrect. Trade with eastern Europe did not have a major impact on Americans' earnings in this period.	
(B)	This option is correct. A major trend depicted on the graph is an increased concentration of income among the highest income group from 1979 to 2007 and a decreased concentration of income among the lower four income groups in the same period. One key factor contributing to this trend was a declining number of manufacturing jobs in the United States, which reduced opportunities for lower- and middle-income people to earn higher incomes.	
(C)	This option is incorrect. Social safety net programs did not become more expansive from 1979 to 2007 and, if they had, they would be expected to have an effect opposite that depicted on the graph, increasing the concentration of income among the lower-earning groups.	
(D)	This option is incorrect. The construction of the interstate highway system mainly took place in the 1950s and 1960s, prior to the period depicted on the graph.	

Question 53

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	WOR-2.0 Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.	9.3.I.B
(A)	This option is correct. Reagan is discussing the world's respect for the United States. He is contrasting his administration with the administrations of his predecessors, who had been involved in less successful foreign-policy endeavors such as the Vietnam War and the Iranian hostage crisis.	
(B)	This option is incorrect. The Reagan administration did not prioritize urban poverty and did not actively seek to use the economic recovery to address it.	
(C)	This option is incorrect. The budget deficit increased during the Reagan administration, as Reagan prioritized increased defense spending over restraining the deficit.	
(D)	This option is incorrect. The Reagan administration did not prioritize direct government measures addressing racial inequality.	

Question 54

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	9.1.I.A
(A)	This option is correct. As part of larger economic reforms, the Reagan administration actively encouraged the deregulation of many industries, including banking and airlines.	
(B)	This option is incorrect. Inequality of wealth increased during the Reagan administration.	
(C)	This option is incorrect. The Reagan administration increased government defense spending.	
(D)	This option is incorrect. Manufacturing employment grew little under the Reagan administration, and many high-profile industries such as steel declined.	

Question 55

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change Over Time	POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	9.1.I.B
(A)	This option is incorrect. The political influence of young people did not expand significantly during the Reagan years.	
(B)	This option is incorrect. The Democratic Party leadership in Congress opposed many Reagan-era economic and tax policies.	
(C)	This option is correct. The election and administration of Reagan as president exemplified a fundamental change in United States politics, the emergence of a new conservatism that reshaped party alignments and political discourse.	
(D)	This option is incorrect. The Reagan administration often opposed labor unions, and many declined in membership and political influence in the 1980s.	

Answers to Multiple-Choice Questions

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

Short-Answer Questions

Section I, Part B of the AP U.S. History Exam consists of three short-answer questions. Students are required to answer the first and second questions and then answer either the third or the fourth question.

- The first question primarily assesses the practice of **analyzing secondary sources**, asking students to respond in writing to a historian’s argument. This question addresses content from periods 3–8 of the course.
- The second question primarily assesses either the skill of **causation** or **comparison**, and ask students to respond in writing to a primary source (written text) or to visual sources such as images, charts, or maps. This question also addresses content from periods 3–8 of the course.
- Students choose to answer either the third **or** the fourth short-answer questions, which deal with periods 1–5 **or** 6–9, respectively. These questions ask students to respond in writing to general propositions about U.S. history, and they primarily assess the same skill, either **causation** or **comparison**: neither of them will assess the same skill as the second short answer question.

Each short-answer question asks students to describe examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Short-Answer Questions	Primary Practice or Skill Assessed	Source Type	Periods Assessed
Students are required to answer short-answer question 1 AND short-answer question 2			
1	Analyzing Secondary Sources	Secondary source	Periods 3–8
2	Comparison or Causation	Primary source text or visual source	Periods 3–8
Students select short-answer question 3 OR short-answer question 4			
3	Comparison or Causation	No stimulus	Periods 1–5
4	(Different skill from short-answer question 2)		Periods 6–9

Course Framework Alignment for Short-Answer Question 1

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	WXT-3.0 Analyze how technological innovation has affected economic development and society.	7.1.I.A

Scoring Guidelines for Short-Answer Question 1

“By the 1920s the United States possessed the most prolific production technology the world has ever known. . . . [Henry] Ford’s work and the emulation of it by other manufacturers led to the establishment of what could be called an ethos of mass production in America. The creation of this ethos marks a significant moment. . . . Certain segments of American society looked at Ford’s and the entire

automobile industry’s ability to produce large quantities of goods at surprisingly low costs. . . . When they did so, they wondered why [other goods] could not be approached in precisely the same manner in which Ford approached the automobile. . . . The ethos of mass production, established largely by Ford, will die a hard death, if it ever disappears completely.”

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

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

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

Using the excerpts above, answer (a), (b), and (c).

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

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

Note: Many responses pick up the basic point that Hounshell is positive about mass production while Flink is negative. However, responses need to go beyond that distinction and elaborate as to why.

Examples of responses to part (a) that would earn credit:

- Hounshell argues that many Americans saw mass production as a benefit to society and an agent of progress, which brought consumers more goods at cheaper prices, whereas Flink argues that mass production was a devastating change for United States workers, degrading their work and limiting their mobility.
- Hounshell argues that belief in the economic benefits of mass production became widespread, whereas Flink argues that the negative social and cultural impact of mass production on workers reduced the ethos around the value of work that had centered on craft and skill.

Examples of responses to part (b) that would earn credit:

- Mass production helped facilitate wartime mobilization during both the First and Second World Wars.
- Mass production increased the efficiency of manufacturers of electronic goods, homes, furniture, and clothing, making consumer goods more readily available to Americans.
- The standard of living for many Americans increased from the 1890s to the mid-1920s.
- The mass production of the automobile increased personal mobility.
- Mass production promoted industrial growth and made the United States a top industrial producer in the world and supplier of manufactured goods to Europe and Asia.
- Mass production made the United States an increasingly urban and industrial society.
- Mass production stimulated the rise of mass consumerism, the rise of advertising, and purchasing on credit, which all improved the lives of American consumers.

