

PRACTICE TEST 2

AP UNITED STATES HISTORY EXAMINATION

Section I

Part A: Multiple-Choice Questions

Time—55 minutes

Number of Questions—55

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

Questions 1–4 are based on the following image.



- Which of the following events led most directly to the establishment of American colonies, as shown in this image?
 - The overthrow of the Hawaiian monarchy by American planters
 - American refusal to join the League of Nations
 - Rapid immigration to the United States throughout the nineteenth century
 - American victory in the Spanish-American War
 - A strong missionary movement in the United States drove American imperial efforts.
 - The contentious debate over imperialism was ultimately resolved on largely economic grounds.
 - American theories of racial superiority and manifest destiny contributed to the success of the imperialists.
 - The vast resources of America's new colonies convinced even the most strongly anti-imperialist thinkers to support annexation of the Philippines.
- Which of the following assertions is most clearly supported by the imagery in this postcard?

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3. Which of the following most directly contradicts the sentiments advanced by this postcard?
- (A) The nation's immense profits from trade with its Pacific colonies
 - (B) The drawn-out insurrection led by Filipino rebels in the face of America's decision to colonize
 - (C) The growth of the American navy in order to defend our growing presence overseas
 - (D) America's reluctance to involve itself in European conflicts in the 20th century
4. The United States's perception of the people who inhabited its colonial territories most closely resembled
- (A) its behavior in relation to European immigrants.
 - (B) its justification of slavery and black subservience on paternalistic grounds.
 - (C) its drive toward isolationism in the face of what were perceived as threatening advances of foreign cultures.
 - (D) its open disregard for international law in its dealings with Latin America.

Questions 5–8 are based on the following quotation.

*"Every morning about seven o'clock
There were twenty tarriers [Irishmen] drilling at
the rock*

*The boss comes along and he says, 'Keep still
And bear down heavy on the cast iron drill.'*

And drill, ye tarriers, drill

Drill, ye tarriers, drill

*For it's work all day, no sugar in you tay [tea]
Down on the railway*

...The foreman's name was John McCann

You know, he was a blamed mean man

Last week a premature blast went off

And a mile in the air went big Jim Goff.

And when next payday came around

Jim Goff a dollar short was found

When he asked, 'What for?' came this reply

*'You were docked for the time you were up in the
sky.'"*

Folk Song, attributed to
Thomas Casey (first published 1888)

5. Which of the following best explains the experiences of the Irishmen in the song?
- (A) Lack of available low-skilled jobs in urban areas in the mid-nineteenth century, leading immigrants to seek employment elsewhere
 - (B) Intense nativism that pushed many immigrants to seek opportunities in the West
 - (C) Anti-unionism in the east, leading to poor working conditions that made many immigrants prefer railway work
 - (D) Hostilities related to the Civil War, motivating many immigrants to move west to avoid the draft
6. In what way did the government encourage the circumstances that led to the conditions explained in this song?
- (A) It passed strict laws restricting the immigration of Catholics to the United States.
 - (B) It used federal land grants and appropriations to encourage the rapid construction of a transcontinental railroad.
 - (C) It refused to regulate the practices of industry despite complaints about poor working conditions.
 - (D) It openly favored the claims of Hispanics and American Indians to lands on the frontier over those of immigrants.
7. Songs like this, together with the creation of ethnic communities, led to which of the following developments?
- (A) A decline in nativism over time, particularly where immigrants from Eastern Europe were concerned
 - (B) Sharp rises in standards of living for new immigrants throughout the nineteenth century
 - (C) Armed hostility between rival immigrant groups, reflecting European tensions
 - (D) Retention of a strong cultural identity for many immigrants of the nineteenth century, despite repeated attempts at assimilation

8. Beyond the implications for the Irish workmen, which of the following developments is most closely related to the construction of the railways in the West?
- (A) Renewed conflict between American settlers and groups already living on the frontier
 - (B) An outbreak of sectional tension, culminating in the Civil War
 - (C) The breakdown of the two-party system as regional divisions declined in importance
 - (D) Slowing economic growth, particularly in the agricultural sector of the United States

Questions 9–11 are based on the following image.



Public Punishment for the Excise Man, 1774

9. The rebellious activity depicted in this image was most significantly inspired by
- (A) British use of excessive force against colonists defying restrictions on westward settlement.
 - (B) unity among American craftsmen against the aristocratic British system of government.
 - (C) opposition to increasing attempts by the British to consolidate imperial control over American markets.
 - (D) outrage at British decrees that undermined the colonies' systems of self-government.
10. Which of the following best explains how the American Revolution arose from the kinds of popular protest exhibited here?
- (A) The protests against British taxation quickly united the colonies from New England to the south, allowing for the easy spread of revolutionary sentiments and hastening the coming of war.
 - (B) Early actions against British policies revealed a near-total absence of loyalty to the Crown among American colonists, who had long since developed a sense of American nationalism.
 - (C) Growing public protests were fueled by Enlightenment ideals and American intellectual elites who questioned the validity of British assertions of power, ultimately leading many to seek independence.
 - (D) Foreign influences, led by the French, built on American frustrations with British policy and ultimately radicalized protesters to the point of declaring independence.
11. The underlying economic issues depicted above most closely resemble those of
- (A) the debates over the ratification of the Constitution.
 - (B) the campaigns to accelerate westward expansion.
 - (C) the clash over Native American policies in the new republic.
 - (D) the opposition to federal protectionism in support of growing industries.

Questions 12–15 are based on the following quotation.

“Dozens of church bombings, shootings, beatings, and other atrocities taught an attentive nation unforgettable lessons about Jim Crow...The violence used by white law enforcement officers in the South against peaceful black demonstrators repulsed national opinion and led directly to the passage of landmark civil rights legislation. Brown [v. Board] was less directly responsible than is commonly supposed for putting those demonstrators on the street, but it was more directly responsible for the violent reception they encountered...Only the violence that resulted from Brown’s radicalization of southern politics enabled transformative racial change to occur as rapidly as it did.”