Examples of responses to part (c) that would earn credit:

- Conflicts between management and labor unions increased in response to declining wages, poor working conditions, and health and safety issues (e.g., the Triangle Shirtwaist factory fire) resulting from mass production.
- De-skilling made employers less dependent on skilled workers and made mass layoffs easier, contributing to the misery of economic downturns such as the Great Depression (*NOTE: responses must make this connection, rather than just mentioning the Great Depression*).
- Changes wrought by mass production helped produce a backlash by various groups against urbanization, technological change, innovation, modernism, and immigration.
- The rise of the muckraking press and Progressive reform movements attested to the fact that many workers experienced poor conditions in industrial work on assembly lines.

Course Framework Alignment for Short-Answer Question 2

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	4.1.I.C

Scoring Guidelines for Short-Answer Question 2

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



Use the image above to answer parts a, b, and c.

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

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

Examples of responses to part (a) that would earn credit:

- Andrew Jackson’s actions as president displayed a disregard for American institutions (e.g., the Constitution, court decisions, internal improvements, and/or the Second Bank of the United States). (*NOTE: the combination of the terms “internal improvements” and “U.S. Bank” in one part of the image does not indicate that the terms were combined historically.*)
- By exercising his veto power, Andrew Jackson treated the presidency as a monarchy.

Examples of responses to part (b) that would earn credit:

- Jackson opposed the protective tariff, national bank, and federal financing of internal improvements.
- In 1832 Jackson vetoed a bill to recharter the Second Bank of the United States.
- In 1833 Jackson directed that federal deposits be removed from the Second Bank of the United States and placed in state banks (so-called pet banks).
- Jackson refused to uphold the Supreme Court’s decision in *Worcester v. Georgia*.
- Jackson upheld the authority of the federal government during the Nullification Crisis (1832) through the Force Bill (1833).
- Jackson developed a political spoils system, using his position at the head of the executive branch to reward Democratic Party loyalists with government patronage jobs.

Examples of responses to part (c) that would earn credit:

- The demise of the national bank, the removal of federal deposits, and the issuing of the Specie Circular contributed to the Panic of 1837.
- Jackson increased the power and authority of the presidency and executive branch relative to the other branches of government.
- Jackson ignored court rulings and encouraged the forced removal of American Indian nations from their homelands in the Southeast (i.e., the Trail of Tears).
- Debates over the national bank and other economic issues increased partisanship and led to the formation of the Whig Party and the beginning of the Second Party System.
- Debates over the effects of tariff policy on different regions and the fairness and constitutionality contributed to increased sectional tensions.
- The federal government asserted its authority over the states in resolving the Nullification Crisis.

Course Framework Alignment for Short-Answer Question 3

Main Practice/Skill Assessed	Learning Objective	Key Concepts
Comparison	MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	3.3.I.C 4.3.I.A

Scoring Guidelines for Short-Answer Question 3

Answer (a), (b), and (c). Confine your response to the period from 1785 to 1840.

- Briefly describe ONE specific historical similarity between the United States settlement of the Northwest Territory and the settlement of the land acquired through the Louisiana Purchase.
- Briefly describe ONE specific historical difference between the United States settlement of the Northwest Territory and the settlement of the land acquired through the Louisiana Purchase.
- Briefly explain ONE specific historical reason for a difference between the United States settlement of the Northwest Territory and of the land acquired through the Louisiana Purchase.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

Examples of responses to part (a) that would earn credit:

- The methods by which both territories were organized and subsequently entered into statehood

- The general political consensus over the right of the federal government to expand the United States westward
 - President Thomas Jefferson's interpretation of the Constitution to permit the purchase of Louisiana from France
- Ethnic and cultural similarities between the people who settled each area
- The expansion of agriculture as the primary motivator encouraging settlement of both regions
- Settlement patterns in both regions that began primarily along navigable bodies of water (Great Lakes, Ohio River, Mississippi River, and Missouri River)
- The ways in which White settlement of both areas resulted in the removal and displacement of American Indians and increased tensions between the United States government, settlers, and American Indians
- The momentum of westward settlement and the inability of the United States government to stop this movement
- Ways in which the expansion of the United States into these areas increased tensions with other nations (Britain, Spain, and Mexico)
 - Monroe Doctrine

Examples of responses to part (b) that would earn credit:

- How the United States obtained each territory
 - Treaty of Paris (1783) for Northwest Territory
 - Louisiana Purchase (1803)
- Differences in how territories in the areas were organized and became states
- The issue of expanding or limiting slavery in new territories
- Ways in which geographic and topographic differences influenced where and why people settled each region
 - Variation in what agricultural goods were produced
 - Transportation infrastructure (canals, roads, and river access)
- Ethnic and cultural differences between the people who settled each area
- The relocation of American Indian groups from the South and Midwest to the trans-Mississippi West

Examples of responses to part (c) that would earn credit:

- Political debates regarding the expansion or limitation of slavery in either the Northwest Territory or the Louisiana Purchase territories
 - Northwest Ordinance
 - Missouri Compromise
- Ways in which geographic differences influenced settlement patterns by attracting different immigrant/migrant groups (for example, Scandinavians in Wisconsin and Minnesota)
- Ways in which climate and geography encouraged different types of agricultural production and resource extraction in different regions

- Ways in which territorial competition among the United States, American Indian nations, Great Britain, Mexico, France, and/or Spain influenced United States expansion westward
- Ways in which variations in transportation influenced regional connections
 - Midwest and Northeast were closely linked through the Great Lakes, canal routes, and early railroads.
 - Provided natural resources and other materials for the industrial production
 - The trans-Mississippi West was more disconnected (before railroads).

NOTE: It may be acceptable for test takers to use some of the same examples to respond to both (b) and (c), as long as they explain how the example supports both interpretations.

Course Framework Alignment for Short-Answer Question 4

Main Practice/Skill Assessed	Learning Objective	Key Concepts
Comparison	CUL-3.0 Explain how ideas about women’s rights and gender roles have affected society and politics.	7.1.II.B 8.2.II.A

Scoring Guidelines for Short-Answer Question 4

Answer (a), (b), and (c).