Michael J. Klarman, *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality* (2004)

12. Which of the following issues was at the core of the violence that erupted in the wake of the *Brown v. Board of Education* decision as explained in this passage?
 - (A) The intervention of the national government in state and local election policies
 - (B) The integration of public places and educational facilities as directed by the national government
 - (C) The regulation of economic practices among white business owners in the South
 - (D) The prosecution of top Southern elected officials on civil rights violations
13. Which of the following events most directly supports the claims of Michael Klarman about the progress of the civil rights movement?
 - (A) The 1963 March on Washington, which brought thousands of civil rights supporters to the nation’s capital
 - (B) The rulings of the Supreme Court throughout the 1960s and 1970s, advancing (incrementally) the cause of civil rights
 - (C) The increased tempo of major civil rights protests in the Deep South following the slow pace of compliance with Court ordered desegregation
 - (D) The rise of radicalism within the Civil Rights movement, especially following the assassination of key leaders
14. Which of the following political developments most directly supported the rapid transformation in civil rights policy as described in the passage?
 - (A) The growing activism of American young people in movements for reform
 - (B) The rise in the political power of the Democratic Party, buoyed by new voting coalitions and social change
 - (C) The expansion of federal financial support for new businesses and higher education
 - (D) The significant changes made to immigration law in 1965
15. Which of the following groups most strongly challenged the author’s conclusions about the effect of “landmark civil rights legislation”?
 - (A) Liberal critics of national policy, who claimed that civil rights legislation failed to address the most critical barriers to social equality, including racism and prejudice
 - (B) Conservative critics of national policy, who felt that the national government should play a larger role in state affairs
 - (C) Fundamentalist critics of national policy, who believed that moral reform should be the nation’s priority
 - (D) The counterculture movement, who opposed the involvement of the national government in the fight for civil rights, preferring to affect change on an individual level

Questions 16–19 are based on the following quotation.

“If there’s a fire ...any hour of the day or night, I’m usually there with some of my election district captains as soon as the fire-engines. If a family is burned out I don’t ask whether they are Republicans or Democrats...I just get quarters for them, buy clothes for them if their clothes were burned up, and fix them up till they get things runnin’ again. It’s philanthropy, but it’s politics, too—mighty good politics...The poor are the most grateful people in the world, and let me tell you, they have more friends in their neighborhoods than the rich have in theirs... and [they] don’t forget [me] on election day...Yes, the Irishman is grateful. ...He has this thought even before he lands in New York, for his friends here often have a good place in one of the city departments picked out for him while he is still in the old country.”

Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics, recorded by William Riordon (1905)

16. Which of the following best describes the system under which the speaker, George Washington Plunkitt, is operating?
 - (A) Settlement houses
 - (B) Temperance unions
 - (C) Political machines
 - (D) Two-party politics
17. Which of the following explains the circumstances that led to the growth of power of individuals like Plunkitt and the organization of Tammany Hall?
 - (A) Unequal access to political power among the urban poor
 - (B) Growth in the progressive reform movement
 - (C) The rise of consolidated business corporations and trusts
 - (D) America’s thirst for westward expansion
18. Despite the explanation given, an important impact of the system described by George Washington Plunkitt was
 - (A) a rise in nativism, especially toward Catholic immigrants.
 - (B) a rise in political corruption.
 - (C) a decline in the standards of living for urban poor.
 - (D) a decline in federal support for social programs.
19. The system described in the passage would be most directly challenged by
 - (A) the Americanization movement of the late nineteenth century.
 - (B) the growth of industrial trade unions.
 - (C) the rise of civil service reform.
 - (D) the expansion of the Socialist Party.

Questions 20–22 refer to the following quotation.

“In 1689, King William’s War (War of the Augsburg Succession) broke out between England and France, and soon engulfed much of Europe...In North America, the warfare quickly assumed the characteristics that would continue through four successive wars. With their armies bogged down in Europe, neither France nor England could commit significant forces to North America. With each war, France and England would boost the number of troops they committed to the New World. But the colonists were mostly forced to decide North America’s fate on their own. Colonial troops and their Indian allies waged war through raids and occasional major campaigns...”

William R. Nester, *The Great Frontier War* (2000)

20. Which of the following most clearly characterized North American imperial conflicts as described in the passage above?
 - (A) The involvement of American Indian groups in a complex and conflicted system of alliances
 - (B) The advancement of the fur trade in France’s North American colonies
 - (C) The rapid increase in the population of non-English colonists along the Atlantic seaboard
 - (D) The quickly advancing military technology committed by the French and English to the imperial wars

21. Which of the following developments most directly stems from the characteristics of the imperial wars described by William Nester?

- (A) A decline in the status and presence of Dutch and Spanish settlers in North America, ultimately resulting in the consolidation of control in the hands of the French and the British
- (B) The solidification of royal power over the colonies, who relied on the Crown for defense in times of significant warfare
- (C) A gradual relaxation of tensions in the New World between the British and French colonists who identified more closely with one another than with their imperial governors
- (D) The slow growth of dissatisfaction among (especially British) colonists

over the Crown's handling of territorial affairs in the New World

22. Although the conflicts described in the passage stem from imperial competition, most European colonists in North America were more concerned with
- (A) the development of a thriving economy centered on resources and driven by exports.
 - (B) the extermination of Native American groups that threatened permanent settlements.
 - (C) the consolidation of control over sources of labor, particularly enslaved Africans and Native Americans.
 - (D) the security and preservation of colonial borders, where settlements were constantly under the threat of attack from rival colonists.

Questions 23–27 are based on the following quotations.

"The conduct of the Abolitionists, in distributing their incendiary publications...in the slave holding States, in violation of their laws and in contravention of the spirit of the constitution of the United States... is wholly unjustifiable—a contempt of public opinion, a flagrant outrage against the society which affords them protection, and a high offense against the principles of morality, because their whole conduct is predicated on a total recklessness of consequences, which can only proceed from depravity of heart or desperate infatuation."

Broadside: "A Declaration of the Sentiments of the People of Hartford" (1835)

"The great fundamental principle of Abolitionists is that man cannot rightfully hold his fellow man as property. Therefore, we affirm that... [every man] has inalienable rights he cannot rightfully be reduced to slavery...So far from thinking that a slaveholder is bound by the immoral and unconstitutional laws of the southern states, we hold that he is solemnly bound as a man, as an American, to break them, and that immediately and openly."

Angelina Grimke, "Letters to Catharine E. Beecher in reply to an Essay on Slavery and Abolitionism" (1838)

23. The fundamental question addressed by the authors of these two passages is whether
- (A) the importation of slaves is Constitutional.
 - (B) American democratic ideals can be reconciled with the practice of slavery.
 - (C) freed blacks could ever have a place in white society.
 - (D) women had a place in the abolitionist movement.

24. The roots of the movement to which Angelina Grimke, the author of the second passage, belonged were based most strongly in
- (A) the Enlightenment.
 - (B) the American Revolution.
 - (C) the Second Great Awakening.
 - (D) the Market Revolution.
25. What secondary conclusion can be drawn from the second passage, written by Angelina Grimke in response to a tract published by Catharine Beecher?
- (A) Women had, by the 1830s, begun to take a more active role in social and moral reform movements.

- (B) Great disagreement existed among abolitionists as to whether escaped slaves should participate in the campaign for emancipation.
 - (C) Fairly little progress was made by reformers due to intense public opposition and little popular support.
 - (D) In order to preserve national unity, much of the contentious debate about slavery was halted by public officials.
26. Which of the following best explains the content of the first passage, published in Hartford, Connecticut?
- (A) The development of a strong regional identity based in pride in the institution of slavery, developed by the people of Hartford
 - (B) The tension that existed between reformers and the existing laws of the United States over the topic of slavery
 - (C) A rejection of religious rhetoric by mainstream political thinkers
 - (D) Dedication to the principles of states' rights, especially among the upper class
27. Which of the following best reveals the long-term impact of debates such as the one revealed by these passages?
- (A) The demise of the institution of slavery in the North as economic interests lessened and moral arguments increased
 - (B) The rise of the Democratic party as a result of the growth of political participation among the "common men"
 - (C) The increasing division between the North and West based on ideological disagreement and a lack of common ground where national politics were concerned
 - (D) The growth of the secessionist movement in the face of real and perceived attacks on what were believed to be inviolable Constitutional protections for states' rights

Questions 28–29 are based on the following quotation.

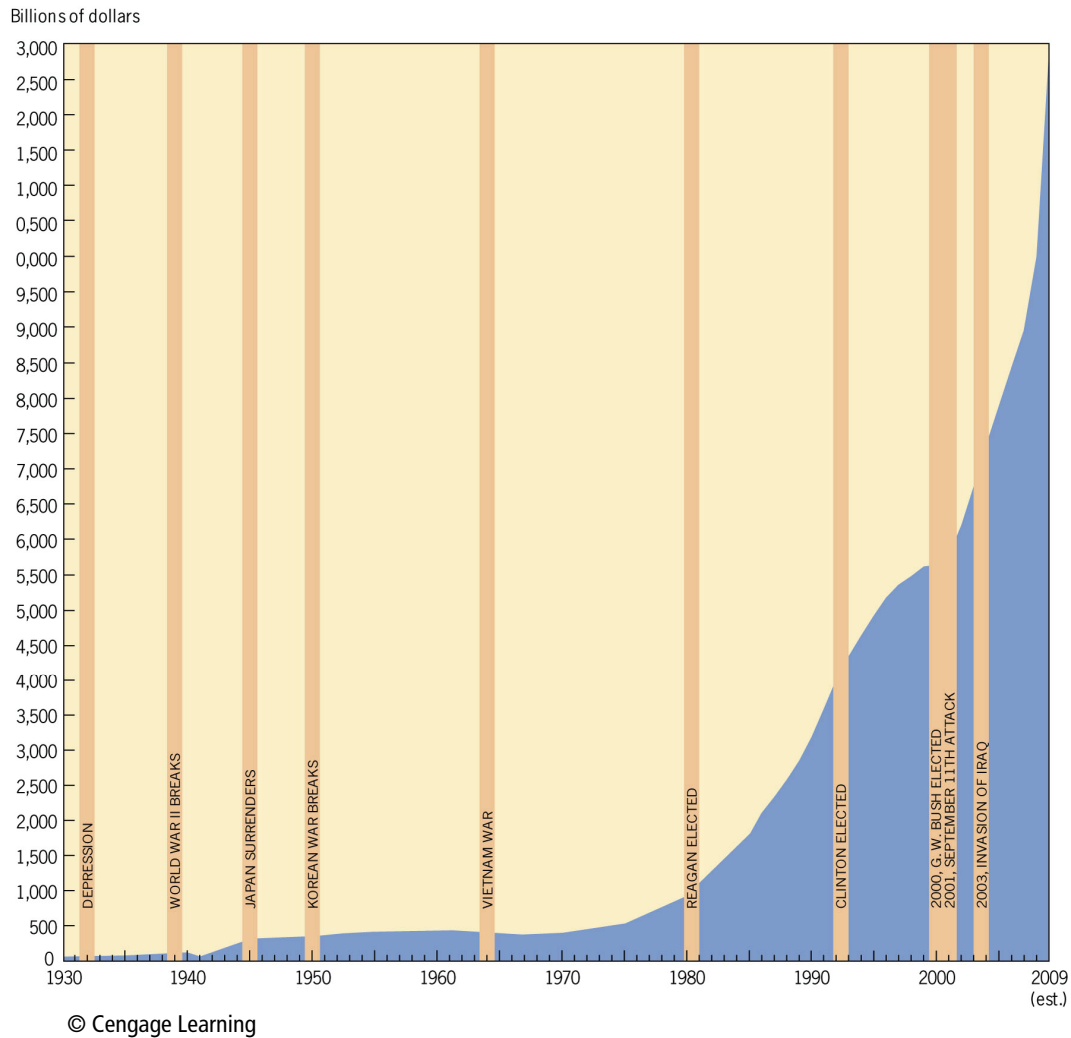
"As Spanish...power advanced in California...Indian resistance generally failed as many California Indian groups became extinct and others were almost wholly absorbed inside California's Spanish mission complexes. The California missions quickly became major economic enterprises. They followed out the aims of the encomienda, a system in which the Spanish conquerors demanded tributary labor from Indians but also instructed them in Christianity and protected them... The missions' growing need for labor...coincided with and reinforced but did not cause the precipitous population decline that devastated so many California Indian societies."

Jon Butler, Grant Wacker, Randall Balmer, *Religion in American Life: A Short History* (2011)

28. Which of the following best explains the Spanish process of colonization as described in the passage?
- (A) A desire to cultivate trade alliances in hopes of developing an export-driven market in North America
 - (B) Hopes of solidifying control over new territory via conversion and subsequent exploitation of the native people
 - (C) The origination of a large-scale European settlement that utilized the efforts of native people in conquering the difficult natural environment
 - (D) An aversion to the systems of African slavery that had developed in other colonial settlements in the New World
29. As a result of the developments revealed in the passage, the Spanish colonizers tended to do which of the following?
- (A) Incorporate, in some ways, elements of American Indian culture via intermarriage and moderate political reform
 - (B) End associations with various tribes of Native Americans who had proven "un-convertible" and violent
 - (C) Abandon the mission concept in favor of a more direct system of political control
 - (D) Modify the settlement patterns of Spanish colonists in order to hold strategic points against rival colonial incursion without interfering in the American Indian societies

Questions 30–32 are based on the following graph.