- Briefly describe ONE specific historical similarity between the women’s rights movement of the 1890s through the 1910s and the women’s rights movement of the 1960s through the 1970s.
- Briefly describe ONE specific historical difference between the women’s rights movement of the 1890s through the 1910s and the women’s rights movement of the 1960s through the 1970s.
- Briefly explain ONE specific historical reason for a difference between the women’s rights movement of the 1890s through the 1910s and the women’s rights movement of the 1960s through the 1970s.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

Examples of responses to part (a) that would earn credit:

- Efforts to increase women’s access to higher education and professional schools in both time periods
- The wartime effect of women’s increasing access to public roles and greater authority in both time periods
- The use of public protest as a means of spreading political messages in both time periods

- Similarities in the political organizations created to address women's rights in both time periods
 - National American Woman Suffrage Association (NAWSA)
 - National Organization for Women (NOW)
- Widespread involvement of women in reform movements in both time periods
 - Examples from the 1890s through the 1910s: Prohibition (via the Woman's Christian Temperance Union and the Anti-Saloon League) and settlement houses
 - Examples from the 1960s through the 1970s: African American civil rights and lesbian, gay, bisexual, and transgender (LGBT) rights movements
- Social backlash that developed against both movements in both time periods
- Efforts to expand reproductive rights in both time periods
 - Margaret Sanger
 - Comstock laws
 - *Roe v. Wade*
- Similarity of middle-class White women having the most influence in both movements

Examples of responses to part (b) that would earn credit:

- Differences between the political organizations created to address women's rights
- The passage of a woman suffrage amendment (Nineteenth Amendment) as the primary goal of the movement from the 1890s to the 1910s
- Efforts by some Progressive Era reformers to organize working-class women
- The effort to ensure political and economic equality for women in the 1960s and 1970s
 - Equal Rights Amendment
 - Title IX
- Variation in geographic locations where the women's rights movements found support
 - Early woman suffrage in western states in the early period
 - Urban areas and colleges in later period

Examples of responses to part (c) that would earn credit:

- The ways in which the second-wave feminist movement of the 1960s and 1970s worked to expand the political and economic successes of the first generation of suffragettes
- The success of the Nineteenth Amendment and the failure of the Equal Rights Amendment

- Economic and social scenarios after the Second World War that required increasing numbers of women to enter the workforce
 - Increased divorce rate
 - Economic need for dual-income households
- The expression of increasing dissatisfaction with the suburban domestic ideal after the Second World War
 - Betty Friedan, *The Feminine Mystique* (1963)

NOTE: *It may be acceptable for test takers to use some of the same examples to respond to both (b) and (c), as long as they explain how the example supports both interpretations.*

Free-Response Section

Section II is the free-response part of the exam. This section contains two types of free-response questions—a document-based question and a long essay question—and the student will have a total of 1 hour and 40 minutes to complete them both.

Section II, Part A of the AP Exam consists of the document-based question—an essay question that measures students’ ability to develop and support an argument using historical source material as evidence. The question focuses on periods 3–8 of the course. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The document-based question also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students’ essays to earn the highest scores.

Section II, Part B of the AP Exam consists of a choice among three long essay questions about major topics from different time spans of the course.

- Students choose one of the three long essay questions, which deal with periods 1–3, periods 4–6, and periods 7–9 of the course, respectively.
- The three questions all address the same theme and assess the same reasoning skill (contextualization, causation, comparison, continuity and change over time).

In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing. Long essay questions ask about large-scale topics specifically mentioned in the concept outline, but they are framed to allow students to provide in-depth discussion of specific examples drawn from the concept outline or from classroom instruction.

Scoring Guidelines and Notes for Document-Based Question 1

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Continuity and Change Over Time Additional Practices/Skills: Argument Development Analyzing Primary Sources Contextualization	WOR-2.0 Analyze the reasons for and the results of U.S. diplomatic, economic, and military initiatives in North America and overseas. NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	7.3.III 8.3.I

Scoring Guidelines

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

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about the extent of change in the domestic United States.</p> <p><i>Examples that earn this point include the following:</i></p> <ul style="list-style-type: none"> “The U.S. is now officially catapulted into the worst conflict in human history, forever altering nearly everything about the nation, from its economy to governmental role, as well as its industries and scientific developments. But while it changed dramatically, the U.S. remained the same in aspects such as racial equality and discrimination.” “The Second World War transformed the home front by providing full employment in wartime industries and ending years of depression in the United States.”

Points	Rubric	Notes
B: Contextualization (0–1)	<p>Describes a broader historical context relevant to the prompt (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • International, diplomatic, and military aspects of the Second World War • Increased female participation in the paid workforce, particularly industry • African American Civil Rights movement • Changes in women’s lives in the twentieth century, e.g., the Nineteenth Amendment • Internal migration • Industrial production and technological and scientific innovations such as radio, sonar, and radar, etc.

Points	Rubric	Notes
C: Evidence (0–3)	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt (1 point) <i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</i></p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents (2 points) <i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p>	<p><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"> • Document 1: <i>Washington Post</i>, 1940 • Document 2: Ted Nakashima, 1942 • Document 3: <i>Pittsburgh Courier</i>, 1942 • Document 4: OWI poster, 1943 • Document 5: Rupert Trimmingham, <i>Yank</i>, 1944 • Document 6: Carey McWilliams, <i>The Nation</i>, 1944 • Document 7: Bernhard Stern, 1945
	<p>Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt (1 point) <i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Evidence used might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Executive Order 8802 (prohibition of discrimination in the defense industry) • <i>Korematsu v. United States</i> (1944) • Manhattan Project • A. Philip Randolph • Rosie the Riveter • Double V campaign
D: Analysis and Reasoning (0–2)	<p>Sourcing: For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument (1 point) <i>To earn this point, the response must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	<p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Responses earn one point by demonstrating a complex understanding of the extent of change in the domestic United States by using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • Arguing that, while many women entered the workforce to support the war effort, experiencing newfound independence in manufacturing jobs traditionally held by men, American film and media continued to emphasize more traditional gender roles for women • Arguing that the wartime experience of mobilizing new workers to replace men who went to combat and of avoiding political protest and dissent in favor of national unity was not very different from the effects of previous wars on the home front • Arguing that the reaction of the United States to perceived domestic threats during the war (i.e., Japanese internment) and the curtailment of civil liberties was not different than earlier times of national emergency (e.g., Alien and Sedition Acts in the 1790s, Sedition Act during the First World War) • Arguing that, despite the implementation of wartime rationing, economic growth and full employment fostered by the United States mobilization for the war generated increased household savings and pent-up consumer demand that would contribute to a dramatic postwar boom • Arguing that, despite the drive to end discrimination against African Americans and to expand civil rights, racial segregation continued and in some ways was strengthened in the United States during the war, revealing a gap between the ideals and realities of democracy
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