U.S. National Debt



30. Which of the following helps to explain the situation in the 1980s as seen in the graph above?

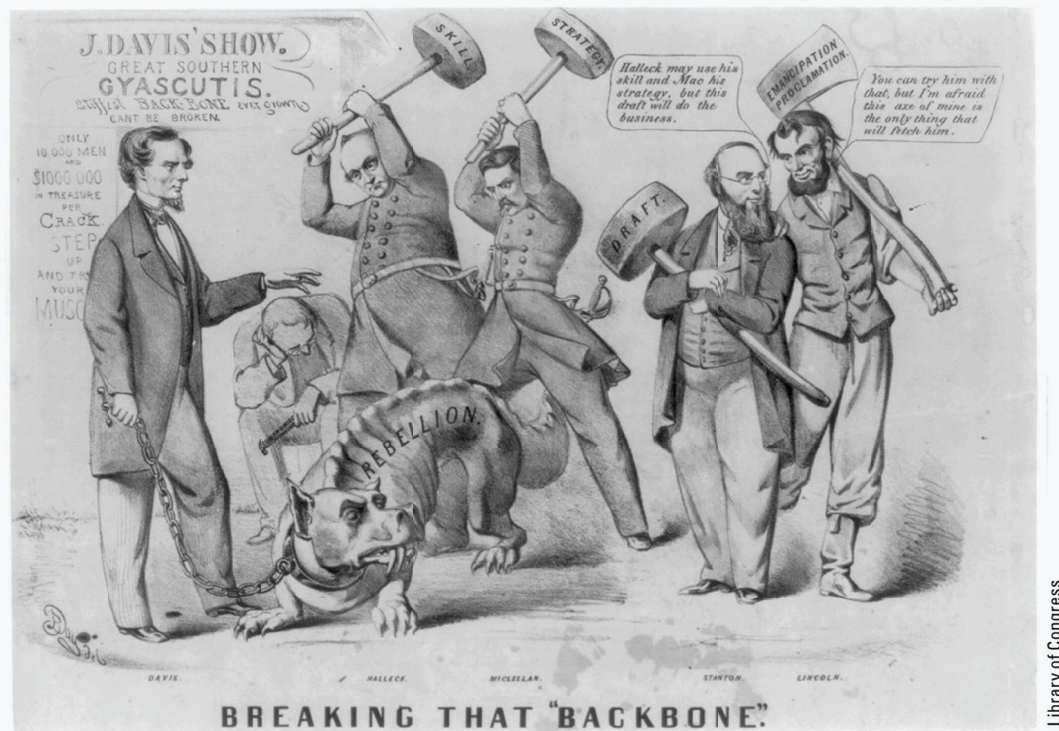
- (A) The persistence of major social programs, together with growing defense spending and tax cuts
- (B) The growth of federal intervention and regulation of large businesses, together with an end to most protective tariffs
- (C) The decline in federal defense contracts that accompanied the reduction of Cold War tensions
- (D) Rising unemployment and inflation rates, which reduced the value of incoming tax dollars

31. Which of the following groups would most strongly condemn the trend depicted in this graph?

- (A) Democratic congressional leaders
- (B) Civil rights activists
- (C) American conservatives
- (D) International business leaders

32. Which of the following conclusions is best supported by this graph?
- (A) Periods of economic instability and international involvement promote the growth of the national government.
- (B) Since the Great Depression, periods of political control by the Republican party have seen the slowing of the growth of the national debt.
- (C) American involvement in foreign conflicts has generally hurt domestic economic interests.
- (D) The intervention of the federal government in the natural ebbs and flows of the business cycle has resulted in more extreme economic crises.

Questions 33–36 are based on the following cartoon.



33. Which of the following best explains the cartoonist's depiction of Union leaders using several different "hammers"?
- (A) The Union struggled to overcome the significant material advantages of the Confederacy.
- (B) Divisions over emancipation weakened the Union in its attempt to crush the rebellion.
- (C) The Union's strategy and leadership evolved over time in the face of strong Confederate resolve.
- (D) Lincoln lacked the support of the home front in his attempt to bring the Confederacy to submission.
34. Why does Lincoln believe his "weapon," as depicted in the cartoon above, will have greater success than previous Union methods?
- (A) It led to a near immediate crumbling of the Southern economy, forcing surrender.
- (B) It both bolstered the Union's military forces and limited the foreign aid available to the Confederacy, hastening the South's decline.
- (C) It healed the divisions that had emerged in the North over the morality and wisdom of the war effort, renewing the Union's resolve.
- (D) It solidified the resolve of Union troops, who felt encouraged in Lincoln's dedication to the cause of restoring the union above all other concerns.

35. Which of the following contributed to the Union's ability to "break the backbone" of the South?
- (A) A series of early victories against vastly inferior Southern troops
 - (B) The strong unity of Northern voters in support of the war effort, as compared to the divided South
 - (C) The decision to wage war against the Southern economy and civilian infrastructure as well as on the Confederate army
 - (D) The strong support of European nations for the cause of the Union, isolating the South economically and politically

36. Which of the following best explains the apparent strength of Jefferson Davis's dog as depicted in the cartoon above?
- (A) Superior Confederate leadership and initiative displayed early in the Civil War
 - (B) Superior Confederate infrastructure, owing to a history of trade networks in the export driven South
 - (C) Superior Confederate military stores, as supported by the provisions of the British and French
 - (D) Superior Confederate supplies of capital and available credit, provided by the wealthy aristocracy of the South

Questions 37–38 refer to the following map.



37. Which of the following was the most significant difference between the tribes of the Great Basin/Great Plains regions and the other tribes noted on the map above?
- (A) These tribes developed more mobile or nomadic lifestyles than did others.
 - (B) These tribes relied more heavily on the cultivation of maize than did others.
 - (C) These tribes exhibited forms of greater social diversification than did others.
 - (D) These tribes relied more heavily on the vast bounty provided by their environment than did others.

38. The diversity among the many tribes depicted on this map can best be attributed to which of the following?
- (A) Interactions with the unique environments in which each group developed
 - (B) Available technologies and systems of organization
 - (C) The presence (or absence) of developed trade networks
 - (D) Varying degrees of reliance upon the forced labor of conquered groups

Questions 39–42 are based on the following quotation.

“The nation which indulges towards another [nation] a habitual hatred or a habitual fondness is in some degree a slave...sufficient to lead it astray from its duty and its interest... The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible...Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics.”

George Washington, “Farewell Address” (1796)

39. Which of the following developments brought about the most significant challenges to the ideology put forward by George Washington in the passage above?
- (A) American expansion into the Northwest Territories
 - (B) Spanish territorial gains in the Southwest
 - (C) The growing dependency of northern manufacturers on export markets
 - (D) Continued conflicts between the British and French
40. What central idea from Washington’s address was brought most sharply into focus by the controversy surrounding the radicalism of the French Revolution?
- (A) An alliance with European powers would force the United States into wars it was ill-prepared to fight.
 - (B) America was best served by building strong trade relations with industrial powers in order to advance its own interests.
 - (C) Foreign political and social developments had the power to divide the United States internally, to the detriment of the young nation.
 - (D) The United States had a responsibility to shun international alliances as a way to show disapproval of the violence of European wars.
41. One of the most significant results of America’s failure to heed Washington’s advice as given in this passage was
- (A) a sharp rise in tensions among partisan debates in the United States.
 - (B) economic decline among Southern planters and Northern manufacturers alike as America’s commitment to neutrality eliminated many opportunities for trade.
 - (C) growing political challenges to the legitimacy of the young republic as organized by the U.S. Constitution.
 - (D) militant expansion of U.S. frontier borders, at the expense of the lives of many Native Americans who sought to stop them.
42. Washington’s ideas most closely mirror the sentiments of American policymakers in the
- (A) 1890s
 - (B) 1920s
 - (C) 1940s
 - (D) 1980s

Questions 43–46 are based on the following quotation.

“Understandably, in its attempts to understand Third World radicalism, elites in the West underlined the ‘subversive’ role of the Soviet Union rather than the subversive effects of some of their own policies. Particularly popular...was so-called ‘modernization theory’ which attempted to explain Third World political behavior ... According to some social scientists...there is a relatively brief gap in the...development of most countries into which Communist influence may spread, before the benefits of political pluralism and the market become apparent to the majority of its inhabitants. The West needed to assist the regimes of such countries through this transitory phase and thereby prevent Communism and Soviet influence from spreading. In spite of Vietnam, ‘modernization theory’ had a substantial impact on US strategy until it was overtaken by the even more radical approach of the Reagan administration.”

Jussi M. Hanhimäki and Odd Arne Westad, *The Cold War* (2003)

43. Which of the following developments contributed to the Cold War competition over Third World countries outlined in this passage?
 - (A) American policies of containment in Eastern Europe
 - (B) The development of atomic weapons by the Soviet Union
 - (C) Significant debate in the United States over American policies abroad
 - (D) Decolonization that followed World War II
44. How might American strategies in the Third World (especially Latin America) best be described?
 - (A) Avoidance of military conflict through negotiations and flexible alliances
 - (B) Relaxation of Cold War tensions through a policy of open diplomacy
 - (C) Utilization of overwhelming military force to support Allies in the aftermath of defeat in Southeast Asia
 - (D) Focus on preventing the further expansion of Communism via support for anti-Communist regimes without regard for their commitment to democracy
45. One impact of American Cold War policies in the Third World was
 - (A) rapid economic growth at home.
 - (B) entanglement in a host of regional conflicts.
 - (C) mounting debt based primarily on military expenditures in Latin America.
 - (D) the advancement of American social and political unity in the face of continued threats.
46. Which of the following explains the way in which the Cold War policies of Ronald Reagan were a departure from the ideas explained in the passage?
 - (A) His commitment to cordial diplomacy and a reduction in military maneuvering reduced the tensions of the Cold War.
 - (B) His conservative philosophies led to a heightened ideological divide between the United States and the Soviet Union.
 - (C) His insistence upon demonstrating and building American military might challenged the delicate balance of power that had existed throughout the previous decades.
 - (D) His openness to compromise enabled the United States to form new economic relationships with nations that were previously seen as being exclusively in the Soviet sphere.

Questions 47–50 are based on the following two quotations.

“Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands...No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top...In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.”

Booker T. Washington, “Atlanta Compromise Address” (1895)

“Mr. Washington represents in Negro thought the old attitude of adjustment and submission... Moreover... Mr. Washington’s programme practically accepts the alleged inferiority of the Negro races... In the history of nearly all other races and peoples the doctrine preached at such crises has been that manly self-respect is worth more than lands and houses, and that a people who voluntarily surrender such respect, or cease striving for it, are not worth civilizing.”

W.E.B. DuBois, *The Souls of Black Folk* (1903)

47. Which of the following best explains the conflict between these two passages?
 - (A) Persistent racism, especially in the post-Reconstruction South
 - (B) Divergent ideas about how best to achieve social equality
 - (C) The political divide between the Democratic and Republican parties in the Gilded Age
 - (D) A decline in intellectualism during the late nineteenth century
48. Which of the following events would most directly have heightened the controversy between these two authors?
 - (A) The rise of the Social Gospel
 - (B) The passage of the Fourteenth Amendment
 - (C) The political failure of the Democratic Party in the Gilded Age
 - (D) The Supreme Court decision in *Plessy v. Ferguson*
49. Which of the following most clearly explains the argument made by Booker T. Washington?
 - (A) The rapid industrialization of the North and the “New South”
 - (B) The complete absence of formal educational opportunities for blacks in the South
 - (C) The challenges to black equality being made by reformers seeking women’s rights
 - (D) The persistent economic and social structure of the South, based in sharecropping supported by black laborers
50. Which of the following developments most clearly reflects the persistence of the ideas of W.E.B. DuBois?
 - (A) The growth of the Progressive movement in the early twentieth century
 - (B) The urban race riots that broke out in urban areas in the 1920s
 - (C) The rise in activism associated with the civil rights movement of the 1950s and 1960s
 - (D) The debates over affirmative action in the 1970s and 1980s

Questions 51–55 are based on the following quotation.

“Nineteen forty was the darkest year for democracy ever, a time when it looked all but certain that the Nazis were going to control the whole of Western Europe and perhaps the British Isles as well...that the Japanese Empire would engulf China, Manchuria, Vietnam, Burma, plus most if not all the offshore Asian islands, a time when the American people were divided over the question of how to respond... President Franklin Roosevelt, however, was preparing to stand up to them...It was at this time, 1940, that Henry Luce dared to proclaim that this would be the American Century...And it began to come true a year later, even as things got worse. At Pearl Harbor, the US Navy suffered a stunning defeat...But America was much better prepared to do her part in December 1941 than she had been in April 1917.”