Document Summaries and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following
1. <i>Washington Post</i> , 1940	<ul style="list-style-type: none"> Newspaper article announcing a draft for mandatory military service Argues that a draft is the fairest way to recruit an army 	<ul style="list-style-type: none"> To endorse compulsory military service as both fair and necessary (purpose) At the time, significant public sentiment opposed United States participation in the Second World War (situation)
2. Ted Nakashima, 1942	<ul style="list-style-type: none"> Magazine article describing experiences of one Japanese American man interned in a relocation camp Describes conditions as being much like a penitentiary 	<ul style="list-style-type: none"> To point out the disconnection between American values and the existence of internment camps for Japanese Americans (purpose) Fear of Japanese Americans working with the enemy after the attack on Pearl Harbor contributed to these camps (situation)
3. <i>Pittsburgh Courier</i> , 1942	<ul style="list-style-type: none"> Article in an African American newspaper urging African American support for the war effort 	<ul style="list-style-type: none"> Published when public accommodations could be legally segregated by race and when African Americans had limited civil rights (situation) Article helped launch the Double V campaign for victory abroad and victory over discrimination at home (situation)
4. OWI poster, 1943	<ul style="list-style-type: none"> Poster depicting a woman manufacturing part of an airplane Slogan: “The more WOMEN at work the sooner we WIN!” 	<ul style="list-style-type: none"> An official message from the federal government; may be perceived as wartime propaganda and/or supportive of women’s rights (point of view) Printed during a time when women experienced new work opportunities and faced persistent sexual harassment in workplaces (situation)
5. Rupert Trimmingham, <i>Yank</i> , 1944	<ul style="list-style-type: none"> Letter to a magazine describing how the author and his fellow African American soldiers faced racial discrimination at a train station, while American guards treated German prisoners of war much better than them 	<ul style="list-style-type: none"> Expressed concern about racial inequality in the United States military and to advocate fair treatment of African American soldiers (purpose) Viewed by readers of <i>Yank</i> magazine, who were typically members of the United States military (audience)
6. Carey McWilliams, <i>The Nation</i> , 1944	<ul style="list-style-type: none"> Describes the population increase associated with the development of war-related industry on the West Coast 	<ul style="list-style-type: none"> In the midst of large-scale industrial expansion to support the war effort (situation) In the midst of massive internal migration within the United States, particularly movement to coastal areas in the West (situation)
7. Bernhard Stern, 1945	<ul style="list-style-type: none"> Provides a number of examples of how technologies developed during the Second World War improved peoples’ lives 	<ul style="list-style-type: none"> To warn Americans that wartime technological advancements should be continued (purpose) Prior to a period of sharp economic growth partly fueled by the application of these new technologies to consumer products and services (situation)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about changes in the domestic United States from 1939 to 1945. (1 point)

Examples of acceptable theses:

- “The U.S. is now officially catapulted into the worst conflict in human history, forever altering nearly everything about the nation, from its economy to governmental role, as well as its industries and scientific developments. But while it changed dramatically, the U.S. remained the same in aspects such as racial equality and discrimination.”
- “The Second World War transformed the home front by providing full employment in wartime industries and ending years of depression in the United States.”

Example of an unacceptable thesis:

- “During World War 2 many things changed the U.S. homefront.” (*Response does not identify the main line of argument or establish an evaluative position that responds to the prompt.*)

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or continue after the period 1939–1945 as long as the response accurately and explicitly connects the context to changes in the domestic United States. This point is not awarded for merely a phrase or reference.

Examples of context might include the following:

- The role of the government in United States society expanded greatly during the New Deal.

- The federal government made use of film and radio (e.g., Franklin D. Roosevelt’s fireside chats) to promote government initiatives.
- Civil rights activism by African Americans and the movement for women’s equality continued during and, especially, after wartime (e.g., the Nineteenth Amendment, African American activism during and after the First World War).
- Isolationist sentiment was predominant in the United States before the First and Second World Wars (e.g., Neutrality Acts of 1935, 1936, and 1937).
- During earlier national conflicts, Americans reacted to perceived domestic threats by curtailing civil liberties.
- Descriptions of the international, diplomatic, and military aspects of the Second World War represent context. These may include discussions of the conflicts in Europe or in the Pacific theater.
- During the Second World War, public accommodations in much of the United States were legally segregated by race and African Americans had limited civil rights. African Americans also engaged in a long struggle for civil rights during this period.
- During the war, female participation in the labor force increased sharply.
- The United States experienced massive expansion of its industrial production during the Second World War.
- The Second World War was a period of enormous scientific and technological advancement for the United States.
- The Second World War prompted massive internal immigration within the United States.

Example of acceptable contextualization:

- “Outside of the U.S., the foreign policies were changing and causing the U.S. government to change with it. At first in the war, the U.S. claimed to be isolationist and neutral, but Roosevelt supported the British and introduced the Lend Lease Act, allowing the U.S. to provide war supplies for the British. The biggest change of the U.S. home front was the Japanese attack on Pearl Harbor triggering the involvement of U.S. in the war. This made Roosevelt increase the number of soldiers needed for the army.”

Example of unacceptable contextualization:

- “Although war is a struggling time for any nation, the United States of America was able to grow and advance technologically. It would become the start of major improvements to the lives of American citizens. Stern writes that ‘during the years of the war . . . [advances in technology] had been far greater than during many preceding decades’ (7). There were already major developments during the Era of Good Feelings and previous inventions of railway and automobiles, however, this grew and expanded. America would show no signs of slowing down in the technological advancement even during the Second World War.” (*This example does not earn the point for contextualization because it does not explicitly connect the technological innovations of the twentieth century to those of the late nineteenth century.*)

C. Evidence (0–3 points)

a) Document Content—Addressing the Topic

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn one point for evidence from the documents, the response must accurately describe—rather than simply quote or paraphrase—content from at least three of the documents to address the topic.

OR

b) Document Content—Supporting an Argument

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points). To earn two points, responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Examples of supporting an argument using the content of a document:

“Not everything changed during the war, however. Ugly prejudices remained against African Americans and, increasingly, Japanese Americans. The Japanese Americans, believed to be engaged in ‘subversion’ on the West Coast, were sent to horrible internment camps, as written by Ted Nakashima (2). Nakashima and others were appalled that they were being held in a ‘penitentiary’ even though they had done nothing wrong.”

c) Evidence beyond the Documents

Responses earn one point for using at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about changes in the domestic United States during the period 1939–1945. (1 point) To earn this point, the evidence must be described with more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it on a broader context. Statements credited as **evidence** will typically include more specific information.

Examples of additional evidence might include the following, with appropriate elaboration:

- Arsenal of Democracy
- Bracero program
- Brotherhood of Sleeping Car Porters
- Double V campaign
- Executive Order 8802 (prohibition of discrimination in the defense industry)
- Executive Order 9066 (authorization of Japanese-American internment)
- “Four Freedoms” speech

- *Korematsu v. United States* (1944)
- Lend-Lease
- Manhattan Project
- March on Washington Movement
- Neutrality Act of 1939
- Radar
- A. Philip Randolph
- Rationing
- Rosie the Riveter
- Bayard Rustin
- Eleanor Roosevelt
- Service flags (blue and gold star banners)
- Sonar
- President Harry Truman
- United Service Organizations (USO)
- War bonds
- *Why We Fight* film series
- Women’s Army Auxiliary Corps (WAAC)
- Women Airforce Service Pilots (WASP)
- Zoot Suit Riots (1943)

Example of acceptable use of an additional piece of specific historical evidence:

- “During this time, many Americans believed that Japanese Americans were spies for the Japanese government, and were plotting to defeat the U.S. government; as a result, Japanese along the West Coast were placed into internment camps which were legalized during the *Korematsu* court case.”

D. Analysis and Reasoning (0–2 points)

a) Document Sourcing

Responses earn one point by explaining how or why the point of view, purpose, historical situation, and/or audience of at least **three** documents is relevant to an argument about changes in the domestic United States during the period 1939–1945. (1 point)

Example of acceptable explanation of the relevance of the document’s point of view:

- “According to Document 5, Black soldiers were treated as less than White soldiers just like in real American society and the Jim Crow laws continued on base. The author’s point of view of being a Black soldier shows that he knows best what was happening among races in the army.”

Example of acceptable explanation of the relevance of the document’s purpose:

- “This patriotism is advocated by the Office of War Information who urge women to fill the jobs left behind by soldiers in order to support the war effort and make U.S. victory come sooner (4). The purpose of this is to promote the war effort at home through propaganda.”

Example of acceptable explanation of the relevance of the historical situation of a document:

- “Women’s role in the home front changed, to become more involved. Many of the men were away fighting the war. This left openings in jobs for women. The government even encouraged women to work. A poster from a government agency promises women that if they work the United States will win the war sooner. (4)”

Example of acceptable explanation of the relevance of the document’s audience:

- “Most of the male workers had gone to fight in the war, leaving the industries that fueled America and its military without workers. This forced women to take responsibility and join the workforce. The government also encouraged this through flyers such as the aforementioned poster. The intended audience of these posters were women across the country who sought to change their way of life.”

b) Demonstrating Complex Understanding

Responses earn one point by demonstrating a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question of change in the domestic United States from 1939 to 1945. (1 point) A response may demonstrate a complex understanding in a variety of ways, such as the following.

- Explaining a nuance of an issue by analyzing multiple variables
- Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

Demonstrating a complex understanding for this prompt might include the following:

- Arguing that, while many women entered the workforce to support the war effort, experiencing newfound independence in manufacturing jobs traditionally held by men, American film and media continued to emphasize more traditional gender roles for women
- Arguing that the wartime experience of mobilizing new workers to replace men who went to combat and of avoiding political protest and dissent in favor of national unity was not very different from the effects of previous wars on the home front

- Arguing that the reaction of the United States to perceived domestic threats during the war (i.e., Japanese internment) and the curtailment of civil liberties was not different than earlier times of national emergency (e.g., Alien and Sedition Acts in the 1790s, Sedition Act during the First World War)
- Arguing that, despite the implementation of wartime rationing, economic growth and full employment fostered by the United States mobilization for the war generated increased household savings and pent-up consumer demand that would contribute to a dramatic postwar boom
- Arguing that, despite the drive to end discrimination against African Americans and to expand civil rights, racial segregation continued and in some ways was strengthened in the United States during the war, revealing a gap between the ideals and realities of democracy

Example of demonstrating complex understanding:

- “During the war, as in all wars, the government exerted a much greater influence on the economy and the citizenry than during peacetime. The War Production Board set prices for industry, and the Office of War Information produced propaganda to rally support for the war effort. (This propaganda was crucial, because, as proven by the immense backlash to the Vietnam War in the 1960s, wars must be fought with the support of the public and with clearly defined and communicated goals in order for them to succeed.) Just as in World War I, taxes were raised and “Liberty Bonds” were sold to the public to generate additional revenue for fighting the war. However, unlike World War I, a rationing system was imposed to curb consumption of much-needed goods (in World War I, rationing had been done on a voluntary basis). President Roosevelt imposed a selective service system (a draft), which added to the size of the military. Newspapers such as the *Washington Post* tried to advocate for cheerful compliance with the draft as the ‘fairest method by which an army of the size we need can be recruited’ (1). All of these examples prove that the U.S. government dramatically grew in power during World War II.”