Stephen E. Ambrose, *To America* (2002)

51. Which of the following best explains author Stephen Ambrose’s admiration of President Roosevelt’s efforts to prepare the United States for the possibility of war?
- (A) The general opposition to interventionism present in the United States before the attack on Pearl Harbor required exceptional (and careful) leadership in preparation.
- (B) The United States was directly threatened by the aggressive expansion of fascist governments in Europe.
- (C) Roosevelt undertook wartime preparations despite significant resistance from American voters that nearly cost him the election in 1940.
- (D) Careful preparations for war enabled the United States to avoid having any losses on their own soil, shifting the burden of war to our enemies.
52. Which of the following resulted most directly from America’s preparation as mentioned by Ambrose?
- (A) The internment of Japanese Americans living on the West Coast
- (B) The end of the Great Depression
- (C) The development and eventual use of the atom bomb
- (D) America’s advances with respect to civil rights
53. Which of the following groups benefited most from America’s wartime preparations?
- (A) Women and African Americans
- (B) Japanese Americans
- (C) The poor
- (D) U.S. Naval officers
54. Which of the following best supports Ambrose’s claim that the twentieth century was the “American Century”?
- (A) The advent of the Cold War following the conclusion of World War II
- (B) The extraordinary progress made in American civil rights during the war
- (C) The expansion of American cultural icons worldwide, made possible by new technologies
- (D) The United States’s position of power in world affairs given its role in the war and the devastation of Europe and Asia
55. What role would the aggression of the Nazis and the Japanese empire play in America’s foreign policy prior to the attack on Pearl Harbor?
- (A) Concerns over America’s ability to stand up to such rapidly expanding powers led to more intense isolationism.
- (B) American diversity made intervention seem unwise, as the nation was divided between the belligerents.
- (C) Opposition to the anti-democratic behavior of the Axis powers eventually served to unite the nation against Japan and Germany.
- (D) Horror over the inhumane treatment of the Axis powers’ defeated foes led to a renewed commitment to civil liberties in the United States.

STOP

END OF SECTION I, PART A

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

AP UNITED STATES HISTORY EXAMINATION
Section I
Part B: Short-Answer Questions
Writing time—45 minutes

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

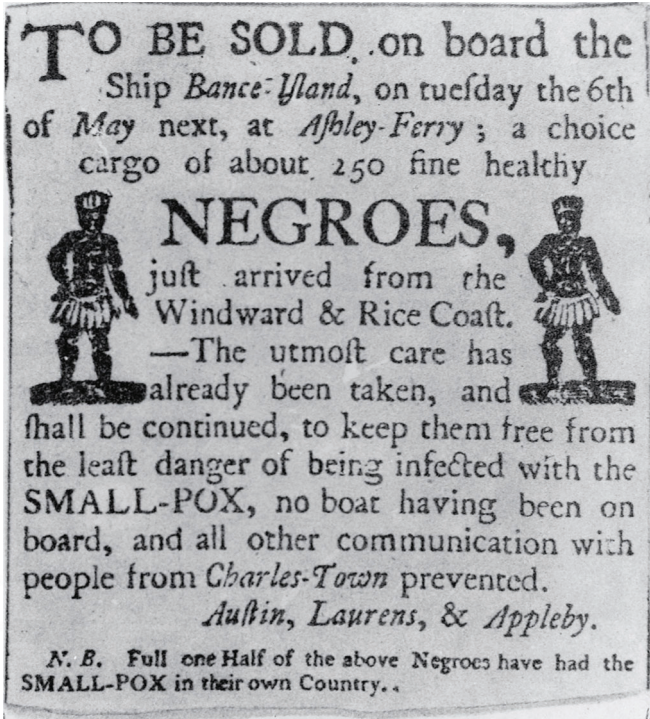
1. Answer a, b, and c.
 - a) Choose ONE of the philosophies listed below and describe how it proposed to achieve the ideal society in the Gilded Age.
Social Darwinism
Social Gospel
Gospel of Wealth
 - b) Evaluate the impact your chosen philosophy had on the realities of life in the Gilded Age.
 - c) Provide ONE piece of specific evidence supporting your explanation in part b.

"The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them."

Woodrow Wilson, Speech seeking a Declaration of War (1917)

2. Using the excerpt above, answer a, b, and c.
 - a) Give ONE example explaining America's decision to enter World War I in 1917.
 - b) Give ONE example of American actions during or after World War I that supports Wilson's assertions in this speech.
 - c) Give ONE example of American actions during or after World War I that contradicts Wilson's assertions in this speech.

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3. Using the 1760s advertisement above, answer a, b, and c.
 - a) Describe ONE economic reason for the development of slavery in the American colonies.
 - b) Describe ONE social reason for the development of slavery in the American colonies.
 - c) Describe ONE impact of the rise of slavery in the American colonies.
4. Answer a, b, and c.
 - a) Describe ONE major change that occurred as a result of the market revolution, including at least ONE piece of evidence to support your description.
 - b) Identify and explain ONE major benefit of the market revolution for the American economy. Provide at least ONE piece of evidence to support your claim.
 - c) Identify and explain ONE major political development or debate that occurred as a result of the market revolution.

STOP
END OF SECTION I

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

SECTION II: FREE-RESPONSE ESSAYS

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

AP UNITED STATES HISTORY EXAMINATION

Section II

Part A: Document-Based Question (DBQ)

Time—60 minutes

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

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

In your response you should do the following:

- State a relevant thesis that directly answers all parts of the question.
 - Support the thesis or relevant argument with evidence from all, or all but one of the documents.
 - Incorporate analysis of all, or all but one, of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents.
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay.
1. Analyze the causes and consequences of American Westward migration from 1862 to 1896.

Document 1: Homestead Application, January 1, 1863

I, Daniel Freeman of Gage County Nebraska Territory do hereby apply to enter under the provisions of the act of Congress approved May 20th, 1862 entitled; an act to Secure Homesteads to actual settlers on the Public Domain the South half of NW $\frac{1}{4}$ & NE $\frac{1}{4}$ of NW $\frac{1}{4}$ & SW $\frac{1}{4}$ of NE $\frac{1}{4}$ Sec. 26 in Township 4 N in Range Five East containing 160 acres. Having filed my preemption Declaration thereto on the Eight day of September 1862.

Daniel Freeman

Land Office at:
Brownville N.T. January 1st 1863

Source: Homestead Application, January 1, 1863
<http://www.archives.gov/education/lessons/homestead-act/>

Document 2: Union Pacific Promotional Broadside, 1869



Union Pacific Museum Collection

Source: Union Pacific Promotional Broadside, 1869

Document 3: Report to the General of the Army, 1878

We took away their country and their means of support, broke up their mode of living, their habits of life, introduced disease and decay among them, and it was for this and against this they made war. Could anyone expect less?

Source: General Philip Sheridan, Civil War veteran and long-time Indian Fighter, Report to the General of the Army, 1878

Document 4: Hydraulic Mining, Nevada, 1866

Source: Hydraulic Mining, Nevada, 1866

Document 5: Folk Song from Greer County, Oklahoma, circa 1889

Hurrah for Greer County! The land of the free,
The land of the bedbug, grasshopper, and flea;
I'll sing of its praises, I'll tell of its fame,
While starving to death on my government claim.