Scoring Guidelines and Notes for Long Essay Question 2

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objective	Key Concept
Primary Targeted Skill: Causation Additional Practices/Skills: Argument Development Contextualization	CUL-1.0 Explain how religious groups and ideas have affected American society and political life.	3.2.I

Scoring Guidelines

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

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about the extent to which religion shaped political ideas in British North America from 1730 to 1783.</p> <p><i>Examples that earn this point include the following:</i></p> <ul style="list-style-type: none"> • “The most significant way that religion shaped American political ideas was the influence of the First Great Awakening on the coming of the American Revolution.” • “American political ideas were greatly affected by religion because the idea that all people had rights contributed to the outbreak of the American Revolution.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Trans-Atlantic trade and migration • The Enlightenment • The American Revolution • Anglicization of British North American colonies • Diverse ethnic and religious background of immigrants in British North America

Points	Rubric	Notes
C: Evidence (0-2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence include the following:</i></p> <ul style="list-style-type: none"> • Great Awakening • Jonathan Edwards • George Whitefield • Evangelical churches (Baptists, Methodists, and Presbyterians) • Deism

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity, and change over time) to frame or structure an argument that addresses the prompt (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining multiple causes or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning about causation might include the following:</i></p> <ul style="list-style-type: none"> • <i>The shared experience of religious revivals and evangelical culture in the 1730s and 1740s strengthened connections between people in Great Britain and British American colonists.</i> • <i>The evangelical Christianity shared by many British American colonists encouraged them to embrace common political ideas about rights, equality, and the legitimate exercise of authority.</i> <p>OR</p> <p><i>Demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • <i>Arguing that, while evangelical religious ideas contributed to the Patriot movement in the 1760s and 1770s, religious ideas were also used by those colonists who sought to support existing colonial authorities and class hierarchies and to remain loyal to the king</i> • <i>Arguing that, although religious ideas contributed to the American Revolution, the leaders who declared independence from Great Britain were more influenced by mostly secular ideas about natural rights drawn from Enlightenment philosophers and about English liberties drawn from legal scholars</i> • <i>Arguing that, while British colonial settlement patterns encouraged the acceptance of religious diversity and toleration, imperial conflicts with Spain and France in the eighteenth century also encouraged colonists to embrace Protestant unity and anti-Catholicism</i>
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis or claim that establishes a line of reasoning about the extent to which religion shaped political ideas in British North America from 1730 to 1783. (1 point) To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The most significant way that religion shaped political ideas in British North America was the influence of the First Great Awakening on the coming of the American Revolution.”
- “American political ideas were greatly affected by religion in this period because the idea that all people had rights contributed to the outbreak of the American Revolution.”

Examples of unacceptable theses:

- “Religion shaped political ideas in British North America in the 18th century in many ways.” (*This example largely restates the prompt.*)
- “The most significant way that religion shaped American political ideas was the American Revolution.” (*This example does not suggest a line of reasoning about how religion connects to the American Revolution.*)

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or after the period 1730 to 1783 as long as the response accurately and explicitly connects the context to how religion shaped political ideas in British North America. This point is not awarded for merely a phrase or a reference.

Examples might include the following, with appropriate elaboration:

- Religious havens and religious toleration in English colonies in the seventeenth century
- Growth of trans-Atlantic commerce
- The continued growth of slavery in the eighteenth century
- Diverse ethnic and religious background of immigrants in British North America
- Ongoing conflicts between Native Americans and British colonists
- Emergence and growth of consumer society
- The Enlightenment
- Anglicization of British North American colonies
- The Seven Years' War (French and Indian War)
- The American Revolution

C. Evidence (0–2 points)

- a) Responses earn **one** point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for thesis statement. (1 point)

The specific historical examples of evidence used to earn this point must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it on a broader context. Statements credited as **evidence** will typically be more specific information.

Evidence used might include the following:

- Anglicanism
- Anti-popey (also known as anti-Catholicism)
- Calvinism
- Catholicism
- Christian (“Praying”) Indians
- Congregationalism
- Deism
- Dissenters
- Jonathan Edwards
- Established (state) religion
- Evangelical churches (Baptists and Methodists)
- Benjamin Franklin
- The Great Awakening
- Thomas Jefferson
- Mother Ann Lee
- Missionaries
- New and Old Lights

- Quakerism
- Quebec Act of 1774
- Presbyterianism
- Sephardic Jewish communities in Rhode Island, New York, Philadelphia, and South Carolina
- Shakers
- “Sinners in the hands of an angry God” sermon
- Gilbert and William Tennant
- George Washington
- John Wesley
- George Whitefield
- John Witherspoon

OR

b) Responses earn **two** points by using specific and relevant examples of evidence to support an argument in response to the prompt. (2 points)

D. Analysis and Reasoning (0–2 points)

a) Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses how religion shaped political ideas in British North America from 1730 to 1783. (1 point) The response might still earn the point if the reasoning used in the response is uneven or imbalanced.

Examples of using historical reasoning about causation might include the following:

- The shared experience of religious revivals and evangelical culture in the 1730s and 1740s strengthened connections between people in Great Britain and British American colonists.
- The evangelical Christianity shared by many British American colonists encouraged them to embrace common political ideas about rights, equality, and the legitimate exercise of authority.

OR

b) Complexity

Responses earn **two** points by demonstrating a complex understanding of how religion shaped political ideas in British North America from 1730 to 1783, using evidence to corroborate, qualify, or modify that argument. (2 points)

A response may demonstrate a complex understanding in a variety of ways, such as the following:

- Explaining a nuance of an issue by analyzing multiple variables
- Explaining multiple causes or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods

- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference. Demonstrating complex understanding for this prompt might include the following.

- Arguing that while evangelical religious ideas contributed to the Patriot movement in the 1760s and 1770s, religious ideas were also used by those colonists who sought to support existing colonial authorities and class hierarchies and to remain loyal to the king
- Arguing that, although religious ideas contributed to the American Revolution, the Whig leaders who declared independence from Great Britain were more influenced by mostly secular ideas about natural rights drawn from Enlightenment philosophers and about English liberties drawn from English legal scholars
- Arguing that while the settlement patterns of the British colonies encouraged the acceptance of religious diversity and toleration, imperial conflicts with Spain and France in the eighteenth century also encouraged colonists to embrace Protestant unity and anti-Catholicism
- Arguing that the role of differing religious ideas in the American Revolution was similar to the role religious conflict between Puritans and supporters of the Church of England played in causing civil conflict in English North American colonies in the seventeenth century.

Scoring Guidelines and Notes for Long Essay Question 3

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objective	Key Concepts
Primary Targeted Skill: Causation Additional Practices/Skills: Argument Development Contextualization	CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	4.1.III 4.3.II

Scoring Guidelines

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

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about the extent to which regional identities shaped the political development of the United States from 1800 to 1848.</p> <p><i>Examples that earn this point include the following:</i></p> <ul style="list-style-type: none"> • “The emergence of a distinct Southern point of view that focused on cotton plantations and slavery contributed to differing sectional views between 1800 and 1848 about expanding the United States westward.” • “The emergence of regional identities led to the formation of new political parties and party platforms in the period 1800 to 1848.”