Source: Folk Song from Greer County, Oklahoma, circa 1889

Document 6: Grain Harvesting in Washington State near the turn of the 20th century

Picture Research Consultants & Archives

Source: Grain Harvesting in Washington State near the turn of the 20th century

Document 7: The Embattled Farmers, 1890

The farmers of the United States are up in arms. They are the bone and sinew of the nation; they produce the largest share of its wealth; but they are getting, they say, the smallest share for themselves. The American farmer is steadily losing ground. His burdens are heavier every year and his gains are more meager; he is beginning to fear that he may be sinking into a servile condition. He has waited long for the redress of his grievances; he purposes to wait no longer.

Source: Washington Gladden, "The Embattled Farmers," 1890

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

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

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

- State a relevant thesis that directly addresses all parts of the question.
 - Support your argument with evidence, using specific examples.
 - Apply historical thinking skills as directed by the question.
 - Synthesize the elements above into a persuasive essay.
1. Analyze the role of the abolitionist movement in affecting major political change in the United States government in the period from 1820 to 1861.
 2. Analyze the role of the Civil Rights Movement in affecting major political change in the United States government in the period from 1945 to 1968.

END OF EXAMINATION

SECTION I, PART A: MULTIPLE-CHOICE QUESTIONS

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

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

- a) The Social Gospel attempted to apply Christian teachings (like those about service to the poor) to the social problems that emerged among the nation's lowest classes during the Gilded Age. It supported broad charitable efforts to help improve the lives of the urban workers.
- b) The Social Gospel made little significant impact in the Gilded Age because the scale of the problems posed by industrial poverty proved to be more than private charities could overcome. However, it did pave the way for the rise of progressivism in the twentieth century.
- c) Progressives would agree, for example, that society had a responsibility to secure basic human dignity to all Americans and would harness the powers of government to work towards that end, in the passage of workers' compensation laws, for example.

QUESTION 2 SAMPLE STRONG RESPONSE

- a) America was lured into World War I by the German resumption of unrestricted submarine warfare in 1917, a violation of the Sussex Pledge that outraged Americans' sense of fair play.
- b) Wilson's commitment to the solutions presented in his Fourteen Points plan for peace revealed his genuine belief that the United States had a responsibility to make the world a better place after the war than it had been before.
- c) Despite the rhetoric, American propaganda supported by the Committee on Public Information often demonstrated anti-German sentiments that made America's place in the war feel more like an exercise in revenge than a noble crusade.

QUESTION 3 SAMPLE STRONG RESPONSE

- a) The South's plantation economy relied on labor-intensive cash crops like rice and tobacco. As a result, slaves (particularly those familiar with the agricultural methods) were in high demand.
- b) Socially, tensions between freedmen (former indentured servants) and the landed aristocracy, like Bacon's Rebellion against Virginia Governor Berkley, made slaves an attractive source of more permanent, more controllable labor.
- c) As slavery grew especially rapidly in the South, the cultural divide between Northern and Southern colonies (eventually states) grew as well, ultimately leading to conflict over national policy (like the tariff or the status of slaves in the territories).

QUESTION 4 SAMPLE STRONG RESPONSE

- a) The Market Revolution dramatically increased the number of Americans who focused their labor on developing a single crop they would then sell for profit, opening the door for the manufacture of consumer goods that had previously been made at home.
- b) Improvements in transportation, especially due to new canals like the Erie Canal and eventually to the rise of steam boats, helped to reduce transportation costs and facilitated regional specialization, which led to increased productivity.
- c) Questions about the role of the national government in the developing economy raised tensions, especially over the tariff, as seen in the Nullification Crisis of 1832.

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

Americans had pushed west since before the American Revolution, but the pace of migration accelerated only after the discovery of gold in California in 1848. Nevertheless, until the second half of the nineteenth century only the bravest and most independent of Americans made their home in the West. Although the settlement of the West brought a new set of challenges to the nation, governmental support of westward expansion spurred the migration of thousands of Americans in the name of progress.

In fact, it was the government's actions during the Civil War that made possible the large-scale migration of Americans to the Great Plains. In 1862, the Homestead Act was passed, entitling Americans to 160 acres of free government land so long as they improved the land and settled it for at least 5 years. Many thousands of Americans jumped at the opportunity to make a new life for themselves (Doc. 1), despite the considerable challenges that awaited them on the arid Great Plains. Indeed, the frequent droughts, unfamiliar pests, and difficult sod meant many homesteaders struggled to survive, but at least some who stayed kept a sense of humor about their struggles (Doc. 5). Despite these harsh realities, for many middle-class Americans, the government's active support of westward migration was all the encouragement they needed. In addition to this, government support of the construction of the transcontinental railroad (made possible by the Pacific Railways Act) made the dangerous trek across the American West much safer and opened the doors to expansion for more than just the hardiest Americans.

Now nearly anyone could make the journey, even just to visit, encouraging further the growth of the West as well as the profits of railroad companies (Doc. 2). Without the government's active support of westward expansion through its subsidization of transportation and settlement, westward expansion would likely have proceeded at a much slower pace.

Although the settlement of the West made available vast stores of new resources to the growing economy, expansion was not without its costs. Of course, the West was not an empty place when settlers arrived, and with growing numbers of white homesteaders came increased conflict with the Native Americans who had called the Great Plains home for centuries. Especially when gold was found in the Black Hills (Indian country), violence erupted more and more frequently as settlers and Native Americans clashed over land and power. Quickly, the U.S. government intervened and sent the army to protect settlers, though this resulted in the near annihilation of native peoples. Although some were sympathetic to the plight of the Indians (Doc. 3), most felt that the price was justified given the progress that the West brought to the rest of the United States. Similarly, the formerly untouched natural environment felt the toll of ever larger populations as new, mechanized techniques for mining (Doc. 4) and farming (Doc. 6) accelerated the pace of erosion and damaged the delicate ecosystems of the West. For a nation that seemed united in its efforts to “overspread the continent,” this seemed a small consequence in the face of progress toward the nation's destiny.

Nevertheless, for all that the government had done to encourage westward expansion, as the century came to a close and industry's power grew, many in the West felt abandoned by their country. Farmers, in particular, facing a harsh climate and fluctuating markets for their (over)production, began to unite in hopes of protecting their livelihood (Doc. 7). After first creating cooperatives and then organizing under the banner of the Grange or the Farmers' Alliance, eventually the Populist Party emerged out of the dissatisfaction of Western settlers. Hoping that the government would once more unite in support of the West, the Populists campaigned for the free coinage of silver and government regulations of the all-powerful railroads. They would be defeated soundly in the 1896 Presidential election, revealing that the West had become a mere source of resources for the nation that had moved on to a new focus on industrial growth.

Overall, it was the pursuit of progress that motivated the government to support westward expansion, a move that brought considerable wealth to the nation as supplies of resources grew and markets developed. Although the West would not always be seen as a beacon of hope, its settlement was a significant step in the advancement of the United States as a whole.

SECTION II, PART B: LONG-ESSAY QUESTIONS

QUESTION 1 SAMPLE STRONG RESPONSE

America's founding fathers struggled to adequately address the issue of slavery. As diverse as the colonies were—from the merchant dominated North to the planter-dominated South—it is no wonder that the debate over the “peculiar institution” significantly affected the nation's politics from the very beginning. Despite attempting to sidestep the issue in most national laws, the abolitionist movement created sectional tension that gave rise to partisan divisions, ultimately leading to the Civil War.

The Second Great Awakening, which had given birth to the abolitionist movement in the North, led Southerners to perceive national action as a potential threat to slavery. For this reason, as the nation expanded its borders, the balance between free and slave states was seen as the most important goal when considering the admission of new territories. Although the Missouri Compromise preserved this hope, the population growth of the North, together with the growing influence of abolitionists like William Lloyd Garrison and Frederick Douglass, made the South all the more defensive of its rights. The extraordinary reaction of the South to the Tariff of 1832 as embodied in the Nullification Crisis revealed this defensiveness, as did the gag rule instituted in the U.S. House of Representatives at the same time in hopes of preventing the mere discussion of abolition in Congress. Meanwhile, the abolitionist movement continued to draw support, leading a growing number of Northerners to see the South as a holdout of immoral and un-American oppression, inflaming the growing sectional tensions that had already nearly resulted in the secession of South Carolina over the tariff.

Although compromises in the 1820s and 1830s had attempted to preserve the delicate political balance between North and South, American expansionism inevitably inflamed sectional tensions by reviving the debate over the morality and legality of slavery. After the Mexican War, most Southern Democrats expected to expand their plantation empire into the newly acquired territories of the Southwest. Northerners, mostly Whigs influenced by abolitionists and opposed to the expansion of slavery, supported the ill-fated Wilmot Proviso, much to Southerners' dismay. Although the Proviso (which would have prohibited slavery in any new land) failed, Southerners were quick to perceive the threat to their Constitutional right to slavery. By 1850, the divide was nearly irreconcilable. Only the famous Congressional leaders Henry Clay and Daniel Webster, together with newcomer Stephen Douglas, were capable of patching together a compromise that enabled the admission of California as a free state without immediate bloodshed. Only by promising stricter federal enforcement, via the Fugitive Slave Act, of an old Constitutional guarantee could the North convince the South to accept the compromise. This law, however, did much to enrage Northern abolitionists and increased their efforts to condemn and prevent the spread of slavery. By the time of the Kansas-Nebraska Act, just four years later, abolitionists and Southerners literally came to blows as they attempted to wrest control of the territories from their opponents.

In the final years before the Civil War, the influence of abolitionists had not only caused deep divisions on the nation's social and cultural fabric but had also led to intense sectional conflict, particularly as the new Republican party began to emphasize its rejection of the expansion of slavery as its central platform. When Republican Abraham Lincoln was elected in 1861, the South would accept no more and chose secession and war over the preservation of the Union. The growth of abolitionism and the repeated ideological and political clashes over slavery itself had driven a wedge between the North and South that would be closed only by force of war.

QUESTION 2 SAMPLE STRONG RESPONSE

Despite having gained Constitutional protections for the rights of citizenship of all races, racial discrimination and oppression were common in the United States even as the country unified itself to fight the Axis threat in World War II. Nevertheless, black and Hispanic veterans returning from the front lines were unwilling to accept a return to the pre-war conditions of inferior

treatment. Although early civil rights efforts would struggle to affect significant political change in Congress, the civil rights movement would force action by the national government, achieving significant political reform while also dividing the Democratic Party.

Early attempts at securing civil rights would make only slow progress, although the focus on school integration and the intervention of the Supreme Court would force the nation to act. Often focused upon the patriotism and service of minorities, organizations such as the League of United Latin American Citizens and the American GI Forum sought better conditions—especially education—for Mexican Americans in the Southwest. Meanwhile, the NAACP attempted to find the right course to achieve a more universal victory in overturning the precedent of *Plessy v. Ferguson*. When Thurgood Marshall successfully argued the case of Linda Brown in *Brown v. Board*, the Supreme Court’s monumental decision ordered the integration of public schools and opened a partisan divide that would test the nation’s politicians. Republican President Dwight D. Eisenhower tried to avoid the issue altogether, not wanting to alienate the strong Congressional bloc of Southern Democrats, but Arkansas Governor Orval Faubus’s refusal to obey the nation’s Supreme Court forced Eisenhower’s hand as he ordered the deployment of the U.S. Army to enforce the integration of Central High School in Little Rock. Besides this early confrontation, the slow-moving South managed to avoid many significant changes until the national conscience was pricked by dedicated civil rights protesters.

Following the *Brown* decision, and spurred on by public outrage at the death of Emmett Till, the civil rights movement gained speed with the success of the Montgomery Bus Boycott. By motivating a national movement that would eventually encompass many Northern whites as well as Blacks organized by Martin Luther King and the Southern Christian Leadership Conference, the Civil Rights Movement began to turn heads in politics as they carefully targeted symbols of Southern oppression and segregation. Public outcry at the violent response of Southerners to peaceful protests in Montgomery and Selma and at lunch counters throughout the South convinced some congressmen that the time to act had arrived. President John F. Kennedy was said to be moved by the outrages of Birmingham policemen against peaceful marchers and he, reluctant to challenge the South up to that point, began to actively campaign for civil rights legislation. When Lyndon Johnson took up the crusade for civil rights reform, succeeding in the passage of the Civil Rights Act (1964) and the Voting Rights Act (1965), he also alienated Southern Democrats for “a generation.” Indeed, by 1968, the formerly solid Democratic South had nearly universally switched its loyalty to the more conservative Republican Party of Richard Nixon.

Despite slow and halting progress, the civil rights movement had effectively forced national action on the question of the treatment of minorities in America. Although major legislation would ultimately bring about significant progress in the quest for equality, the debate that erupted over the reforms would challenge both parties and become a defining feature of the Democratic Party—costing it the votes of Southern whites for decades to come.