Points	Rubric	Notes
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Westward expansion; American Indian removal • The market revolution; early industry • Antebellum reform movements • Emerging sectionalism
C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used include the following:</i></p> <ul style="list-style-type: none"> • Abolitionism • John C. Calhoun • Missouri Compromise • War hawks and the War of 1812 • Texas Revolution • Oregon Trail

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining multiple causes or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning about causation might include the following:</i></p> <ul style="list-style-type: none"> • The development of a frontier identity in remote areas such as Tennessee and Kentucky created demands for increased political representation of common people, contributing to the political success of Andrew Jackson. • Northern economic interests based on commerce and manufacturing encouraged tariff policies that would protect industry. • Ideas of frontier independence led American settlers in Texas to split away from Mexico. • The emergence of a distinct Southern identity reflected political demands in the South for the protection of slavery and opposition against Northern abolitionism and free soil ideology. <p>OR</p> <p><i>Demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • Arguing that, while the emergence of regional identities helped create sectional political differences in the United States, Americans continued to hold common ideas about national identity, such as Manifest Destiny, and increasingly advocated for the development of a national culture distinct from Europe • Arguing that the divergences of United States regional identities between 1800 and 1848 were not as important to the increase in sectional differences as the development of distinct regional economies—manufacturing in the North and slave plantation agriculture in the South
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis or claim that establishes a line of reasoning about the extent to which regional identities shaped the political development of the United States from 1800 to 1848. (1 point) To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The most significant way that the emergence of regional identities shaped American political development was through westward migration and the creation of new frontier communities, which encouraged territorial expansion in the west and the extension of White male democracy.”
- “The emergence of a distinct Southern point of view that focused on cotton plantations and slavery contributed to differing sectional views between 1800 and 1848 about expanding the United States westward.”
- “The most significant way that the emergence of regional identities shaped American political development was by provoking calls by nationalists such as Henry Clay for internal improvements in order to facilitate greater connections within the country and overcome sectional divisions.”
- “The emergence of regional identities in the period 1800 to 1848 sharpened tensions within and among American political parties over how best to advance national interests and to improve the lot of the common man.”
- “The emergence of regional identities led to the formation of new political parties and party platforms in the period 1800 to 1848.”

Examples of unacceptable theses:

- “The emergence of regional identities shaped the political development of the United States from 1800 to 1848 in many ways.” (*This example largely restates the prompt.*)

- “The most significant way that the emergence of regional identities shaped American political development was the election of Andrew Jackson.”
(*This mentions the term “regional identities” but does not suggest a line of reasoning about how Andrew Jackson’s election was shaped by them or why it was significant*).

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or after the period 1800 to 1848 as long as the response accurately and explicitly connects the context to how religion shaped American political ideas. This point is not awarded for merely a phrase or a reference.

Examples might include the following, with appropriate elaboration:

- Cotton plantations; expansion of slavery in South and old Southwest
- Westward expansion; filibustering; American Indian removal
- The market revolution
- Early industry, particularly in New England
- Commerce, particularly in ports such as New York City
- The sectional crisis of the 1850s
- The Second Great Awakening (Burned-over district in New York)
- Anti-slavery/abolitionist movements
- Antebellum reform movements
- Women’s rights movement/Seneca Falls

C. Evidence (0–2 points)

- a) Responses earn **one** point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for thesis statement. (1 point)

The specific historical examples of evidence used to earn this point must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it on a broader context. Statements credited as **evidence** will typically include more specific information.

OR

- b) Responses earn **two** points if they support an argument in response to the prompt using specific and relevant examples of evidence. (2 points)

Examples of evidence used might include the following:

- Abolitionism
- American Indian removal
- American System (national infrastructure system)
- John C. Calhoun
- Henry Clay
- Cotton
- Davy Crockett
- Democratic Party
- Sam Houston
- Internal improvements (roads, canals, and railroads)
- Andrew Jackson
- Meriwether Lewis and William Clark
- Louisiana Purchase
- Mexican-American War
- Missouri Compromise
- Nullification Crisis; tariffs
- James Polk
- Texas Revolution
- Textile mills, manufacturing (for example, in Lowell, Massachusetts)
- War hawks and the War of 1812
- Daniel Webster
- Western migrations (Oregon Trail, Mormon Trail, California Trail)
- Whig Party

D. Analysis and Reasoning (0–2 points)

a) Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses how the emergence of regional identities shaped the political development of the United States from 1800 to 1848. (1 point) To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include the following:

- Development of a frontier identity in remote areas such as Tennessee and Kentucky created demands for increased political representation of common people, contributing to the political success of Andrew Jackson.
- Northern economic interests based on commerce and manufacturing encouraged tariff policies that would protect industry.

- Ideas of frontier independence led American settlers in Texas to split away from Mexico.
- The emergence of a distinct Southern identity created political demands in the South for the protection of slavery and opposition against Northern abolitionism and free soil ideology.

OR

b) Complexity

Responses earn **two** points for demonstrating a complex understanding of the extent to which regional identities shaped the political development of the United States from 1800 to 1848, using evidence to corroborate, qualify, or modify that argument. (2 points)

Demonstrating a complex understanding can be accomplished in a variety of ways, such as the following:

- Explaining a nuance of an issue by analyzing multiple variables
- Explaining multiple causes or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

Demonstrating complex understanding for this prompt might include the following:

- Arguing that while the emergence of regional identities helped create sectional political differences in the United States, Americans continued to hold common ideas about national identity, such as Manifest Destiny, and increasingly advocated for the development of a national culture distinct from Europe
- Arguing that the divergences of United States regional identities between 1800 and 1848 were not as important to the increase in sectional differences as the development of distinct regional economies—manufacturing in the North and slave plantation agriculture in the South
- Arguing that increased sectionalism in the United States between 1800 and 1848 was only an outgrowth of earlier differences in regional identities that existed after the Revolution, seen with the compromise over slavery at the Constitutional Convention and the geographical differences in political support for the Federalists and Jeffersonian Republicans
- Arguing that the hardening of regional identities between 1800 and 1848 created sectional tensions within the United States that contributed to the crisis of the 1850s over the expansion of slavery in western territories

Scoring Guidelines and Notes for Long Essay Question 4

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concept
Primary Targeted Skill: Causation Additional Practices/Skills: Argument Development Contextualization	CUL-1.0 Explain how religious groups and ideas have affected American society and political life. POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	8.3.II

Scoring Guidelines

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

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about the extent to which debates over religious or moral values shaped political ideas in the United States from 1960 to 2000.</p> <p><i>Examples that earn this point include the following:</i></p> <ul style="list-style-type: none"> • “The most significant way that debates over religious or moral values shaped political ideas was in the Republican Party’s adoption and promotion of culturally conservative, traditional values.” • “Debates over moral values led many Americans to shift their support from the Democratic to the Republican Party from 1960 to 2000.”

Points	Rubric	Notes
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • The Cold War • The women’s rights movement • The growth of evangelical Christianity • Social and political activism of 1960s • Economic growth of 1950s and 1960s, economic slowdown of 1970s • Influence of modern American liberalism, the New Deal, and the Great Society
C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used include the following:</i></p> <ul style="list-style-type: none"> • Ronald Reagan • Moral Majority • Increased number of Americans on welfare • Increase in divorce rates and single-parent households during the 1970s and 1980s

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining multiple causes or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning about causation might include the following:</i></p> <ul style="list-style-type: none"> • Political activism by Protestant evangelical churches contributed heavily to the increased political power of the Republican Party in the 1980s and the election of Ronald Reagan as president. • The counterculture of the 1960s and 1970s helped inspire new cultural changes and social reforms. • Reactions against the counterculture helped inspire renewed ideas of family values in the 1980s and 1990s. <p>OR</p> <p><i>Demonstrating complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • Arguing that, while many Americans joined evangelical churches and advanced religious or moral issues through politics in the period, liberal and secular values and ideas continued to dominate much of mainstream political culture • Arguing that, while the growth of the welfare state led to sharp criticism of government intervention and social programs as wrongheaded and morally suspect, government social programs expanded in this period and Americans relied heavily on government programs such as Social Security
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis or claim that establishes a line of reasoning about the topic. (1 point) To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The most significant way that debates over religious or moral values shaped political ideas was in the Republican Party’s adoption and promotion of culturally conservative, traditional values during the 1970s through the 1990s.”
- “The most significant way that debates over religious or moral values shaped political ideas was in the growing belief that liberalism had led to an overly-permissive and morally lax society.”
- “Debates over moral values led many Americans to shift their support from the Democratic to the Republican Party in the period 1960 to 2000.”

Examples of unacceptable theses:

- “Debates over religious or moral values shaped political ideas in many ways from 1960 to 2000.” (*This example largely restates the prompt*).
- “The development of computers and cell phones transformed religious and moral values from 1960s to 2000.” (*This touches on religion and moral values but does not suggest a line of reasoning about how they affected political ideas*).

B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the topic of the prompt (1 point). To earn this point, the response must relate

the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

Examples might include the following, with appropriate elaboration:

- The Cold War
- Social and political activism of 1960s
- The women's rights movement from the 1960s to the 1990s
- Economic growth of 1950s and 1960s, economic slowdown of 1970s
- The Great Society programs of the 1960s
- The Vietnam War
- Influence of modern American liberalism, the New Deal, and the Great Society
- Growth of New Age philosophy, communal groups, new religious movements, and cults

C. Evidence (0–2 points)

- a) Responses earn **one** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for thesis statement. (1 point)

The specific historical examples of evidence used to earn this point must be different from the information used to earn the point for contextualization. Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context. Statements credited as evidence will typically include more specific information.

OR

- b) Responses earn **two** points if they support an argument in response to the prompt using specific and relevant examples of evidence. (2 points)

Examples of evidence used might include the following:

- Christian Broadcasting Network
- Bill Clinton
- Conservative policy institutes such as American Enterprise Institute, Cato Institute, Brookings
- Divorce—increased rates and numbers of single-parent households in the 1970s and 1980s
- Jerry Falwell
- Betty Friedan
- Newt Gingrich
- Abbie Hoffman
- Media influence and editorials, National Review, New Republic
- Moral Majority
- National Organization for Women (NOW)

- New Right network for political advocacy, including direct mail and single-issue political action groups and committees (PACs)
- Ronald Reagan
- Pat Robertson
- Phyllis Schlafly
- School prayer debate
- Southern Baptist Convention
- Soviet Union as the “evil empire”
- Gloria Steinem
- Students for a Democratic Society (SDS)
- Summer of Love (San Francisco 1967)
- Televangelism and megachurches
- Welfare—increased number of Americans receiving
- Yuppies

D. Analysis and Reasoning (0–2 points)

a) Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses how debates over religious or moral values shaped political ideas in the United States from 1960 to 2000. (1 point) To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include the following:

- Political activism by Protestant evangelical churches contributed heavily to the increased political power of the Republican Party in the 1980s and the election of Ronald Reagan as president.
- The counterculture of the 1960s and 1970s helped inspire new cultural changes and social reforms.
- Reactions against the counterculture helped inspire renewed ideas of family values in the 1980s and 1990s.

OR

b) Complexity

Responses earn **two** points by demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points) Demonstrating a complex understanding can be accomplished in a variety of ways, such as the following:

- Explaining a nuance of an issue by analyzing multiple variables
- Explaining multiple causes or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods

- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

Demonstrating complex understanding for this prompt might include the following:

- Arguing that, while many Americans joined evangelical churches and advanced religious or moral issues through politics in the period, liberal and secular values and ideas continued to dominate much of mainstream political culture
- Arguing that while the growth of the welfare state led to sharp criticism of government intervention and social programs as wrongheaded and morally suspect, government social programs expanded in this period and Americans relied heavily on government programs such as Social Security
- Arguing that the shift of many Southern and working class White Americans to the Republican Party and their embrace of conservative political ideas in this period resulted from the increased influence of evangelicalism and fundamentalism and the response to growing moral permissiveness, but also from appeals to law and order rhetoric and political promises to slow the pace of desegregation
- Arguing that the mobilization of Christian religious ideas to depict the communist Soviet Union as an evil empire during the Cold War shared continuity with the characterization of the threat of Soviet communism in the 1920s and the 1950s.

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